

## INTEGRATION OF EDUCATIONAL PROCESSES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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**Annotatsiya:** maktabgacha ta'lim tashkilotlarida pedagog va oiladagi ta'limiy integratsiyalash ishlari tizimli ravishda olib borilgandagina oila tarbiyasi va ijtimoiy tarbiya o'rtasidagi xamkorlik ishlarini olib borish usullari yoritilgan

**Kalit so'zlar:** integratsiya, xamkorlik, modellashtirish, tasnifi

**Аннотация:** методы взаимодействия семейного воспитания и социального воспитания выделены только тогда, когда сотрудничество с организацией дошкольного образования и родителями осуществляется системно.

**Ключевые слова:** интеграция, кооперация, моделирование, классификация.

**Abstract:** methods of interaction between family education and social education are highlighted only when cooperation with the organization of preschool education and parents is carried out systematically.

**Key words:** integration, cooperation, modeling, classification.

In children of kindergarten age, the development of intuition, perception, attention, memory, imagination, thinking, speech, imagination, emotions and will is accelerated. A child cannot distinguish colors well. It is necessary to give him toys that help him to know the difference of colors, give him colored clothes, colorful necklaces, boxes and similar toys. Kindergarten children's perception of different things is based on their obvious signs (color and shape), but they cannot analyze them deeply. Children of kindergarten age will have the ability to analytically perceive pictures with the help of adults.

When children perceive pictures, adults should teach them to analyze them with various questions. In this, mainly children's attention:

1. To correctly perceive the content (plot) of the picture;
2. To correctly perceive the position of each depicted object in the general view of the photo;
3. It is necessary to focus on the correct perception of the relationship between the depicted objects. Attention is a constant companion of any activity. Therefore, the importance of attention in human life is extremely high.

Kindergarten children's attention is mostly involuntary. Play is very important for the development of voluntary attention in children of kindergarten age. During the game, children focus on one place and advance certain goals with their own initiative. The memory of a child of this age improves on the basis of new activities and new demands of the child. Kindergarten children involuntarily remember things that are important to them, that make a strong impression on them, and that interest them. The thinking of children of kindergarten age and its development has its own characteristics.

A child's thinking begins to develop very quickly during the kindergarten age. The reason for this is, firstly, the relative increase in life experience of children of Kindergarten age, secondly, children's speech is well developed during this period, and thirdly, children of Kindergarten age have the opportunity to make free and independent actions. The emergence of questions about all areas in children of kindergarten age indicates that their thinking is active. If the child cannot find an answer to his question or adults do not pay attention to his question, his curiosity begins to fade. Usually, any thought process arises due to being surprised by something, wondering, and as a result, various questions arise. Many parents and some educators say, "don't be too polite" and "where did you learn such things" if the children ask more questions. As a result, the child reads and tries to understand as best he can. Some shy children do not ask any questions. Adults themselves should ask questions to such children during various trainings and trips and thus activate them.

Any thinking usually starts with comparing, analyzing and synthesizing something. That is why we call this comparison, analysis and synthesis the process of thinking. Travels help to activate and develop the thinking process in children.

According to the formation of the personality of children of kindergarten age, this period can be divided into three stages: - the first period - it is between the ages of 3-4 and is related to the strengthening of the child's emotional self-control; - the second period is 4-5 years of moral self-management; - the third period is characterized by the formation of personal work and entrepreneurial character.

In the preschool period, moral concepts become more and more strict. As a source of moral concepts, they can have adults involved in their education, as well as peers. Moral experiences are passed and strengthened mainly in the process of communication, observation, imitation, as well as under the influence of praise and criticism of adults, especially mothers. The child always tries to get grades, especially praise. These evaluations and praises are very important in the development of the child's efforts to achieve success, as well as in his personal life and career choice.

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