

## GENERAL COMPETENCIES OF A CHILD OF PRESCHOOL AGE (6-7 YEARS OLD)

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**Abstract:** Positive, supportive and open relationships between home and MTM, parent and teacher are necessary for teachers and parents in general. In addition, research has shown that parent involvement and successful parent-teacher partnerships improve educational outcomes for students. The article also analyzes the activities of MTM and parent cooperation in the educational process and its results.

**Key words:** Teachers, parents, child, competence, comparison, positive qualities.

Formation in parents is a more complete image of your child and a correct perception of him by giving them knowledge; information that cannot be obtained in the family and turns out to be unexpected and interesting for them. There may be information about some characteristics of the child's communication with peers, his attitude to work, achievements in productive activities to acquaint the teacher with the family's problems in raising children. At this stage, the parents, who play an active role, enter into a dialogue with the pedagogues. During the educator's visit to the family, they tell not only positive, but also about the child's difficulties, worries and negative behavior.[5]

One of the ways to improve the pedagogical culture of parents is the parent conference. Working within the value of this type is not only parents but also the public. Teachers speak at conferences, workers of the district education department, representatives of the medical service, teachers, educational psychologists, etc. Once again, training is a form of working with parents. Educational game exercises and tasks help to evaluate different methods of interaction with the child, to choose the more successful ones contact him in forms and communicate with him, replace the incoming constructs. [4]Parents participate in play activities, begin to communicate with the child, understand new realities. One of the ways of working with parents is that various competitions - question-and-answer evenings - are being held at the current stage. This will allow you to clarify your pedagogical knowledge, apply it in practice, learn new things, complement each other's knowledge, discuss some problems of children's development. One of the most important forms of interaction between the family and the kindergarten is individual work with each parent.

The advantage of such forms is to study the unique characteristics of the family, through conversations with parents (with each one individually, observing the communication of parents both in a group and at home with children, and teachers

define specific methods of interaction with the child. One of the most common diagnostic methods is a questionnaire. The next important link in the person is a visit to the working family. The main purpose of the visit is to get to know the child and his relatives in a familiar environment. You can learn a lot by playing with the child and talking to his relatives possible information about the baby, his passions and interests, etc. When organizing a home visit, the following conditions must be observed: The work form must be reported to the parents at the meeting. In addition, it should be noted that such a visit "It is not a "punishment" measure, but it is normal for the parents and the teacher to interact with each other. After receiving consent, the parents and the teacher determine the start time and, of course, the end time of the visit. The duration of the meeting is determined together with the parents and the teacher must inform the purpose of his visit, indicating the conditions of the visit.

General important competencies of a preschool age (6-7 years old) child are as follows:

communicative competence - the ability to use communication tools in different situations;

game competence - a child's creative use of experience, knowledge and skills in the game process and its organization. It is the basis for educational activities,

social competence is the ability to behave in life situations in accordance with the rules and norms of communication with adults and peers.

cognitive competence - conscious perception of the surrounding world and acquired knowledge use of skills, competences and values to solve educational and practical tasks. [3]

Competency approach to education of preschool children is to prepare a growing child's personality for life, to acquire moral standards and values necessary for solving important life issues, to communicate with other people, to develop the image of "I" provides preparation for the formation of methods of activity related to construction. Primary important competencies require the holistic development of the child as a subject of activity and morality. Competence is a set of knowledge, skills, abilities and values of a child. Primary competencies serve as a basis for the formation of a child's personality, regardless of the field of development. General important competencies of a child of preschool age (6-7 years old) Communicative competence is the ability to use communication tools in different situations. Game competence is a child's creative use of experience, knowledge and skills in the game process and its organization. It is the basis for the educational process. Social competence is the ability to behave in real life situations while observing the rules and norms of communication with adults and peers. Cognitive competence is a conscious perception of the surrounding world and the use of acquired knowledge, skills, competences and values to solve educational and practical tasks. This program envisages an individual approach to the child's development, respecting his personality, taking into account his interests, needs and

level of development, taking care of emotional comfort, striving to create conditions for free creative self-expression. Therefore, in addition to planning, monitoring the child's development is important in the work of a pedagogue.[2] The pedagogue systematically monitors the child's life in order to better understand the child and the reasons for his behavior, to see the child's development, his inner world, to support him, to determine the ways of development, to determine his needs and interests. On the basis of pedagogical observations, planning of the educational process is carried out and improved.

In order to monitor the individual development of the child, the areas and sub-areas reflected in the State requirements for the development of primary and preschool children of the Republic of Uzbekistan and the expected results (qualifications and skills) were obtained. The child's development map covers the period from 3 to 7 years old, it is filled out individually for each child three times a year.[1]

### **Conclusion:**

When leaving a preschool educational institution, a 6-7-year-old child's school readiness map is filled out (only for graduates of a preschool educational institution.) School readiness means the formation of general competencies and competencies of developmental areas in a child. This map is filled out for each graduate of the preschool. It expresses the expected results in five areas of development (child competencies) in accordance with the State program.

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