

Types of education and their impact on personality development .

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Abstract: This article talks about the organization of upbringing and its importance in the mental development of preschool children, throughout their life.

Key words: purpose of education, tasks of education , content of education. scientific outlook, unique features of the educational process.

Educating the young generation as a well-rounded person is an objective necessity arising from the needs of society. Mental education is one of the most important aspects of social education. Mental education is a systematic and purposeful pedagogical influence on the young generation in order to develop the mind. So, the mind in a broad sense is a set of cognitive processes that includes thinking and imagination, starting from perception and perception, and it is the knowledge, skills and abilities, standards, rules that the young generation has accumulated. and others. This situation is carried out by adults and includes the creation of various tools, methods, and necessary conditions that ensure the mental development of children. Mental education of children of preschool age is the influence of adults on the basis of a certain goal aimed at developing the thinking activity of children. It includes giving children knowledge about the world around them, systematizing them, arousing children's interest in learning, developing mental skills and abilities, and developing cognitive abilities. The role of mental education in preparing children of preschool age for school is especially large. Because the mind is a collection of processes from feeling and perception to thinking and imagining. Mental development is manifested in the breadth of thought, the ability to see events in various connections, relationships, and the ability to generalize. The mental development of children of preschool age is carried out in the process of activity, first as a result of being in contact, as a result of activities performed with objects, and then in the process of learning, work, productive activities: drawing, making things from clay and plasticine, applique, seeing - making. is increased. Education and training have an effective effect on the child's mental development . In order to properly organize the mental education of children of preschool age, it is necessary to know the laws and possibilities of their mental development. The task of intellectual education is determined by its content, method and organization. The science of pedagogy and psychology, in order to effectively solve the tasks of mental education , on the one hand, to make effective use of the child's capabilities, and on the other hand, to find ways to avoid overexertion, which can cause general fatigue of the child's body, to find ways of mental education of children of preschool age. studies the laws and possibilities of its development. The results of psychological-pedagogical research conducted in recent years have shown that there are great opportunities in the mental development of children during preschool education. All this is evidence that it is desirable to deepen and expand the content of knowledge, skills and abilities given to children of preschool age . By the end of the preschool age, children acquire a large amount of the simplest knowledge and understanding of the environment, master the basic thought processes. Full mental development takes place only in the process of well-organized activities, therefore, the main task of teachers and educators is to create the necessary conditions for educational influence on the child for a specific purpose.

theoretical foundations of mental education and training. The child is always among objects and events. A child is always familiar with something, learns something, touches, smells,

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pulls and listens to something. In this way, he gradually learns the world. Tevarak - surrounding objects, nature affects the child's sensory organs-analyzers and creates sensations.

Intuition teaches children some properties of objects: cold-hot, rough, smooth-shiny, fragrant, etc. helps to acquire knowledge. Intuition is considered the first stage of knowing the surrounding environment. A child accumulates knowledge and experience about the surrounding things only due to intuition. And perception is a more complex process, which is formed on the basis of sensations. When a child holds an apple in his hand, looks at it and eats it, he sees it as a whole object, at the same time round, red, fragrant, tasty, etc. perceives. In order for the child to imagine the apple as a whole object, he uses several analyzers at once: analyzers of sight, touch and smell. Simultaneous operation of the analyzers allows to know the property and characteristics of the product more accurately and completely. Therefore, in order to raise the child intellectually right from the very early age, adults should make it possible to perceive objects with the help of multiple analyzers, pay special attention to the development of analyzers, i.e., the child's sensorial culture.

mental education:

It is the formation of a system of knowledge about nature and society, a scientific outlook in children.

It is the development of mental activity, cognitive processes and abilities, various methods of mental process.

It is the development of independent cognitive skills, mental work culture.

It is the development of mental knowledge, skills and abilities.

consists of the content of various sciences in the form of ideas and concepts, rules, laws, and systems. The task of mental education is to form a system of generalized knowledge at a high level that fully reflects events and phenomena in children. Knowledge is the basis of worldview. So, the child will have a clear idea about the things around him, their function, quality and properties (break, tear, tear, weave), what material they are made of. It is natural phenomena, their interdependence and laws (specific signs of the seasons, connections between them, animals, their life and way of life organization, behavior, compatibility with living conditions, etc.) they will know. In the process of observing inanimate nature, plants, insects and animals, the educator forms materialistic ideas about existence in children. As a result of acquiring knowledge, the child's personality is formed. The child acquires ideas and concepts about various types of art. Knowledge forms a person's attitude to work. Development of mental activity depends on the size and nature of knowledge. The development of mental activity also means the formation of intuition and perception of mental processes, impression, memory, thinking, imagination and speech. In this case, the subtlety and precision of feelings, the stability and completeness of perception, the stability and consciousness of remembering, the logical thinking and its flexibility, the creativity and independence need Children of preschool age are introduced to social events and events that are understandable to them, people's work, national holidays, and the life of some peoples living in our republic. These activities will help to arouse interest in the social life of our society, love for the Motherland and form the foundations of internationalism. Mental education consists of regularly and systematically developing the cognitive abilities of children of preschool age, equipping them with the simplest system of knowledge defined in the kindergarten program, and forming skills and abilities. Education plays

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a leading role in mental education of children of preschool age. Because all issues related to intellectual education are solved during the educational process. Education implies consistently providing knowledge to children, identifying and systematizing this knowledge, developing cognitive processes and thinking activity. Education helps to develop qualities such as observation, curiosity and thoroughness, intelligence, criticality. In the process of education, the foundations of educational activities are formed in children, important conditions are created for their successful study at school. Life requires education in two ways. The first way is that children acquire knowledge and skills through interaction with adults. This is determined by behavior, labor activity, and so on. But the knowledge and skills acquired in this way do not give the child the opportunity to independently participate in various areas of life. The second way of education is the systematic arming of children with the necessary knowledge, skills and abilities by specially trained people in special educational institutions. The purpose of education in this way is to acquaint the young generation with scientific achievements necessary for modern production, active participation in the socio-political and cultural life of society. All scholars, poets and writers gained respect and attention by studying in prestigious educational institutions of their time. Abu Nasr Farabi, Mahmud Koshgari, Abu Raikhan Beruni, Abdurakhman Jami, Mirza Ulugbek, Alisher Navai, Ibn Sina, Abu Abdullah Rudaki, Abu Saidrasul Azizi, Muhammad Sharif Sufizada, Abdul Qadir Shokiri, Abdullah Avloni and others in all fields of science by acquiring perfect knowledge. who made great discoveries and innovations, and at the same time called others to acquire knowledge. The system of education for preschool children was first created in pedagogy by the Czech pedagogue Jan Amos Comenius (1592-1670). YA Comenius showed that it is possible to educate and educate children under 6 years of age. YA Comenius created a program of preschool education consisting of 19 sections. For example, he justified the need to teach children about natural science (physics), water, earth, air, fire, rain, snow, ice, stone, grass, sand, etc., astronomy, geography, optics, and other fields. He emphasized that the education given in kindergarten should be related to the knowledge children receive in school. In his book "Mother's School" he carefully developed the program and methodology of raising and teaching young children. Thus, YA Komensky laid the foundation for the formation of preschool education pedagogy as an independent discipline. The Swiss pedagogue IG Pestalotsi (1746-1827) paid great attention to the issue of development of children of preschool age when creating didactics of preschool education. The main content of education developed by G. Pestalotsi served as the main program in the development of preschool education pedagogy and systematic education of children later in school. The services of APUsova are of great importance in creating the theory of modern preschool education. In the 1950s, under the leadership of the scientist, scientific research was carried out, and the content, methods and methods of educational work for each age group of the kindergarten were developed. These studies clearly defined the difference between education and educational work. The development of theoretical aspects of education made it possible to separate the "Training" section in the "Kindergarten Education Program", and this section was improved in subsequent editions of the program.

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