



THE SCIENTIFIC-PEDAGOGICAL PROBLEM IN THE DEVELOPMENT OF PRESCHOOL EDUCATION IS AN EXAMPLE OF THE JAPANESE EXPERIENCE

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Received: 3 rd February 2023	The article is about the modern approaches of the preschool education system, in which examples of the scientific basis of the experience of the Japanese state are presented.
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The first kindergarten in Japan under the leadership of American women was established in Yokohama in 1871, the first Japanese kindergarten in Tokyo in 1894, but the idea of separating the child from the mother so early was not popular. The first Froebel-type kindergarten was established in Tokyo in 1876. His main idea - the initiative of the child - is still relevant today. First, low-income kindergartens were opened, and in 1900, national standards for preschool education and formal regulations for kindergartens were developed. "Under the 1947 law, kindergartens and kindergartens became part of the elementary school system. Kindergartens were transformed into kindergartens under the jurisdiction of the Ministry of Health and Welfare, but in the 1960s their programs ceased to be distinct from those of kindergartens". Kindergartens Education, Science and Culture Ministry of Health and Day Care Centers are under the Ministry of Health and Welfare. There are differences between these types of preschools. Kindergarten is more focused on education, children over the age of 3 have about 4 hours a day. are in kindergarten, a contract is made with parents or guardians, there is a program, the content of which includes health, communication, familiarization with the environment, speech development and self-expression In total, there are more than 15,000 kindergartens, each of which has about 135 children, with an average of 20 children per adult. pays attention. Infants and preschool children are educated together, these institutions work 8 hours a day. Children are sent to these institutions by the city authorities, the fee depends on the income of the parents. There are regulatory documents that determine the activities of institutions. The content of the work includes taking care of the child, ensuring emotional stability, taking care of health, regulating social relations, creating an appropriate environment and getting to know others, developing speech and self-expression. includes. There are about 23,000 care centers in total, each of which has an average of about 75 children and 10 children for every adult. There are also special facilities for children with developmental disabilities.

A preschool educational institution should solve the following tasks: help the child to have a good relationship with adults and children, respect nature, acquire healthy lifestyle habits, acquire social behavior skills. Public preschool education is positively evaluated: it helps to bring up an intact child who is able to cooperate with other children. There are also additional schools for gymnastics, swimming, music, dance, art, etc., as well as private kindergartens in schools preparing for admission to their affiliated universities. In addition to daily tasks, teachers must implement additional programs: celebrate the beginning and end of the school year, teach children the rules of behavior on the road and teach them safe life skills, excursions, sports competitions are organized, sports competitions are held. traditional Japanese exercises in literary creation, celebrating children's birthdays and traditional seasonal and national holidays. Many preschools teach children to play drums and flute, they can participate in marching festivals, and learn numbers and cursive "knan" - this is done at the request of parents. The book of L.A. Paramonova and E.Yu. Protasova describes the case of one of the most typical Japanese kindergartens (120 children) in terms of the organization of children's lives. Pupils are divided as follows: 12 children under 18 months (four teachers work with them); 20 children under 3 years old (two groups of 10 people each, three teachers and an assistant). The rest of the children are divided into groups of 25-30 people (one teacher in each) according to the principle of age (three-year-old, four-year-old, five-year-old). The groups have names like "Dandelions", "Frogs". Chair seats are embroidered, children bring them from home. There is a mini-organ played by the teacher in the group. Kindergarten starts at 7.00. Everyone plays freely with each other, at 9.30 the song "Put everything in its place" is heard, after which the children practice on the toy. Cheerful music on the street for 10 minutes. The song "Everybody's in their groups" is played and the kids take off their shoes in the lobby and run back to their groups. Children talk about the seasons. Then, under the guidance of the teacher, the children perform the task in the workbook on counting and coloring for 30 minutes. Under the completed task, the teacher pastes a sticky picture.

After the task is completed, the children begin to play freely. After 20 minutes of such games, preparation for eating begins. Children take a boxed breakfast from home, take cups and napkins. The kindergarten adds a hot meal and a bottle of milk to the items brought from home. Then the children sing together and start eating, everyone eats at their own pace - from 10 to 45 minutes. The teacher sits with the children at different tables every day. After eating, each child removes his napkin, chopsticks, box. Children start playing again with pictures and cards that help them learn letters. Then, for about 30 minutes, the children do origami, during which the teacher introduces the children to some geometric concepts. Then the children go out with their crafts, go for a walk, play on the site. After returning, the teacher shows the pictures and tells a story. The song is played again and the children begin their afternoon meal. Then they sing and walk again. Parents pick up children from the site between 16.30 and 18.00. It is worth noting that the teacher almost does not comment on misbehaving children, recommending them to solve the conflicts that arise on their own. In some cases, he calls the director (manager, usually a man), who explains to the children how to behave. There are no special classes for speech development. The Japanese want children to be like children: not only happy, but sometimes angry, disappointed, selfish. They learn to use formal (greeting, goodbye, thank you, encouragement) and informal speech. Language is studied as a means of expressing group cohesion and common social intent. In Japan, they do not follow a certain theory in education: they receive the best achievements, successful models, effective methods that lead to success, but at the same time, traditional values continue to be respected and even manifested. in small things - in the organization of individually oriented nutrition related to the gifts of nature, in the education of discipline and responsibility, etc. It is believed that all children should be given equal conditions. What is important is not talent, but patience, perseverance, character. Good behavior - the child gets up early even on weekends and holidays, works hard and plays, does physical exercises, eats right, respects the elders, pays attention to the feelings of others is to give The ability to depend on others and understand them is considered positive, that is, counting with those around you, seeing what they are doing, what mood they are in, obeying general rules and tolerance. Ideally, they strive to balance individuality and belonging to a group, duty and feeling, to find the right balance between kindergarten, family and society. In Japan, they are introduced to death from preschool age: children are told about death, reading books about it and discussing it. The theme of war and death is related to the great work of Japanese kindergartens to educate children in the spirit of national citizenship. For example, in kindergartens in the city of Osaka, this work is organized in the following directions: Children's study of global topics such as skin color of different human races; National dress; forms of greeting; dolls of different nations. Learn about the daily life of different peoples by studying national dishes, animal world, natural conditions, establishing relations with foreign educational institutions and inviting guests from different countries.

In general, in Japan, great attention is paid to children's health care: each educational institution has a team of medical personnel - a doctor, a nurse, a dentist, a pharmacist and a health curator. To become a kindergarten teacher, you do not need to study at an institute or university for two years. The qualification is awarded based on the results of the written test. With the help of tests, consciousness and memory are checked. The Japanese government has a policy of strict selection of university graduates for teaching positions. Unlike in other countries, a Japanese citizen must obtain a degree and pass exams to become a teacher. However, Japan is the only developed country in the world where a teacher's salary is higher than the salary of local government officials. Japanese pedagogues teach children to interact and organize them into small groups (khan), which is the most important distinguishing feature of the organization of preschool education. In these groups, children have their own schedules, their own names, which encourage them to make decisions taking into account the wishes of all members of the group, and serve as a unique unit for joint activities. Groups (6-8 people of both sexes) are formed not according to their abilities, but according to how they can make their activities effective. Children are taught many skills: how to look at the interlocutor, how to express themselves and take into account the opinion of their peers. The composition of these groups is not constant. Groups are reorganized every year. The constant change in the composition of children is associated with an attempt to provide children with the widest opportunities for socialization. If a child does not develop relationships in a particular group, he may make friends among other children. Teachers are changed so that the children do not learn much. Strong attachment, according to the Japanese, causes children to have a very strong attachment to their teachers, and the latter has a very serious responsibility for the fate of students. If the teacher does not like the child for some reason, this situation will not be too difficult. Perhaps the child develops a friendly relationship with another teacher, and he does not think that all adults do not like him.

The situation is the same in primary school: here the composition of the classes is mixed every two years and the teacher changes every year. Raising young children in Japan does not always help to develop a person's creative abilities, but skillfully forms the concept of a human team in a child, educates a physically and mentally healthy person who knows how to work in a team. instructions and not to disturb others. Thus, preschool education in Japan is not state and, like in Germany, is not subject to the Ministry of Education. The state does not provide financial support to parents whose children attend kindergartens. Until the end of the Middle Ages, Japan was hidden from the rest of the world: neither entry nor exit. But with the fall of the high walls, the world began to actively study this mysterious country, in particular, education in Japan.

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