

## **Pedagogy of Children during Preschool Education Intellectual Development through Support Psychological and Didactic Aspects**

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**Abstract:** Today, the development of the intellectual potential of preschoolers is one of the urgent issues. This article highlights the current issues of developing and improving the intellectual potential of preschoolers.

**Keywords:** Pre-school education, support, development, personality, pedagogue, education.

To date, the problem of paying attention to the personality of the students is a clear priority in the science of pedagogy and the practice of the educational system. Based on the adoption of universal values, the science of pedagogy is moving to a humanistic paradigm focused on the individual.

The humanistic pedagogical paradigm is the basis of this research. In this process, a person's personal intellectual powers are addressed. This is the inner source of consciousness.

We pay special attention to the pedagogical aspects of the problem. First, to study this problem based on the requirements of the modern information society, taking into account universal social and cultural situations, taking into account and analyzing individual pedagogical systems, individual support factors; secondly, to distinguish the existing signs and tasks of the educational process aimed at supporting children; thirdly, researching specific methods and conditions of supporting and protecting children, showing the main directions of working with children.

The theoretical-practical analysis of the researched problem showed that there are a number of pedagogical conflicts among the researched problems:

- insufficient research of the concept of transition to a person-oriented educational paradigm and the methodology of realizing children's intellectual potential with the sufficiently elaborated theory of humanitarian education;
- lack of readiness of teachers of pre-school education organizations and pedagogical community for this process with the support and satisfaction of children's need to realize their intellectual potential;
- the current state of support and protection of children in the process of realizing their intellectual potential in pre-school educational organizations, with the recognition of the child's personality and intellectual potential as the highest value in society;
- the objective needs of the child's personality and the possibilities of instilling in them universal values and realizing their intellectual abilities;
- the process of meeting these needs through dialogue with the need to support and protect the individuality of children;

- imbalances are observed between the need for highly qualified educators and pedagogical staff of the educational process and the civility, personal skills, and readiness of specialists for pedagogical activities.

The analysis of special scientific sources, pedagogical and socio-cultural reality, theory and practice of education show that until today the pedagogical foundations of intellectual development through pedagogical support of students of preschool educational organizations have not been developed. Pedagogical theory does not have ways to ensure pedagogical flexibility. Mechanisms for realizing children's internal potential have not been developed.

Accordingly, it is extremely necessary to develop technologies of intellectual development through pedagogical support of preschool educational organizations. The development of such technologies is important not only for the science of pedagogy, but also for the practice of preschool education. The fact that this problem has not been worked out theoretically and practically created the need to choose a research topic.

The expression of this problem in the science of pedagogy is manifested in the following directions: the philosophy of humanity, cooperation, solidarity as a methodological basis of research; such as the development of the idea of child protection and support in pedagogical thinking.

Modern pedagogical approaches show that the increase of intellectual abilities of the individual is the main factor of globalization and development. The development of intellectual abilities in children, their support and respect as values are very important issues.

The humanitarian paradigm is contradicting the natural-scientific paradigm of education. In person-oriented education, a person appears as a value. In the process, he teaches children to humanize life, tries to look at it from the point of view of the laws of beauty.

Finding solutions to socio-pedagogical situations and processes on the basis of the reconstruction of society and a new way of thinking will be activated. The basis of our research is the philosophy of humanity and solidarity.

Pedagogical support of the child in the process of education is inextricably linked with the national traditions, philosophy, humanity and pedagogic theory of the Uzbek people. The roots of this theory are directly related to the humanity and culture of the Uzbek people. Philosophical foundations of pedagogical thinking are expressed in the ideas of humanity. Aspects of philosophical thought related to anthropology and social life are directly connected with educational culture, education, self-awareness, self-improvement of a person, his spiritual life.

Directing modern pedagogic science to the individual and his development, referring to traditions based on humanity is one of the important tasks of individual-oriented education. Experts say that the philosophy of humanity and person-oriented pedagogy should create such forms of social pedagogical work, in which every child can create comfort for him to show his potential, fully master the cultural environment and develop his own personality. he must realize all his powers.

Today, the concept of humanity is enriched with new content. As a result, human perspectives are activated as objects of human relations. It should be based on the principles of mutual agreement, mutual understanding, cooperation and support. In this regard, as an existing edge of humanism, we strive to define the sum of objective and subjective relations as independent values unique to each person.

As conditions and criteria for pedagogical support and protection of children, the following are determined within the framework of the philosophy of humanity: attitude towards a person, seeing the child as a value, a being, approaching oneself as an important potential energy of a person; evaluating children's self-organization, implementation and self-sacrifice as their own; supporting activity and creativity in the child's life; the need for freedom, openness, the ability to

independently manage oneself; believing in one's own design, predicting one's future, expressing oneself in the existing cultural environment and equalizing.

Humanism interprets the individual as a supreme value. It requires the protection of his civil rights and maturity. It requires the creation of conditions for the free expression of a person's personal abilities in every way. Assistance and pedagogical support provided to the child should be carried out in accordance with humanitarian principles. In order to open up the child's personal strengths and creative possibilities and to direct him to values, it is necessary to look at his uniqueness with deep respect, to recognize his individuality.

From a synergistic point of view, we consider the support of the intellectual development of the students of preschool educational organizations from the point of view of internal self-organization. This allows the realization of the child's personal, developing abilities. The main direction of cooperation is the realization of the child's potential. Such an approach allows raising the intellectual development of children to a higher level of quality in preschool educational institutions. In this place, the point of view of support and protection of children will be a priority.

Addressing opportunities for pedagogical cooperation in intellectual development of children by supporting and protecting them requires relying on a number of factors:

in connection with the transition to a new pedagogical paradigm, to approach the child's personal development from the point of view of humanity;

- increased need for new pedagogical technologies that serve to intellectually develop and support children;
- self-realization of the child, implementation of his own activities, strengthening of the nature of his organization.

From this point of view, we also refer to the spiritual, socio-philosophical foundations of approaching the child based on the principle of humanity, supporting and protecting him. During our research, we approach the development of the child's personality based on the principle of cooperation. In this, the realization of the child's personal abilities takes priority.

Philosophical, psychological and pedagogical aspects of child protection deserve special attention. Therefore, we found it appropriate to refer to the components of the concept of protection. In this process, it is important to rely on the principle of understanding nature. Ya. A. Komensky and J. J. Rousseau justified the need to rely on this principle. Based on this principle, it is theoretically justified that man is an integral part of nature.

It should be noted that at the beginning of the 19th century, the study of social interests of a person began to appear as a central issue of pedagogy. This approach was founded by I. Kant, I. Fichte, G. Pestalossi [112]. The basis of this approach was the social construction of the individual. In this regard, the issue of personal support was enriched with new symbols. They are: social activity, social stability, freedom, pedagogical protection based on naturalness, development and upbringing of a child based on humanity.

In the science of pedagogy, the idea of humanism, the theory of free education is expanded and developed in all periods. In this context, the pedagogical heritage of our ancestors has special value. Their approach recognizes that children need protection, support and friendship.

Carrying out research on the support and protection of children is important for the development of pedagogical theory based on humanism. The process of pedagogical support of children requires the use of various forms of personal support.

The solution to the problems related to pedagogical support and protection of the child is extremely necessary to expand the possibilities of their intellectual development. Therefore, it is important to develop a system of special measures for pedagogical support, determine its conditions, and intellectual development of children. Under the concept of children's protection, we understand that in a stable situation, they feel their personal maturity, freedom, needs,

express themselves in a positive way, are supported and guided with the help of pedagogical tools.

Pedagogical support provided to children should be carried out in cooperation with each child and group of children. This support should be manifested in the form of specific pedagogical services aimed at children and should ensure their intellectual development.

Currently, a new attitude towards children is being formed in the practice of world education. It is important to create a system of intellectual development of children through pedagogical support within this ethics.

By the beginning of the 21st century, the problem of social-pedagogical protection of childhood has become more urgent. Support for children in a single educational area can be implemented on the basis of the following principles:

- ✓ perspective of universal values;
- ✓ human nature of education;
- ✓ perspective of human life and health;
- ✓ education is open to all;
- ✓ compatibility of the educational system with children's readiness and intellectual level.

The following qualities are typical for the educational system of Uzbekistan: the stability of the educational system focused on the intellectual development of children; mental and physiological health of children is protected and they are protected from burdens; such as consistency of topics in preschool education programs and convenience for the child's intellectual development.

Supporting children socially and pedagogically and helping them in their intellectual development is one of the urgent problems of today. A number of conflicts are observed in this area. As a result of a number of measures, a trend of socio-pedagogical support of children has emerged. It should be noted that the reform of the programs of preschool educational organizations in our country began in the early years of the 21st century. In the curriculum of the child of the third millennium, directions for radical reform of the educational process of preschool educational organizations were revealed. The basic curriculum "Bolajon" was created directly as a continuation of this. In our country, on July 7, 2018, as a direct continuation of the reforms in the field of preschool education, by the decision of the board meeting No. 4 of the Ministry of Preschool Education of the Republic of Uzbekistan, the "First Step" state curriculum for preschool education organizations was approved. .

This program differs from the previous "Bolajon" program, in which competence approaches to the development of preschool children are expressed for the first time.

Child protection is a multi-faceted and multi-directional pedagogical process. First of all, there is a need to identify and scientifically analyze the existing experiences in this field. Without a comprehensive analysis of existing experiences, it is impossible to create a pedagogical system aimed at intellectual development of children by supporting and protecting them. Because one of the important features of the educational system based on the principle of humanity is pedagogical support and protection of children.

Today, the support and protection of childhood occupies a special place in the state policy of the Republic of Uzbekistan. That is why the need to create a system of intellectual development of children through pedagogical support and protection in the educational system is growing day by day. Specific mechanisms of intellectual development of children by supporting and protecting them should be applied at all levels of education. Using the same mechanism, it is required to use multivariate models of intellectual development of children by supporting and protecting them. Determining the content of the process of intellectual development of children through pedagogical support and protection is gaining special relevance.

In recent years, the interest in the intellectual development of children in the fields of pedagogy and psychology has increased dramatically. The scope of research on social pedagogy has significantly expanded. Effective forms and methods of working with children are being sought. Methods and technologies of social pedagogical activity are being developed. These technologies are of particular importance as they are aimed at successful adaptation of children to social life and intellectual development. In the educational process, more attention is paid to the social and pedagogical protection of childhood.

Despite the fact that the scientific foundations of child support and protection have been developed from a pedagogical, psychological, social, and medical point of view, there are still many problems in this field that are waiting for their solution. In the scientific literature, the need for a comprehensive approach to the problem has been overlooked by experts. Among such problems, it is possible to include the issue of intellectual development of children through pedagogical support in preschool educational organizations. That is why it is observed that there are conflicts between the needs of the education sector and the effective system of pedagogical support for children. Also, there are inconsistencies between the theory of organizing pedagogical support of children in a holistic way and the practice of providing this process with educational methodical complexes.

The need to create the theoretical basis for the elimination of these conflicts puts on the agenda the research of the problem of intellectual development of children through pedagogical support.

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