



## USE OF MONTESSORI METHODOLOGY IN PRESCHOOL EDUCATION

**Ochilovna Nodira Rozikova**

Teacher of the Department of Primary Education Methods,  
Bukhara State University

E-mail: [n.o.roziqova@buxdu.uz](mailto:n.o.roziqova@buxdu.uz)

Article history:	Abstract:
<b>Received:</b> 10 <sup>th</sup> March 2021	This article discusses the use of the Montessori method in the mental education of young children, the process of using it in the classroom. Mental activity requires attention to always be focused. A person's mind is determined by the nature of the success he has achieved in his main activity. Mental education of preschool children is the influence of adults on the development of active thinking in children with a specific purpose. It involves giving children knowledge about the world around them, systematizing them, stimulating children's interest in learning, building mental skills and abilities, and developing cognitive skills.
<b>Accepted:</b> 28 <sup>th</sup> March 2021	
<b>Published:</b> 10 <sup>th</sup> April 2021	

**Keywords:** Mental Education, Montessori Methodology, Preschool Education, Behavior, Upbringing, Cultural Behavior Skills, Personality, "Bad" Stories.

### 1. INTRODUCTION.

The child is active by nature. Nothing bothers him like idleness or poorly organized activity. Children should not be taught to spend time in idleness. "Kindergarten is full of different activities, and in the process, children learn interesting news and develop their mental qualities. The educator should use the children's activities to instill in them a positive character trait of interest and the sustainability of useful habits. Only after learning the age and individual psycho-physiological characteristics of children, the laws of their development, the educator can identify and choose the most effective methods of educating each child.

At the preschool age, the child develops the most important mental qualities of the individual, the formation of character traits. The basis of a person's complex mental qualities are the habits brought up in the early preschool years. The program defines the scope and content of children's behaviors, habits, skills and attitudes of each age group. In the first small group, it is necessary to improve the adaptation of children to the basic movements, to teach the child to control these movements. Mental norms are formed in this group: children feel the clutter in their clothes, self-discipline, wash dirty hands before meals and wash their face, wipe their hands well with a towel, and wash their own towels when adults remind and help them. It is necessary to teach them to wipe well, to use their own towels, napkins, to sit in a mess, to chew food properly, to hold a spoon in the right hand. In the first small group, self-care skills begin to develop: the child is taught to undress and put on clothes in a certain order, to sew, to button, to untie and to untie boots. This is a great job for a child, and they help the mother by showing her how to do it. Children need to be taught to do very simple things first, such as wear a wedding dress, take off their shirts, fix their socks, and then wear socks independently, and so on

### 2. THE MAIN PART.

Striving for independence is a characteristic of little ones. When children reach the age of three, they often say, "I'll do it myself." The educator should use this to support the nurse's quest for independence. For example, a child can be told, "Now that you're big, you can eat with a spoon," or "Show Sodiqjon how to wear your socks or how to button your shoes, how to have the threads of your boots," and so on. Inculcating hard work in children also requires more attention from a small group educator. The educator instills in children a desire to help adults, introduces them to the work of a cook, a nanny, talks about the work of mothers, helps them to perform very simple tasks, such as bringing toys to the playground, picking up papers on the floor, setting tables and chairs. teaches to brag and so on. Keeping children clean and tidy: A good increase in foot water is not to contaminate the floor while washing not to scatter and soak toys everywhere, to follow the simplest rules of behavior in a children's community.

Cultural behavioral skills are formed in children: to greet them politely, to congratulate them, to thank them, to get up from their seats only after eating, not to interfere with each other, to shake hands with a friend. not pulling the toy Use of toys in the garden Putting toys in their place should be taught not to throw on the ground and not to

swallow. Children need to develop a sense of well-being and friendship with their playmates. The educator continues to instill in children a sense of community and the ability to behave in a team, to teach them to play together, to work together, to come together in harmony, to coordinate their actions with each other and to help each other teaches.

The educator needs to reinforce the mental concepts as well as the notions of kindness, honesty, truthfulness and friendship. The educator must consider the negative qualities of cunning, deceit, cruelty, arrogance, cowardice, laziness in a calm, effective tone. The educator should refrain from using methods of exhortation and outright prohibition. Kindergarten children should be taught social behavioral skills: greeting adults first, saying goodbye politely, thanking them for their help and care, and helping and serving adults. Particular attention should be paid to the development of cohesiveness and discipline. In lessons, field trips and children's labor activities, each child develops an interest in knowledge, observation, curiosity, the ability to analyze and synthesize, that is, the ability to distinguish between general and individual features of things and events, generalization to children, teaching them to think and draw conclusions requires them to cultivate a stable, focused mind.

Classes are the main form of education for children in kindergarten. The lesson is for the educator to front the children with the necessary knowledge and skills. The educator educates the children throughout the day: enriches their knowledge, cultural hygiene, behavioral culture to talk various district skills and abilities such as speech, numeracy forms. But training plays a key role in teaching takes over.

Classes play an important role in preparing children for preschool has Being self-organized through training remain. They have a steady focus, like the ability to draw attention to the will skills develop. Teaching in the classroom requires mental and physical effort from the children, i.e. it is related to the active activity of the child and the child strives to achieve a certain result, which requires long-term voluntary attention from the child. Therefore, in preparation for the lesson, it is necessary to take into account the age and ability of the children: the time of the lesson, the place on the agenda, the correct replacement of various sections of the program should be determined in advance. . It is important to conduct the training in the first half of the day, because first of all, the child will be able to perform mental tasks well in the morning, and the room will be well provided with natural light.

In the first lesson, the educator is a group room puppet and introduces toys. Puppets are used. The educator first arouses the children's interest in the lesson, and then gradually instills in the children the importance of the lesson. Gradually, the training will be adapted to the children's behavior. They learn the rules of etiquette during the lesson: to sit properly, not to be distracted, to listen carefully to the tutor and his peers, to answer only when the tutor asks, to stand up when the tutor answers, if necessary go to the table and learn the like. Older children need to be able to organize themselves quickly: to move easily from one activity to another, to keep their workplaces clean during lessons, to use pointers when talking to pictures, to keep their postures straight when responding. be understandable, speak loud enough, and respond fully. They need to clean up after work. Compliance with the requirements of the training should become the norm. It is based on two things: the first is based on the prestige of his upbringing, and the second is based on the development of a certain demand. From the outside, there is no difference in the behavior of children - it is the result of obedience to the usual discipline, and secondly, the future of the development of this educational activity, the impact of education.

Adherence to the rules of morality in the classroom is of great importance in preparing children for school and is an emotional part of the cultural preparation for school education. The social life events of older children are in the acquisition of more complex ideas about mental qualities the role of training will increase. At the same time, it is important to form positive relationships in the educational process in children. There is a significant shift in the field of thinking, voluntary recall, and mental development. The growth of curiosity, the development of differentiation and the deepening of emotion allow children to work for a certain period of time in the classroom; it allows us to learn not only to listen, not to hear, not only to see, but also to observe, to feel, to compare, to analyze.

It should be noted that in many cases, children have knowledge and cultivating in them a positive attitude to learning, a focus on peers, and a teacher's assignment and instructions play a crucial role in shaping skills. Forming ideas about the need to be kind to peers in the performance of tasks with the use of assessment of various situations that arise in the process of learning activities 68 has a significant impact on both the teaching and mental development of preschool children. 'rsatadi. It is important for children to be active, to develop the ability to follow any instructions clearly and consistently, as well as to develop orderly behavior in the team of their peers. Children's activity, clear and consistent offer of any instruction

answering questions, filling in the answers of their peers, is reflected in the attention and interest in the educator's messages. At the same time, the active participation of the child in the lessons should be organized, that is, the preschool child obeys the rules of behavior, prepares in a timely manner what is necessary for the lessons, in the process of learning keeps order on the table and so on.

In order to develop and strengthen children's mental feelings, the educator conducts specially prepared conversations for use in the lessons. Conversations about people's heroic deeds have a special educational value. Among the various pieces of information that children are taught in the classroom is their etiquette, which introduces them to the norms of behavior.

There will be information that forms mental concepts that deepen their understanding of. Conversations on etiquette play a big role in this. Conversations about etiquette can be organized by choosing works of art with mental content or situations that encourage children to express their ideas about etiquette. "She lost her glove. What would

you do? " "You're sitting by the window of the bus, and there's an old woman coming in. There are no vacancies. What would you do? "

Such situations make it necessary for children to choose the right path. Different conversations should not have the same structure. It is important to determine what part of the conversation is important and what emotional moments fill it. For example, when Montessori uses "bad" stories to talk about manners, it is important to analyze the behavior and attitudes of literary heroes. Kids Why is the story called "Bad"? How do we assess children's behavior? What were the children supposed to do? " After answering questions such as, the educator suggests writing another story about good children. Given that a preschooler almost never wants to look bad among his or her listeners, the child learns about comparisons and the behavior of heroes. it would be better to have a one-on-one conversation about how to translate the imaginations you have made into your own life. The educator skillfully uses children's emotional experiences when conducting conversations on etiquette. "For example, after a trip to the library, he talks about how to treat books. Mental education can also be successful in fine arts classes. In a large group, the theme of plot painting expands. Children are offered topics related to the impressions of social life: "Festively decorated" room "How do we take care of the birds?", "Our melon" and others. It is possible in the process of such activities ", " If my friend made a mistake, if he could not do it, it is necessary to help him not to turn everyone's face to the ground. " In a large group, there may be the following forms of assignment: "Everyone, look at the picture carefully. One of you are trying to tell a story about something that hasn't been said yet, something that hasn't been noticed. Then you help each other and your stories become more interesting "or" You all draw a city street together, each of you draws a house, but one of them is inhabited. Another has a store. The third is who plays what, club or school this is what happens. But to be beautiful, they need to paint every house in an orderly and passionate way. The same task can be done in another way:

"Together you draw a picture of a city street. There are different buildings on the street: apartments, shops, cinemas, etc., so that people can live on our streets, so that both the shops and the kindergarten are close to them, let's agree in advance who will draw what. " pre-distribution will be required

### 3.CONCLUSION.

Taking care of each child's personality, his present and future mental development requires the daily attention of educators: It is necessary to combine the tasks of forming the child's personality and children's community in an integral way. The educator is the child at the same time

The methods of mental education are effective in preschool children, taking into account the understanding of the basic mental norms, the impact on the emotions of the preschool child, the organization of positive forms of behavior. helps to form a working unit. When applying the methods of mental education, the application of the works of our thinkers and foreign educators is very effective.

It is important to use a variety of methods and techniques in the mental education of preschool children, focusing on influencing the emotions of the preschool child, the organization of positive forms of behavior, taking into account the understanding of patterns and mental norms. In addition, methods of mental education are effective, helping to form speech and cooperation in preschool children. When applying the methods of mental education, the application of the works of our thinkers and foreign educators is very effective. There is a significant shift in the field of thinking, voluntary memory, mental and volitional development. The growth of curiosity, the development of differentiation and the deepening of emotion allow children to work in the classroom for a certain period of time; not just seeing, but observing, feeling, allows you to teach comparison, analysis.

### REFERENCES:

1. Хакимова М. Х. ПРОБЛЕМЫ ОБЕСПЕЧЕНИЯ ПРЕЕМСТВЕННОСТИ ДОШКОЛЬНОГО И НАЧАЛЬНОГО ОБРАЗОВАНИЯ ПРИ ФОРМИРОВАНИИ МАТЕМАТИЧЕСКИХ ПОНЯТИЙ У УЧАЩИХСЯ //European reseach: innovation in science, education and technology. – 2020. – С. 69-71.
2. Xoliquovich J. R. Toponymics-a Linguistic Phenomenon in The Work of Sadriddin Aini //Middle European Scientific Bulletin. – 2021. – Т. 8.
3. Kamilovna R. N. Coaching approach at a mathematics lesson in grade 3 in the educational structure "equal partner" //Asian Journal of Multidimensional Research (AJMR). – 2021. – Т. 10. – №. 1. – С. 228-234.
4. Nurova U. Y. The Emergence and Development of Ethnolinguistics //Middle European Scientific Bulletin. – 2021. – Т. 8.
5. Кодирова С. А. ЖАНРОВЫЕ ОСОБЕННОСТИ" ЗАРБУЛМАСАЛА" //СОВРЕМЕННАЯ НАУКА: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ. – 2021. – С. 97-99.
6. Kodirova S. A. IDEALISTIC STUDY OF PROVERBS IN "ZARBULMASAL" OF GULKHANI //Scientific reports of Bukhara State University. – 2021. – Т. 5. – №. 1. – С. 170-179.
7. Курбанова Ш. Н. и др. ПРЕПОДАВАНИЕ МАТЕМАТИКИ В НАЧАЛЬНЫХ КЛАССАХ //European reseach: innovation in science, education and technology. – 2020. – С. 97-100.
8. Косимов Ф. М., Ярашов М. Ж. ТВОРЧЕСКИЕ САМОСТОЯТЕЛЬНЫЕ РАБОТЫ НА УРОКАХ МАТЕМАТИКИ В НАЧАЛЬНЫХ КЛАССАХ //ИННОВАЦИОННЫЙ ПОТЕНЦИАЛ РАЗВИТИЯ НАУКИ В СОВРЕМЕННОМ МИРЕ: ДОСТИЖЕНИЯ И ИННОВАЦИИ. – 2020. – С. 178-181.
9. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.

10. Bakhtiyorovna N. A., Bakhtiyorovna N. A. Anvar Obidjon is a children's poet //Middle European Scientific Bulletin. – 2021. – Т. 8.
11. Bakhtiyorovna A. N., Bakhtiyorovna A. N. The role of oikonyms in microtoponymis of Bukhara district //Middle European Scientific Bulletin. – 2020. – Т. 4. – С. 41-43.
12. Rustamova, Gavkhar Bakhron Kizi; Nurova, Yulduz baydullayevna; Mukhtorova, Maftuna Ilkhom Kizi; ,THE IMAGE OF TREES IN FOLKLORE: GENESIS AND POETIC INTERPRETATIONS,International Journal of Psychosocial Rehabilitation,24,04,6342-6349,2020,
13. Kamroev, Alijon. "STUDENTS'CREATIVE ACTIVITIES IN DESIGNING MOTHER TONGUE EDUCATION."
14. Хамраев А. Моделирование деятельности учителя при проектировании творческой деятельности учащихся //Педагогічні інновації: ідеї, реалії, перспективи. – 2018. – №. 2. – С. 23-26.
15. Ismoilovich D. D. THEORETICAL FOUNDATIONS OF WORK ON TEXT ANALYSIS IN PRIMARY SCHOOL.
16. Olloqova M. O. Intensive education and linguistic competence in mother tongue //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2021. – Т. 11. – №. 1. – С. 580-587.
17. Бахроновна, Рустамова Гавхар; ,"ИСТОРИКО-МИФОЛОГИЧЕСКИЕ ОСНОВЫ ОБРАЗОВ, СВЯЗАННЫХ С ДЕРЕВЬЯМИ В ФОЛКЛОРЕ",WORLD SCIENCE: PROBLEMS AND INNOVATIONS: сборник статей ЛII Международной научно-практической конференции,52,1,157-160,2021,МЦНС «Наука и Просвещение»
18. Saidahmedovna U. D., Qizi R. G. B. Beliefs About the" Tree of Life" in Uzbek Folklore //Middle European Scientific Bulletin. – 2021. – Т. 8.
19. Rakhimkulovich I. S. Specific Features of the Text in the Cognitive-Pragmatic Approach //Middle European Scientific Bulletin. – 2021. – Т. 8.
20. Yuldasheva M. M. The Development of Tolerance and Its Efficiency Based on National Traditions //Middle European Scientific Bulletin. – 2021. – Т. 8.
21. Shuhratovna N. M. Topic Groups of Microtoponyms of Jondor District //Middle European Scientific Bulletin. – 2021. – Т. 8.
22. Ismoilovna B. A. Problems of Training Future Primary School Teachers to Cooperate with The Family in Extracurricular Educational Activities //Middle European Scientific Bulletin. – 2021. – Т. 8.
23. Ergashevna S. G., Furqatovna S. S. Modern Forms of Mathematics in Primary Schools //Middle European Scientific Bulletin. – 2021. – Т. 8.
24. Sharipovna X. A. The problem of designing the creative activity of students in mother tongue education //Middle European Scientific Bulletin. – 2021. – Т. 8.
25. Khamroev R. A. Modeling of Teacher Activity in The Design of Creative Activities of Students in Primary School Mother Tongue Education //Middle European Scientific Bulletin. – 2021. – Т. 8.
26. Qizi C. G. T. Intonation. Intonema, its structure. Functions of intonema //Middle European Scientific Bulletin. – Т. 8. – С. 142,141-148.
27. Рустамова Г. ФОРМИРОВАНИЕ КОМПЕТЕНТНОСТЕЙ УЧЕНИКА ЧЕРЕЗ СПЕЦИФИЧЕСКУЮ ИНТЕРПРЕТАЦИЮ ОБРАЗА ТОПОЛЯ В УЗБЕКСКИХ НАРОДНЫХ ПЕСНЯХ," //Інновації в освітньому процесі: методологія, тенденції, технології. – 2020. – Т. 1. – С. 1,131-133.