

Sh. A. Sadikova* Z.Z.Yakubova, B.Z.Ergasheva

Professor, Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan

Professor, Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan

Professor, Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan

*Corresponding Author's E-mail: barnoergasheva90@gmail.com

DESIGNING A BILINGUAL EDUCATIONAL AND DEVELOPMENTAL ENVIRONMENT

Abstract

The article explores the theoretical foundations of preschool education, emphasizing the importance of the environment in a child's development. It outlines the functions of an educational development environment, such as teaching, sociocultural, educational, cognitive, motivational, and communicative. The role of a bilingual educational environment in fostering language and cognitive abilities is highlighted, alongside four principles: natural conformity, cultural conformity, motivational support, and dialogic communication. The principles emphasize age-appropriate education, integration of cultural values, engagement through motivation, and dialogic interaction. The conclusion stresses the need for an environment conducive to creativity, cognitive activity, and self-expression, focusing on methodological, subject-spatial, sociocultural, and activity components.

Key words: teaching function, sociocultural function, educational function, cognitive function, developmental content, dialogic communication

Introduction

In the theory of preschool education, various approaches to the formation and management of the child's development process have developed. All of them take into account such factors as the psychophysiological specificity of age, the child's individuality, personality, activity, complexity, etc. However, researchers are increasingly paying attention to the significant influence of the environment on the development of the child and his activities[1].

The founder of environmental pedagogy is considered to be S.T. Shatsky. But even before him, such scientists as L.N. Pirogov and K.D. Ushinsky set the task of using the educational capabilities of the environment. One of the developers of the environmental approach S.Yu. Magnitsky postulated the formation of personality as a product of human interaction with the environment, which is always active.

Main part

The design of an educational development environment involves highlighting its functions aimed at the development of children. These functions include: teaching, sociocultural, educational, cognitive, developmental, motivational, communicative.

The teaching function involves mastering the native and foreign languages for the purpose of using them in communication and learning. Includes speech and communicative development in a foreign language with the aim of developing foreign language speech ability.

The sociocultural function involves the formation in children of ideas about the characteristics of the cultures of different nations, the perception of universal, moral and ethical values[2-3].

The educational function is to form a stable personality, a patriot who knows how to maintain interpersonal tolerant relationships; it involves the spiritual development of children on the basis of educational interaction.

The cognitive function is expressed in the formation of children's cognitive abilities through the development of two languages. One of the main aspects of the construction and implementation of the bilingual educational environment we are considering is the focus on realizing not only the communicative, but also the cognitive development of children.

Developmental content must correspond to the "zone of actual" and "zone of proximal" development of children.

The motivational function involves creating conditions for the child's active inclusion in the educational process in a foreign language, stimulating the subjective and creative nature of the child's educational and cognitive activity[4].

The communicative function of a bilingual educational environment involves the formation in children of the ability to communicate in two languages, including its content, etiquette and emotional aspects.

Based on the goals of preschool education and preschool foreign language education, we identify 4 basic principles of a bilingual educational environment: natural conformity, cultural conformity, motivational and the principle of dialogic communication, which was formulated in the works of S.M. Kagan, E.I. Passova and Z.N. Nikitenko.

The principle of the natural conformity of a child's education, formulated back in the 18th century by the Swiss educators Johann Heinrich Pestalocius and in the 19th century by the German philosopher A. Disterweg, developed in the works of A.V. Khutorskoy, presupposes the adequacy of preschool education to the age of children. The conditions and methods of development and education of a child must correspond to his psychophysiological characteristics.

According to this principle, the conditions for the functioning of a bilingual educational environment can be called:

1. Preserving the uniqueness and intrinsic value of preschool childhood as an important stage in the overall development of a person.
2. The use in the educational process of techniques and methods of working with children that correspond to their mental, age and individual characteristics and support the specificity and diversity of childhood.
3. Implementation of the educational process in forms that are specific and meet the needs and interests of children[5-7].

The principle of natural conformity of learning is closely related to the cultural principle, since the goal of the development and education of a modern child is the education of spirituality, the education of a person of culture by introducing the child to the culture of both his native and foreign languages. The works of A. Disterweg, K.D. are devoted to the principle of culturally appropriate learning. Ushinsky. The principle of cultural conformity in the upbringing and development of a child is associated with the support of educational content on national culture and universal human values[8]. On the one hand, much attention is paid to national culture, history, and traditions; on the other hand, the bilingual component of the educational environment allows children to get acquainted with the cultures of other peoples. The implementation of the principle of cultural conformity in early language teaching allows the child to develop the ability for intercultural communication. This ability presupposes the child's ability to relate cultures, see what is common and different in them, and understand the interlocutor's worldview. The principle of cultural conformity determines the personal developmental and humanistic nature of the interaction between adults and children[9-10].

The principle of motivational support involves creating conditions for the child's active position, his involvement in the educational and upbringing process as a subject of the process, and supporting the child's initiative in various types of cognitive activity. The material presented should be interesting to the child and should satisfy his cognitive and communicative needs.

The principle of dialogic communication in teaching a foreign language presupposes the cooperation of children and adults, the recognition of the child as a full-fledged subject of educational relations, which allows the child to be included in the communication process. Through dialogue, speech patterns and entire structures are mastered and social experience is transferred.

Conclusion

The principles and functions of the educational environment dictate the requirements for the structure, and, consequently, for the content of its components.

An equally important requirement for the environment according to the "First Step" program is the ability to provide playful, creative, cognitive and research activity for pupils, as well as the opportunity for their self-expression.

Among the key components of the environment, those components that are the conditions for achieving the goal of education and development of the child were identified: methodological, subject-spatial, sociocultural, activity components..

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Ш. А. Садикова*, З. З. Якубова, Б. З. Ермашева

Профессор, Низами атындағы Ташкент мемлекеттік педагогикалық университети, Ташкент, Ўзбекистан

Профессор, Низами атындағы Ташкент мемлекеттік педагогикалық университети, Ташкент, Ўзбекистан

Профессор, Низами атындағы Ташкент мемлекеттік педагогикалық университети, Ташкент, Ўзбекистан

*Корреспондент авторы: barnoergasheva90@gmail.com

ЕКІ ТІЛДІ БІЛІМ БЕРУ ЖӘНЕ ДАМУ ОРТАСЫН ЖОБАЛАУ

Түйін

Мақалада баланың дамуындағы қоршаған ортаның маңыздылығына баса назар аудара отырып, мектепке дейінгі тәрбиенің теориялық негіздері қарастырылады. Онда білім беруді дамыту ортасының оқыту, әлеуметтік-мәдени, тәрбиелік, танымдық, мотивациялық және коммуникативті сияқты функциялары көрсетілген. Тілдік және танымдық қабілеттерді тәрбиелеудегі екі тілді білім беру ортасының рөлі төрт принциппен қатар көрсетілген: табиғи сәйкестік, мәдени сәйкестік, мотивациялық қолдау және диалогтық қарым-қатынас. Принциптер жас ерекшеліктеріне сәйкес білім беруді, мәдени құндылықтарды интеграциялауды, мотивация арқылы өзара әрекеттесуді және диалогтық өзара әрекеттесуді атап көрсетеді. Қорытындыда әдістемелік, пәндік-кеңістіктік, әлеуметтік-мәдени және белсенділік компоненттеріне назар аудара отырып, шығармашылыққа, танымдық белсенділікке және өзін-өзі көрсетуге қолайлы ортаның қажеттілігі баса айтылған.

Кілттік сөздер: оқыту функциясы, әлеуметтік-мәдени функция, тәрбиелік функция, танымдық функция, дамытушылық мазмұн, диалогтық қарым-қатынас.

Ш. А. Садикова* З.З.Якубова, Б.З.Эргашева

Профессор, Ташкентский государственный педагогический университет имени Низами, Ташкент,
Узбекистан

Профессор, Ташкентский государственный педагогический университет имени Низами, Ташкент,
Узбекистан

Профессор, Ташкентский государственный педагогический университет имени Низами, Ташкент,
Узбекистан

* Автор для корреспонденции: barnoergasheva90@gmail.com

**ПРОЕКТИРОВАНИЕ ДВУЯЗЫЧНОЙ ОБРАЗОВАТЕЛЬНОЙ И РАЗВИВАЮЩЕЙ
СРЕДЫ**

Аннотация

В статье рассматриваются теоретические основы дошкольного образования, подчеркивается важность окружающей среды в развитии ребенка. В ней описываются функции образовательной среды развития, такие как обучающая, социокультурная, воспитательная, когнитивная, мотивационная и коммуникативная. Подчеркивается роль двуязычной образовательной среды в развитии языковых и когнитивных способностей, а также четыре принципа: естественное соответствие, культурное соответствие, мотивационная поддержка и диалогическое общение. В этих принципах особое внимание уделяется образованию, соответствующему возрасту, интеграции культурных ценностей, вовлечению через мотивацию и диалогическому взаимодействию. В заключении подчеркивается необходимость создания среды, способствующей творчеству, познавательной активности и самовыражению, с акцентом на методологические, предметно-пространственные, социокультурные и деятельностные компоненты.

Ключевые слова: обучающая функция, социокультурная функция, образовательная функция, когнитивная функция, развивающее содержание, диалогическая коммуникация.

Information about author

Sh. A. Sadikova, tel. +998 90 328 82 05,

Email of the relevant author: barnoergasheva90@gmail.com

Хат алмасуға жауапты автор туралы мәліметтер

Ш. А. Садикова, тел. +998 90 328 82 05,

Тиісті автордың электрондық поштасы: barnoergasheva90@gmail.com

Сведения об авторе, ответственном за переписку

Ш. А. Садикова, тел. +998 90 328 82 05,

Адрес электронной почты автора barnoergasheva90@gmail.com