



PRACTICAL ADVICE FOR PARENTS ON STUDYING FOREIGN EXPERIENCE

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Article history:	Abstract:
Received: 6 th April 2021 Accepted: 22 th April 2021 Published: 8 th May 2021	The article highlights the principles of the pedagogical system of the Italian scientist Maria Montessori, explains the essence of these principles to parents using real examples and gives practical recommendations for their application.
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There are kindergartens operating according to the pedagogical system of Maria Montessori, which is still known for its effectiveness, in all developed countries of the world. Terms such as Montessori toys, Montessori kindergarten, Montessori pedagogy, Montessori methodology, Montessori play, Montessori direction, Montessori child have already become everyday words of preschoolers. For more than a hundred years, the philosophy of Maria Montessori has not lost its relevance, and the effectiveness of her pedagogical system has been confirmed by scientific research. The International Montessori Association operates all over the world. It is the author of dozens of works on complex topics of child psychology, such as "My method", "Help me do it myself", "Different children", "Orphanage", "Complete course of child care" [2; 53] - We revealed the essence of their advice and advice on real examples and practical recommendations for parents, future educators, teachers. The author's words encourage parents to work on relationships with children, without waiting for everything to fall into place in raising children. Here are some tips and tricks based on Montessori principles. They have deep meaning and require careful adherence

1. JOIN YOUR CHILD DURING SENSITIVE PERIODS OF DEVELOPMENT.

A sensitive period of development is a period when the most favorable conditions are created for the formation of certain psychological characteristics and behavior in a person's life. This is a delicate period of the highest opportunities for the effective development of any aspect of the psyche. When we teach a child to walk, speak, write, read, behave, these processes become very easy for us, and we can succeed if we act at the same pace and speed that are given by nature. Learning at the right time is most rewarding and most rewarding. A child of the same age, taught by nature at a certain time, absorbs knowledge and skills like a sponge, while the other repels them. Мана нима учун биз ривожланишнинг сезгир даврларини билишимиз даркор. This is why we need to know the sensitive periods of development. Sensitive means sensitive (or sensitive). What are the sensitive periods of childhood development? These periods are considered the most favorable for the impact of environmental factors. In other words, this is a step in the right direction. For example, so that there are more cucumbers in the garden, we take into account the sowing time, when to feed, when to mow. In the same way, when raising a child, it is necessary to take into account the boundaries and characteristics of sensitive stages of development [3, 103]. The laws of nature are not opposed to flow, but with this flow it is better to stretch. We must act simultaneously. Only then will we increase the most effective developmental opportunities for our children. "A child will never succeed as quickly, fully and happily as in a sensitive period of development," says Maria Montessori. In each of these periods, the child easily acquires various skills and learns without much effort. All children show a spontaneous interest in certain aspects of the environment in their development and go through several stages of interest. Sensitive periods of development:

- From birth to 6 years - a sensitive period of speech development
- From birth to 5 years - a sensitive period of emotional development
- From 1 to 2 years - a sensitive period of perceiving little things
- From 1 to 3 years - a sensitive period for accepting an order.
- From 1 to 4 years - sensitive period of movement
- 2.5-5 years - a sensitive period of social development

Research in neuroscience has shown that in children aged 0 to 6 years, the maximum brain plasticity matures at different times, which corresponds to a period of easy learning.

2. STRIVE TO INSTILL INTRINSIC MOTIVATION IN YOUR CHILD.

Maria Montessori was convinced that learning by doing, meeting the interests and needs of the child, would be easy, fast and fun. That is why, in the Montessori environment, children follow their interests, and everything happens when they want and need it. If the task is interesting, arouses curiosity, the child will like the discoveries. This, in turn, leads to intrinsic motivation and a desire to read and learn more. Over time, if the child is not regularly encouraged by the educational process itself, on the contrary, when the child completes an assignment to please adults, to receive a gift or a good grade, he acts not for his own benefit, but for his own benefit.

3. ALLOW YOUR CHILD TO EXPLORE THE WORLD BY FEELING.

In the teaching operation, Maria Montessori encouraged young children to practice and nurture each of their emotions through a multisensory approach before starting school. Indeed, the first years of a child's life are very important for the development of emotions. This is a period when the brain is sensitive to sensory influences, especially sensitive, and its development is interrelated with the environment. The more emotional experience your child has, the more emotions he or she will be able to combine and benefit from learning. Children love to squeak, squeak, squeak. Let them touch, touch, smell and taste. Teach them to see, hear, smell, taste and touch. Close your eyes and ask him what he smells and what his voice sounds like. Teach them to put different objects on their forehead, stomach, and arms to find out what they are. Give him a flashlight and binoculars. With their help, children can draw attention to one thing.

4. ENCOURAGE YOUR CHILD TO BE ACTIVE IN LEARNING.

Maria Montessori emphasizes the ease with which young children can concentrate and learn over a long period of time when they are interested in something. In particular, it proves how much research is related to the use of hands and senses. Montessori schools are based on working with a variety of sensory materials. This allows children to receive active information on the topic, rather than passively; develops the child's enthusiasm for what he is doing. When we want something, all our senses are sharpened, and we better remember what we are doing. Emotional cognition and coordination are especially appealing to young children. From the age of 6, the active role of the body's movements in learning about the environment diminishes, and it becomes easier to experience the process of childbearing, because he thinks about it. When we are actively engaged in something, our brain fully absorbs various sensory and three-dimensional information, and the acquired knowledge becomes more effective. "Why?" the age to ask questions begins. If the child is interested in the buttons, pack a calculator, a broken TV remote control, and a broken phone in a box. Do a little research with them. Sprinkle salt on ice cubes; Sprinkle sugar on the yeast, add a little water and watch the baby rise. Engage in activities such as cooking, house cleaning, and gardening. Because doing these things is not only interesting for the child, but also educational.

5. ALLOW YOUR CHILD TO MOVE ACTIVELY.

Maria Montessori recognizes that movement is vital for children. Therefore, in Montessori groups, children move freely, but it is important that all movements are purposeful and integrated with education: bring things and things and put them in a vessel; Acting for the acquisition of body skills: the child's hand writes letters, lifts bricks or toys of different sizes, and understands the difference in the weight of things, and so on. Indeed, freedom of movement and learning are inextricably linked, and movement is very useful here: provides the body and brain with good oxygen for the growth of connections between neurons; restores attention by activating the vestibular apparatus and the brain [4; 48]. Because when we sit down, we pay more attention and concentrate! For example, a child who goes to a bookstore to buy a book now pays more attention to reading. For example, do you remember the name of the Australian capital? No? Then get up. Make strong green tea. Have a cup of tea! You see, other branches of neurons are involved, and a quickly forgotten word appears in your mind as if by magic! Activities with a specific purpose develop executive functions (planning, memorizing, and selectively focusing). From the age of about 5, a child's need for an external physical purpose weakens, and the goal gradually becomes internal (mental).

6. HELP YOUR CHILD TO CONTROL THE BODY.

Maria Montessori has developed a series of exercises that slowly teach children to relax their bodies. The brain of a newborn baby is rapidly or slowly formed and slowly accumulates - which in turn saturates the newborn environment. The branches of the brain, which allow us to relax our bodies, form very slowly. Adults perform tasks automatically. Because these actions have already become angels. The kids don't know what to do. So give the future or these actions a quick look at how to do it. Explain how to climb and descend stairs slowly, how to hold spoons and forks, how to pick up small objects, how to fasten the buttons of a coat or the collar of your jacket. Then ask them to repeat these actions. If necessary, show yourself again. The child needs to practice. The more complex movements he performs, the faster he takes control of his body.

7. ALLOW YOUR CHILD TO TAKE A BREAK.

According to the Montessori style, the child should follow his own rhythm. That is, if necessary, he can take a break, pause for a while, clarify this or that, and then return to work. The brain never rests. Even when we are asleep or when we feel like we are not doing anything, the brain does a lot of necessary and important work. During his

leisure time, he processes, summarizes, makes decisions, and analyzes information obtained throughout his life. Naturally, sometimes this happens, our thoughts are somewhere far away, we are in the "heavens" and it is good to be like that! Because it allows us to work more efficiently. It is at such moments that the accumulated knowledge is assimilated. Just as we don't want to sit down to lunch again after a delicious lunch, our brains focus on analyzing and understanding the information we learn. Studies show that creative thinking often depends on the "free flow" of our minds. Because precious thoughts come to our minds as we fly in the skies. We think we did the right thing when we engaged our children in various activities. However, sometimes your child may not want to do anything or just walk around the yard, and this desire will eventually lead him to do some things successfully

8. TEACH YOUR CHILD TO FOCUS.

The Montessori system allows the child to develop deep concentration skills. Focus is important in any endeavor, but it is an absolute priority in the learning process. With so many distractions today, there is no doubt that developing these skills from an early age is no easy task. The ability to focus on one thing is associated with brain development. In order not to be confused and to be persistent in solving a problem (remembering why we are doing it and knowing the sequence of actions), it is necessary to ignore (limit) some information. Special exercises are required to help your child remember the ultimate goal and perform the right actions on a regular basis. Concentration is related to the prefrontal cortex of the brain, which is one of the last areas of the brain. So:

- Each child performs a task of interest to him.
- There are times when children are silent.
- They can walk on the rope without making a sound.
- Can train for a long time without interruption.
- They use materials that contribute to the development of their emotions (the ability to know what you are doing through the senses develops concentration). So be patient. For example, ask your child to put on shoes and tie a knot. Wait for your child to complete this task. Don't be confused. Don't stop working. This will help you develop your ability to concentrate.

9. TEACH YOUR CHILD TO CHOOSE.

At a time when some see the child as a blank slate that needs to be filled, Maria Montessori emphasizes that the child is given great opportunities and that his development as a full-fledged person takes place in the process of maturity. The child's free choice of activity is the basis of the Montessori pedagogical system. With freedom of choice, there is responsibility for this choice - the child learns to act consciously in this way. Because of the brain's decision-making system, we always choose something intentionally or automatically. Choice and responsibility are an important part of our life, our freedom. You can learn, but it will take a long time. The choice depends on the area of the brain that stops maturing during puberty. This means that you should not harm the developing area of the brain. This is an important stage in the development of a child, and we must support his informed choice. Involve your child in decision-making from an early age. Tell him out loud why he does this or that. "It is raining outside. Wet everywhere. That's why I'm wearing my shoes." Explain the things that don't matter to him. "I'm putting white clothes on this guy," he said. I'll put the colored clothes on another guy. "Talk about your values. He still remembers them, even if he doesn't understand them. "It's a sin to throw everything away," he said. Peel a squash, grate it and squeeze the juice. It will be rewarded. "Concepts such as these are also emphasized in the concept of continuous spiritual education [1].

10. ENCOURAGE REPETITION IN YOUR CHILD.

Maria Montessori observed the innate taste of repetition in children. According to his methodology, children can learn freely at their own pace, that is, they can repeat certain movements until they want to learn them. Your child will love the same books. He asks you to repeat a joke several times and he laughs every time. He always plays the same toy or likes to play one game at a time. During the study, connections are made between several neurons. These connections can be made quickly, but they can only be strengthened by repeating them. The need for repetition is unique to each child in order to acquire knowledge. Some children just need a little repetition to learn to walk, but they need more repetition to speak. Some children learn to move precisely by repeating their movements, while others observe and do everything for the first time. Sight is the most important human emotion, most of the information we receive through sight. Everything connected with movement and space is first of all felt by our eyes. We rely heavily on visual information to classify, evaluate, understand, and study the environment. In the person who observes the movement and in the person who performs this movement, these areas of the brain are activated. We learn by watching. A child who is learning to walk is always attracted to the stairs and stairs. Allow him to go up and down the stairs. He changes his socks several times a day. Because he learned to wear socks. Be patient. Remember. With this, the child develops.

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