

FORMATION OF TOLERANCE IN CHILDREN THROUGH THE ORGANIZATION OF CHILDREN'S ACTIVITIES IN DEVELOPMENT CENTERS

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Abstract

This scientific article discusses the socio-pedagogical foundations of the formation of tolerance traits through the organization of children's activities in preschool educational organizations based on development centers. The study scientifically and theoretically analyzes the essence of the concept of tolerance, its role in the personal development of preschool children, the educational capabilities of development centers, and the importance of pedagogical activity. It is also substantiated that cooperative activities organized in development centers serve to develop tolerance, empathy, mutual respect, and social adaptation skills in children.

Keywords: Preschool education, development centers, tolerance, social education, pedagogical environment, cooperation, empathy.

Introduction

The development of modern society requires relationships between people based on mutual respect, tolerance and solidarity. In a society where there are different cultures, views and social groups, tolerance is manifested as an important social value. Therefore, the formation of tolerance as a person is an important task at all stages of the education system, especially in the process of preschool education.

The preschool period is a crucial stage in the personal, social and moral development of a child, during which the child's worldview, behavior and culture of communication are formed. Therefore, the development of tolerance in children from an early age is pedagogically relevant. The organization of activities in preschool educational organizations based on development centers ensures the independent and socially active participation of children, enriching their social experience. It is in this process that social qualities such as tolerance, empathy, and mutual respect are formed in children. The educational process in preschool educational organizations is planned based on the State Requirements for the Development of Children of Early and Preschool Age and the State Program "First Step". Currently, in our country, in accordance with the Resolution No. PQ-3305 "On the Organization of the Activities of the Ministry of Preschool Education of the Republic of Uzbekistan" dated September 30, 2017,



and the Resolution No. PQ-2707 “On Measures to Further Improve the Preschool Education System in 2017-2021” dated December 29, 2016, the Regulation of the Cabinet of Ministers No. 929 “On the Ministry of Preschool Education of the Republic of Uzbekistan” dated November 21, 2017, is aimed at qualitatively preparing children for preschool education, strengthening the material and technical base in preschool educational organizations, expanding the state and non-state network of preschool educational organizations, and thereby It allows for increasing the coverage of children in education and introducing advanced foreign experiences into the field..The comprehensive development of a child is carried out only on the basis of assimilating the centuries-old experience of humanity through communication with adults who are the keepers of human experience, knowledge, abilities and culture. This experience can be given only through the most important means of human communication - language. Language is an integral part of our life, we treat it as something that must be there by itself. We do not think much about what language itself is, how we speak in it, and how we learn to speak. Innovative pedagogical technology in the process of preschool education is a new interpretation of the process of developing speech, freely expressing one's thoughts, communicating with each other, and getting to know the world around us through the study of educational materials with the help of these tools. Based on the "First Step" state curriculum, the following development centers will operate in preschool educational organizations²: - Construction and Design Center - Plot-role-playing and dramatization center.

Language and Speech - Science and Nature Center - Art Center. Development centers provide children with the opportunity to independently individualize the educational process based on their personal skills and interests. Educators-pedagogues play the role of children's assistants in development centers, provide a wide range of opportunities in the place where classes are held and plan activities that take into account the individual level of development of each child. In the process of raising preschool children, the teacher plays an important role in educating and disciplining children through these activities. Of course, these 5 activity centers are not limited to the child

Engaging is also the task of the educator-pedagogue. In the process of this activity, the educator can determine the interests of children by observing them. In the preschool educational organization in Uzbekistan, age groups are defined. That is, the younger group is for children aged 3-4 years, and the middle group is for children aged

4-5 years old, children in the older group are 5-6 years old, and children in the preparatory group are 6-7 years old. The educator conveys the educational material to the children in an appropriate way, taking into account their age characteristics. The role of the pedagogical team of preschool educational institutions is that they should set appropriate goals, taking into account the interests, abilities and needs of each child, support the natural interests of children, and form in them the skills of joint mastery of existence. When taking into account the

¹ Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No. PQ-2707 “On measures to further improve the preschool education system in 2017-2021”. // “Collection of Legislative Acts of the Republic of Uzbekistan”, January 9, 2017, No. 1, Article 11.

² Resolution of the President of the Republic of Uzbekistan dated September 9, 2017 No. PQ-3261 “On measures to radically improve the preschool education system.” // “Xalq so’zi” newspaper, September 11, 2017, No. 181 (6875).



uniqueness of a child's development, it is first of all important to understand that all children go through certain stages of development, but each child is unique and unrepeatable.

In order to provide children with exactly the same, similar things and types of activities, educators need to have a complete picture of their unique, distinctive developmental indicators. Experts also emphasize that educators should be attentive to the differences in the abilities and interests of different children of the same age. Development centers give children the opportunity to independently individualize the educational process, based on their personal skills and interests.

For example, in the “Arts” center, one child cuts paper, while another child independently cuts out a figure from his or her own imagination with scissors³. In the tabletop games center, one child makes a figure from four wooden cubes, while another prefers to create a picture from twenty-five pieces of cardboard. The educator observes the children in the process and writes down thoughts relevant to their development. After a while, he or she offers the children materials that complicate the task or, depending on the situation, directly helps the child in completing these tasks.

Thanks to this approach, the child can develop independently in a comfortable environment. Educators act as children's assistants in development centers, providing a wide range of opportunities in the place where the lessons are held and planning activities, taking into account the individual level of development of each child. The daily routine should include different types of activities: together in small groups and in cooperation with the teacher, individually (individual) or independently (time should be allocated to the activities chosen by them, as children learn to make conscious choices, realize their interests and abilities)

Educators, leading development centers in all age groups, are required to purposefully direct children, observe and control them⁴. Thus, properly organized work in development centers allows each child to find what he likes, to believe in his strengths and abilities, to learn and understand relationships with adults and peers, and to evaluate their feelings and behavior, and it is this development that is carried out on the basis of education. The development of any type of activity is as follows: first, cooperative activity with adults is carried out, then with peers, and finally, the child's independent activity is carried out.

So, if the child's free activity is organized in a preschool educational institution, free activity with peers begins to form and the child's independent activity is carried out on its own. For this, the educator needs to use more methods of conversation, experiment, and demonstration with children. In ensuring free activity in children through educational centers, it is important for the educator to correctly direct children to the centers. If the child is not directed to the center he wants, the child will not want to engage in free activity in this educational center, and a sense of dissatisfaction will arise in the child.

The educator must be able to work with each child in the process of working with foster children. The concept of "tolerance" comes from the Latin word "tolerantia" and means

3 Nizomiddinova K. N. Anthropocentric Approach to Language: Phatics and its Properties //CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE. – 2021. – T. 2. – №. 10. – C. 107-110.

4 Khamroeva, Nafisa Nizomiddinova. "THE IMPORTANCE OF COMPLIMENT IN THE NORMS OF SPEECH ETHICS." Scientific progress 2.7 (2021): 1213-1217.



patience, endurance and tolerance⁵. In pedagogical terms, tolerance is characterized by a person's respect for the opinions, views, behavior and individual characteristics of others and their ability to accept them.

From a psychological point of view, tolerance is inextricably linked to empathy, social adaptation, emotional stability, and communication culture. Tolerance in preschool children is manifested through the following indicators:

- • establish friendly relations with peers;
- • reach an agreement during the game;
- • listen to and respect the opinions of others;
- • demonstrate non-aggressive behavior in conflict situations

The role of development centers in the preschool education system. Development centers are educational environments organized in preschool educational organizations taking into account the age and individual characteristics of children. They serve to ensure the physical, mental, speech and social development of the child. The main development centers include:

- a center for role-playing games;
- a center for construction and constructive activities;
- a center for creative (artistic) activities;
- a center for book and speech development;
- a center for nature and experience.

The activities conducted in these centers teach children to work in a team, express their opinions, and listen to others. This allows for the natural formation of the qualities of tolerance⁶.

Pedagogical possibilities for building tolerance in development centers

Development centers create a favorable pedagogical environment for the formation of tolerance in children. In particular, in the role-playing center, children learn to understand the feelings of others, show empathy and reach agreement by playing various social roles.

In the construction center, children work together towards a common goal, developing mutual assistance, patience and cooperation skills. In creative centers, children learn to respect, evaluate and support each other's work.

Activities aimed at dialogue, carried out in speech development and book centers, develop a culture of exchange of ideas in children and have a positive effect on the formation of tolerance.

Research methods and results

Research methodology

Object of research: educational process in preschool educational organizations.

Subject of research: the process of forming tolerance traits in children on the basis of development centers.

5 Nizamiddinova H. N. PRAGMALINGUISTIC CHARACTERISTICS OF COMPLIMENT // International Journal of Speech Arts. - 2020. - T. 5. - no. 3.

6 Hamroyeva N. The importance of games and dramatization activities in developing children's speech // CENTER FOR SCIENTIFIC PUBLICATIONS (buxdu. uz). - 2020. - T. 2. - No. 2.



Purpose of research: scientific substantiation of mechanisms of forming tolerance traits in children through pedagogical improvement of the activities of development centers.

The research was conducted in one of the preschool educational organizations in the city of Kokand, in which 24 children aged 5–6 years participated. This research was conducted on the basis of analyzing the activities of development centers in the 59th preschool educational organization. The following methods were used in the research process:

- pedagogical observation;
- interview and question and answer;
- analysis of children's activities;
- pedagogical experimental work

The study analyzed the interactions of children during classes, games, and group activities organized in development centers.

The results of the study showed that activities organized on the basis of development centers have a significant impact on the development of tolerance in children. In particular:

- children's mutual respect and cooperation skills were strengthened;
- their ability to reach an agreement in conflict situations increased;
- empathy and social sensitivity developed;
- their interest in team activities increased

Despite the positive results of research aimed at forming tolerance traits through the organization of children's activities in development centers, a number of pedagogical and organizational shortcomings have been identified in the process of practice. These shortcomings prevent the full effectiveness of the process.

Summary

The results of the research show that the correct organization of children's activities on the basis of development centers is an effective pedagogical tool for forming tolerance in preschool children. This process develops tolerance, empathy, mutual respect and social adaptation skills in children. Therefore, the wide and systematic use of the educational opportunities of development centers in the preschool education system, increasing the methodological training of teachers, and strengthening cooperation with the family are of great importance. The cooperation of the teacher and the family is important in the process of forming tolerance in children. The social relations existing in the family environment directly affect the behavior of the child. Therefore, teachers should organize educational work aimed at tolerance in cooperation with parents.

First, activities aimed at tolerance in development centers are often episodic in nature. In most cases, the formation of tolerance is not set as a separate goal by educators, but is carried out indirectly only within the framework of general educational activities. This prevents the systematic and sustainable development of these social qualities in children.

Secondly, it was observed that the methodological training of educators in the education of tolerance is insufficient. Some educators, not fully understanding the educational potential of development centers, perceive them only as a place for games or training. As a result,



pedagogical technologies focused on social communication are rarely used in the activities of the centers.

Thirdly, the individual psychological characteristics and social experience of children are not sufficiently taken into account. Some children are easily adaptable, while others are shy, passive or aggressive. In such cases, the lack of an individual approach negatively affects the even formation of tolerance.

Fourth, it is revealed that the material and technical support of development centers is insufficient in some preschool educational organizations. The limited didactic tools necessary for plot-based role-playing games, constructive and creative activities do not allow for the full organization of children's activities based on cooperation and communication.

Fifth, insufficient cooperation between teachers and parents leads to a disruption of the continuity of tolerance education. Due to the fact that some parents do not fully understand the essence of the concept of tolerance, insufficient attention is paid to the development of children's social behavior in the family environment.

In order to eliminate the identified shortcomings and increase the effectiveness of the formation of tolerance in children in development centers, the following scientific and practical recommendations have been developed.

First, it is necessary to organize tolerance education in development centers in a targeted and systematic manner. In the activities of each center, it is necessary to set clear pedagogical tasks aimed at developing tolerance, cooperation, empathy and mutual respect, which should be closely linked to educational plans.

Secondly, it is recommended to pay special attention to improving the professional competence of teachers. In particular, it is advisable to strengthen the methodological training of educators through special seminars-trainings on tolerance education, methodological manuals and the introduction of innovative pedagogical technologies into practice.

Thirdly, it is necessary to introduce a differentiated approach that takes into account the individual characteristics of children. When organizing activities in development centers, it is recommended to widely use individual and small group forms of activity, taking into account the psychological state, level of communication and social experience of each child.

Fourthly, it is important to strengthen the material and technical base of development centers. Providing attributes reflecting social roles for plot-role-playing games, demonstration and didactic materials for constructive activities, and necessary equipment for creative activities will activate children's collaborative activities.

Fifth, it is recommended to strengthen the cooperation between teachers and families. The continuity of the educational process is ensured by organizing conversations, trainings and consultations for parents on the upbringing of tolerance, and strengthening the principles of tolerance in the family environment. Sixth, it is necessary to develop criteria for assessing the level of tolerance in development centers. It is recommended to use diagnostic observations, pedagogical monitoring and assessment tools to monitor and analyze the dynamics of the formation of tolerance traits in children.



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