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Annotation. This article discusses the methodology for preparing preschool children for school in short-term groups. Based on the conclusions drawn, proposals were developed.

Keywords: training, educator, children, short-term groups, first and second half of the day, types of training, education.

Introduction

Planning is the process of predetermining the procedure and sequence of the implementation of educational work, indicating the necessary conditions, the means, forms and methods used. In general, the effectiveness of educational work is determined by the extent to which planning is thought out and carried out competently.

Planning, in addition to a decrease in uncertain circumstances in the development of the pedagogical situation, provides continuity in the activities of the educator today and tomorrow.

The planning of educational work is based on the educator's desire to ensure the cooperation of the children's team and parents, the realization by them of goals and objectives within the framework of joint activities, to ensure that the life of children in a preschool educational organization is interesting and useful.

When choosing a planning model, it is necessary to consider the professional training, experience of each educator, the ability to see and analyze the results of his activities, as well as the conditions in the MTT.

Perspective plan-considered the main document when working with children, it requires planning all types of children's activities and the forms of daily work inherent in them. Without this document, it is not recommended for the educator to start work.

Since the culture of behavior and spiritual qualities are formed during the educational process carried out with children (in domestic life, in the process of play, work, training), it is not planned in a separate departmental way. Therefore, it is advisable to introduce promising planning, relying on pedagogical methods and tools, in view of the increasing complexity of demand.

Discussion and results

The plan includes a list of children of the Group, A list of literature, a schedule of classes on the organization of children's activities during the working day.

The Daily plan is drawn up for 1-2 weeks. It is written in the form of a plan-synopsis, in which the activities of the entire working day are covered in detail:

in the morning (work on individual work with children, the formation of cultural-hygienic and

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self-service skills, conducting didactic games, etc.), during training (its type, subject, purpose, necessary equipment, course of training), during hiking (observation, labor, action games, game activities, solo work, children's homecoming).

The educator can independently choose the form of the plan. Nevertheless, it is recommended to use a single form of writing a plan approved by the MTT pedagogical Council.

The perspective topic plan provides for:

1. Children are the interconnection of the main types of activities (play, labor, education, etc.).
2. Implementation of the principle of sequence and regularity of tasks for a month.
3. The interdependence of tasks in all sections of the program for a particular age group.
4. The systematic implementation of individual work with certain children after direct educational activity, play, labor activity.
5. To record observations in the plan the day before or on the same day.

When applying the type of writing the plan in such a way, it is necessary to establish the day of the final educational activity, conversation, excursions, complex activities. Such planning, in addition to saving the strength and time of the educator, makes it possible to see a holistic picture of educational work with children. This in turn is of great importance in the implementation of the principle of thematic planning for a year, the harmonization of educational areas, the implementation of projects and children's test-research activities, as well as integral work.

The presence of a clear pedagogical plan, scientifically based, will ease the work of the educator and increase his creative capabilities. The planning of educational work is based on the interaction of an educator, a children's team and parents, the analysis of the goals and objectives of joint activities by them.

The state requirements for preschool education of the Republic of Uzbekistan, the "first step" of preparing children for school in short-term groups, the state educational program creates new opportunities for educators, encourages to rethink the old forms and styles used in the organization of the educational process in preschool educational organizations, opens a wide path to pedagogical initiative, experience and creativity.

Each day begins and ends with free activities, in which children are engaged in their interests. (what to do to play, draw, Build-Build, Watch a picture book together with tengquri, etc.k.)

The educator uses the time allotted for free activities to play together with several pairs, small groups (from 3-4 children) in order to form styles of play activities.

Thus, when other children are busy with their work on their interests during the specified period of time, the educator can cover 2-3 pairs or a small group (taking 7-10 minutes each).

The period of free activity alternates with communication, conversation, in which all children

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are invited. This time is marked by vivid impressions from the previous day, changes in nature, upcoming memorable dates and h.k.ga the circle is dedicated to free communication. In the process of conversation, the educator notes for himself topical issues of interest to preschool children, which can be used to plan the topics of educational activities in the following days, plans interesting games with children in the future. If disputes and disagreements are recorded in Group life, it is possible to discuss ways to resolve them by socially acceptable methods, clarify children's perceptions of norms and rules of behavior, and jointly develop "group-specific" rules.

An educator can use an artistic text for discussion – read a short story, fairy tale, poem with a spiritual and moral content, and, together with children, compare events in the book and in their lives.

If necessary, the educator can end the dialogue within the group by reading an artistic text that gives meaning and meaning to future educational activities (makes the topic, the problem interesting for children).

After communication within the group, two educational activities with adults (acquaintance with the environment, elementary mathematics, visual activity, etc.-in accordance with a specific day of the week) are held in the group room and envisage working with the whole group (according to the content of a particular topic and training, preschool children are divided into pairs for the purpose of

Some children may not take an active part in the work, watching the activities of children other than the smoker. This does not mean that the child does not receive any benefit from training. The next time he becomes bolder, he is tempted to get to work.

When moving to a music or gym, children communicate with other mentors (music Officer, Trainer) in adulthood going beyond the scope of the group room every day brings color to children's lives, expanding their socio-cultural space. Part of this educational activity can be spent by the educator with the children, and the other part – on the preparation of a light breakfast (if it is being organized at the request of the parents). Eating together serves as a jipsing of the children's group. It is necessary to create a free, comfortable atmosphere at breakfast, to allow children to freely exchange ideas with each other with the impressions they receive from the educational activities that have passed. After breakfast, the educator is helped by the shifts to put the table in order.

The day ends with free activities of children. At this time, the educator invites several children (those who need additional training) to communicative training twice a week. All those who wish can join them. The set of exercises with each group is designed for 10 minutes. One of the days of the week is devoted by the educator to playing with them in order to develop methods of play activity in children.

Attention should be paid to the organizational uniqueness of the adult game with children and communicative training: the educator carries out this work at the same time as the free independent activities of children. In the process, the educator works with small groups, he can specifically involve children in a game or conversation, or invite those who wish. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Conclusion

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A schedule of such educational activities for short-term groups is offered in both 9-month and 3-month courses of preparing children for school. The advantage of such a schedule is that if the parents support the educator in achieving the tasks that are poured in front of the same type of educational activity, and continue training, the time for outdoor activities can also be extended.

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