

# THE ROLE AND CONTENT OF SENSORY EDUCATION IN THE ORGANIZATION OF PRESCHOOL EDUCATION

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**ABSTRACT:** The role and content of sensory education in the preschool organization is about the study of the shortcomings in them by the educator.

**KEYWORDS:** Sensory, perception, intuition, synthesis, objects, shapes, rapidey, properly, comenius, life, experience, development

## 1. INTRODUCTION

Special attention should be paid to the formation of sensory education from early childhood. This is because the process of analyzing and synthesizing, generalizing and rounding the properties of mental actions, objects and phenomena occurs as a result of perception and perception from early childhood. This, in turn, requires sensory education of preschool children without delay. Sensory education plays an important role in the upbringing of preschool children and in the formation of such abilities as "feeling, intuition, perception, sensation." Sensory education is the development of intuition and perception based on a goal. The word "sensor" is derived from the Latin word "sensus", which means "feeling", "intuition", "perception". So the sense of being begins with perception and perception. It should be noted that preschool is a period of development of sensory processes. Therefore, sensory education plays an important role in this period. Sensory education is a pedagogical process aimed at developing emotional cognitive abilities and improving perception in children.

## 2. MATERIALS and METHODS

More and more educators and psychologists are constantly working on sensory education. The work of many educators on the study and development of sensory education, created by Frebil, M. Montessori, O. Decroli and others, has led to the development of small muscles in the hands of children, a high degree of color and its types, different shapes and sizes. set a goal in front of him. In particular, Montessori's research on "sensory" education is significant. In his practice, Montessori increased the didactic material and researched the principle of self-control, allowing children to practice independently without the involvement of a teacher. Although Montessori demanded that children be given freedom and independence as they completed the task, he still taught the children some ways to check the properties of things. For example, the educator rotates the surface of a detail with the child's finger, or helps to hold something in his hand while making or drawing something, which provides automatic checking.



He also points out that the development of the senses, the growth of speech, also depends on the level of development of the child. Sensory education plays an important role in the upbringing of preschool children and in the formation of their "feelings, intuition, perception, sensory" abilities. The purpose of the use of sensory education is to form, develop

and enhance the abilities of preschool children in all areas. It is known that in children, as a result of perception, the process of analysis and synthesis, generalization, rounding of mental actions, objects and phenomena occurs. This is a necessary condition of the ability to know.

### 3. RESULTS and DISCUSSION

The level of development of sensory movements plays an important role in the formation of a child's abilities and in the process of acquiring certain knowledge and certain practical skills. When a child has the ability to distinguish colors and shapes, he can see and feel the properties of things around him. This allows the child to describe a story, draw a picture, imitate something from clay, cut different things from paper and fabric - build skills. It should be noted that the processes of sensory education are especially important in early childhood. It is during this period that it develops rapidly. That is why one of the famous Russian researchers, N.M. Shilavonov and N.M. Askarina calls the first age the "golden age of sensory development." They also emphasize the need to develop sensory culture in children from the earliest months. The field of sensory education includes the introduction of children of primary and preschool age to the shape, size and color of objects and the development of skills in the correct perception of these properties. The more properly this upbringing is handled, the more important it will be for the aesthetic, physical, and even moral upbringing of children, not just their mental upbringing. For example, can a one-and-a-half-year-old see the height of a wall and see if he can jump? Or can a two-year-old distinguish a tree by the shape and color of its leaves? Can a one-year-old child stack cubes on top of each other? It all depends to some extent on how well the child develops cognition. Comenius suggests that it is very useful to show what is said, not just in things, but in real life.

In our experience, we have methodologically made it possible for children of primary and preschool age to master the methods of visual inspection and comparison by shape in the sensory upbringing of children, to determine the relationship between things according to their nature;

Practical coverage of the conditions for effective teaching of the methods of checking and accounting for the shape of objects;

We found it necessary to monitor the impact of education on improving the way children work with practical objects to improve their level of sensory development.

### 4. CONCLUSION

In conclusion, we can say that when we study the issues of sensory education of the child, not only to acquaint him with perceptual traits, but also sensible ways of perceiving aesthetic culture, independent activity, infinity of imagination, perception, feeling and many other sensory movements. It has become clear that the need to arm with weapons is a pressing issue today.

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