

**TEACHING CHILDREN IN MATHEMATICS BEFORE SCHOOL EDUCATIONAL
INSTITUTION SCHOOL AND FAMILY COOPERATION**

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Annotation: In this article, preschool education organization and school and family cooperation, the tasks of preparing children for school, the work carried out in the school preparation group. The forms of communication between the kindergarten and the school are widely covered.

Keywords: Organization of pre-school education, school, family, cooperation, forms of communication, activities, preparatory tasks for school.

The preschool education system is the main link and foundation of the continuous education system. In this regard, today in our country, it is an urgent issue to further improve the preschool education system, increase the number of preschool educational organizations and strengthen their material and technical base, provide qualified pedagogical personnel to preschool educational organizations, and introduce all modern educational programs and technologies necessary for raising children as comprehensively developed individuals into the educational process. The above-mentioned ideas are reflected in the Resolution of our President Shavkat Miromonovich Mirziyoyev dated September 30, 2018 No. PQ-3955 "On measures to improve the management of the preschool education system" and in the Resolution of our President Shavkat Miromonovich Mirziyoyev dated May 8, 2019 No. PQ-4312 "On approval of the Concept for the development of the preschool education system of the Republic of Uzbekistan until 2030". The main goal of the high attention paid to the field of preschool education and the decisions taken to improve the sector is to create a high-quality preschool education system in our Republic. In our republic, preschool social education organizations implement a wide program of educational and upbringing work and prepare children for school education. The current social and economic changes require the entire education system to improve the work of educating and educating young people and children. This task directly concerns preschool educational organizations, which are the initial stage of education. They have always been inextricably linked with the school. The comprehensiveness of the established consistent connection between kindergarten and school is the main condition for the successful implementation of the task of preparing children for school education.

Consistency is the establishment of mutual relations between all links of the education system. This is determined by the interdependence of the content of educational and upbringing work carried out in kindergarten and school, the methods of its implementation. Consistency is an objective law of development. When development moves to a new stage, it does not completely negate what was at the old stage, but rather ensures its progress at subsequent stages by preserving and developing important aspects of the previous stages. Accordingly, the connection between kindergarten and school requires, on the one hand, the transfer of children to school with a level of general development and upbringing that meets the requirements of school education, and on the other hand, the teacher's effective use of the knowledge, skills and experience acquired by children of senior kindergarten age in the educational process. The close connection between kindergarten and school helps to bring the educational environment of older kindergarten-age children and primary school students closer together. When this is done, children's adaptation to

school conditions is much easier. Children adapt naturally to school conditions, which in turn increases the effectiveness of educational work from the first day of school.

After all, preschool educational organization employees should be well aware of the requirements for children in the first grade, and prepare children in the preparatory group for school for education accordingly. In this case, the age of children of kindergarten age and school age, the differences in their knowledge should be taken into account when establishing unity in the content of the programs. The content of the knowledge and concepts that children of kindergarten age should acquire is made up of ideas about the surrounding life and some simple concepts. The acquisition of such ideas and concepts by children, that is, the system of general ideas that children have mastered in various areas, is extremely necessary for their future general development, without which they cannot acquire the necessary knowledge in modern primary education. At school, students' knowledge is raised to a new level and expanded, at the same time they begin to understand the acquired knowledge theoretically, and the formation of scientific concepts is put at the center of the educational work carried out at school. The acquisition of the basis of knowledge at school is becoming more and more clear. The consistency between kindergarten and school is also reflected in the forms and methods of education. An important condition for consistency in teaching methods is to achieve conscious acquisition of knowledge, skills and abilities by children, to develop their mental abilities and creative activity in kindergarten and school. Many of the methods used in kindergarten and primary school are the same, they are aimed at improving the mental, moral and volitional development of children, at the same time increasing their interest in acquiring new knowledge, practical activity, knowledge, and helping them to master more complex forms of relationships that arise during the lesson with the teacher. Such guidance of the educator in the process of classes, the process of knowledge of children, forms the basis of consistency in the teaching methods between school and kindergarten. Lessons at school and in kindergarten have some specific features, but at the same time, there are commonalities in the organizational basis of education. The content of classes and lessons is carried out on the basis of a clear program, a clearly defined time allocation, the role of the teacher as a leader, the use of scientifically based methods and techniques of education, and the development of elements of educational activity in children during the education process, the ability to voluntarily control their behavior, and the ability to engage in mental work aimed at a specific goal. All this prepares the child for active participation in school education. Thus, the consistency of educational work between kindergarten and school makes it possible to comprehensively develop the child's personality with a specific goal.

Work carried out in the preparatory group. Preparing children for school education begins with the first junior group of kindergarten. In connection with the fact that children start school at the age of 6, special attention is paid to preparing them for school in the middle and senior groups. In the preparatory group for school, the requirements for children to follow the daily routine clearly, correctly and independently increase. Great attention should be paid to the effective organization of classes, the provision of sufficient daytime sleep and walks. These qualities create the basis for the child's successful study at school.

When entering the preparatory group, the child begins to show independence in various activities: self-service, duty, and work in nature. The child's independence and organizational skills are formed in all their activities under the direct guidance of the educator. Along with the implementation of general tasks, the implementation of the physical education program in children fosters a desire to willingly perform morning physical education and physical exercises, to improve their movements. Therefore, it is necessary to develop motor activity that develops the child's physical, mental activity, and working capacity. It is of particular importance to involve children in sports (swimming and the like). Active games that develop children's basic movements,

foster a sense of community, responsibility, endurance, independence, and organization occupy a large place in the agenda. Alternating active games with other exercises is the main condition for the development of all movements. Properly organized walks play an important role in the physical development of children. The caregiver takes care of ensuring that the children sleep and eat normally.

The educational and developmental nature of education is a principle inherent in modern education. It develops children's interest in knowledge and cognitive processes. For this, the knowledge, skills, and abilities given to children are improved with a certain consistency. As a result, children learn to perform actions according to the instructions and example of adults, apply previously acquired knowledge in new activities, control and fully evaluate their behavior, work, and actions. A conscious attitude to the task is formed in children. The ability to listen carefully to the explanations and instructions of the educator, strive to achieve good results in their work, work carefully at a certain speed and consistency is formed, and working capacity increases. During the lesson, the educator takes into account the specific characteristics of each child's attention, thinking, memory, level of knowledge and skills. An individual approach to the educational process requires a gradual implementation of mental tasks, methods of their implementation. For example, if a child cannot tell a story on his own, the educator gives him a plan on the topic, and then assigns him to do the work independently. Through individual interaction, shy and sluggish children are activated, and the task is complicated for children who master the material well. The methods used in the preparatory group for school have their own peculiarities. Demonstrative methods are used here not only in the form of movement, but also to activate the thinking activity of children. For example, in a landscape drawing lesson, showing a model is used at the beginning of the lesson to revive memory and imagination, and at the end of the lesson, it is used to compare the work done and the drawing with the model to check whether it was done correctly. The oral method is of great importance in properly combining practical and game methods with the demonstration method in order to ensure that children thoroughly master knowledge and activate the educational process. Game methods, especially the method of didactic games, do not lose their importance. Because when education is carried out through games, especially didactic games, children better understand the educational task, which increases their voluntary attention, activates their activity and increases their interest in knowledge. In implementing the principle of developmental education, the educator's guidance and correct assessment of children's activities is important. Because not only the result of the work is evaluated, but also the mental activity, independence, enthusiasm, and enthusiasm of children in performing this work are taken into account. As a result of the educator's pedagogically sensitive approach to assessing children's work, they understand their achievements and shortcomings and strive to achieve better results in the future. Analyzing the work done together with children: comparing, contrasting, and controlling forms skills that are important for educational activities. When teaching children to analyze the work done, the educator first gives an example, then draws up a plan, and only then the children independently analyze and evaluate their own and their classmates' work. In the preparatory group for school, the demand for children to be organized in their work increases. The acquisition of such skills by children as preparing a workplace, correctly arranging the necessary materials, and performing work in a certain sequence forms the skills of mental labor. Therefore, children are taught to do these things that will be necessary for future activities. The demand for children's behavior in classes also increases. These include sitting correctly, keeping oneself in order, listening attentively, not interrupting others, completing the answers of their comrades, etc. The program of moral and labor education for children of this age becomes more complicated; relationships with peers and adults are formed, and the upbringing of

human feelings is strengthened. Attention is paid to their mastery of the rules of behavior, to solving tasks within the framework of decency and morality encountered in everyday life.

Introducing children to school and student life. A primary school student and a kindergarten preparatory group teacher organize an excursion for the children of the preparatory group to introduce them to school. Such excursions can be held 3 times a year. During the excursion, children of the senior and preparatory groups get acquainted with schoolchildren, who tell the kindergarten children about their studies and work at school; show how the students decorate their room, how they care for plants and animals in the nature corner, what work they do in the workshop

The form of work may be as follows: conducting a lesson on the topic "Looking at a Picture and Telling a Story" in the classroom together.

- Doing school physical education together on the sports field or in the gym;
- organizing a joint exhibition of drawings created by first-graders and children of the preparatory group;
- observing students at work in the school workshop. Students present the toys they made to kindergarten children;
- School children come to their kindergarten; organize a "School" game.

Consistency is clearly evident in the activities of a kindergarten teacher and a primary school student. One begins to educate and train children, and the other continues. Only when the connection between the school and the kindergarten is strong can the intended goal of child education be achieved.

Forms of communication between kindergarten and school. Communication between kindergarten and school is carried out in two directions:

- Communication between the kindergarten and the school's teaching team.
- Bringing kindergarteners and elementary school students closer together.

Educators get acquainted with the content and specific aspects of educational work carried out in primary school, as a result of which the prospects for preparing a child in kindergarten at the level of school requirements are determined. Primary school students get acquainted with the content of the work carried out in senior and preparatory groups and build on the knowledge, skills and abilities acquired by children in school education. The main goal of establishing mutual relations between kindergarten and school teachers is to establish strong ties between the school and kindergarten in educational work in order to prepare children for school education to the level that meets the requirements of the time, to conduct a deep analysis of the educational work carried out in kindergarten and school so that children can successfully study at school, and to achieve high results in this area.

The content and forms of communication between kindergarten and school are determined by the above tasks. Kindergarten and school communicate with each other on methodological and practical issues of pedagogical propaganda. Pedagogical propaganda work involves familiarizing the kindergarten teacher of the preparatory group for school and the first grade teacher with the tasks of educational and educational work carried out in the preparatory group for school and the first grade of the kindergarten, studying the content of the preparatory group and

the 1st grade program, the specific characteristics of children in the preparatory group and 1st grade students at school. Working in this way helps teachers and educators to understand the age characteristics of children in the 1st grade and kindergarten preparatory group, their mental nature, mental and social development, and better understand the issues of preparing them for school. To achieve this goal, the following specific forms of communication are established between the kindergarten and the school: participation in seminars and pedagogical councils to discuss the suitability of joint activities for teachers and educators on issues of preparing children for school and their integration, as well as the age characteristics of children, mental difficulties in their transition from kindergarten to school, and exchange of experiences through lectures prepared by educators and teachers on factors that help them adapt to school conditions without difficulty, etc.

The pedagogical task of the close connection between kindergarten and school requires mutual acquaintance with the forms and methods of activity in the implementation of educational and educational work carried out in the preparatory group of kindergarten and in the 1st grade of school. In this regard, the educators of the preparatory group of kindergarten observe the lessons conducted in the 1st grade of school and, after lessons and exercises, meet together to discuss them, participate in seminars-practicums on certain methodologies: share best practices, hold pedagogical councils on preparing children for school or on providing knowledge to children in the 1st grade. The main goal of implementing all the above forms and content of work is to comprehensively analyze the problem being raised, identify shortcomings in its solution, and develop specific recommendations and proposals for further improvement of educational and educational work carried out in kindergarten and school. The practical task of the connection between kindergarten and school is that, on the one hand, the teacher visits the preparatory group of the kindergarten and gets acquainted with his future students, and on the other hand, the educators of the preparatory group study how their former students are studying in the first grade. When observing children at school, each child is given a clear description. In this description, the educator reveals the specific features of the development of each child, which helps the teacher to take the right pedagogical approach when dealing with the child. The educator, in turn, consistently communicates with his children who have gone to the first grade, and by directly participating in the lessons, he also finds out from the teacher how they are studying, their behavior, and the reasons for their failures in studies.

All of this allows educators to identify the successes and shortcomings in their educational work with children. Educators and teachers participate in city and district conferences to share best practices, promote, and advocate.

In order for the interaction between kindergarten and school to be effective, the following conditions must be met. Interaction between kindergarten and school must be carried out consistently, it must be long-term, the work to be done, the issues to be resolved must be planned. The basis of cooperation must be a perspective plan for joint work, which must indicate the main task of interaction, its content, forms of work, time, and persons responsible for its implementation.

As a result of such communication between the school and the kindergarten throughout the year, educational work yields good results. The forms of bringing children closer to schoolchildren are also diverse: organizing excursions to the school, visiting the school museum, classroom, library, workshop, joint classes, holiday matinees, musical and artistic evenings, organizing exhibitions of paintings and toys made of clay and plasticine, etc.

If the plans are clear, meaningful, and implemented consistently, the desired results and successes can be achieved in joint work. This will have a positive effect on preparing children for school and helping them to study at school without difficulty.

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