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DIDACTIC POSSIBILITIES OF USING COMPLEX INTEGRATION IN FORMING METACOGNITIVE SKILLS

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Abstract
The article presents issues of reforming the system of preschool education in our country, through the development and improvement of educational institutions, metacognitive methods in educational activities.

Keyword: preschool education system, institution, the younger generation, mental, metacognitive, intellectual, spiritual development, preparation for school, improvement.

Introduction

Today, in the period of development of technologies and information processes in the world, the issues of reforming preschool education, raising a perfect person, and providing them with modern education are the first problems to be solved. It is important and necessary to improve the quality of education determined by the child's readiness for school in the reform of preschool education.

In the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, "creating conditions for the all-round intellectual, moral, aesthetic and physical development of preschool children, introducing innovations, advanced pedagogical and information and communication technologies into the preschool education system introduction" [1] definition of the tasks of meeting the needs of pupils, developing their abilities, potential, age-specific mental characteristics, applying various methods of metacognitive skills formation and improving the theoretical and methodological bases for ensuring their comprehensive development, the quality of education and requires the creation of a system based on the harmony of efficiency.

The use of methods that form metacognitive skills (self-analysis, observation, reflection) plays an important role in preparing students for school. Necessary recommendations have been developed by scientists regarding the didactic possibility of integrated approaches in preschool education. In this regard, it is appropriate to summarize the opinions presented in the research works of MNBerulava [3], I. Ya. Lerner [4], B. Abdullayeva [2] and others.

According to TLXurvaliyeva, "the topic of training serves as a connecting link in integration. An important feature of integrated training is that children's actions and types of activities alternate. Activities that can be interconnected, for example, staging fairy tales, building, making decorations from crafting materials, attributes for the game; while reading works of art is combined with listening to music, viewing works of visual arts and drawing. The exchange of types of activities helps to attract children's attention, and at the same time to develop the skills of shifting attention, increases the efficiency of training, eliminates fatigue and tension" [5; p. 77].

In our opinion, the integration process creates creative activity in students. This requires the pedagogue-educator to make full use of the "First Step" state curriculum, to obtain information from various fields, to provide examples of events related to the environment and knowledge.
An integrative approach develops children's cognitive abilities, which is one of the necessary factors in preparing them for school. The educational tasks and games given in the lessons show the processes that occur in existence, and create a foundation for children to understand the interrelationship between different subjects.
In the formation of metacognitive skills, on the one hand, it is necessary to make effective use of the child's capabilities, on the other hand, to eliminate factors that cause general fatigue of the body, excessive stress. Intellectual development of children is one of the important aspects of preparing them for school education.
Manifestation of participation and activity in the educational process in preparing children for school through the use of metacognitive skills is a developing and changing process. "Context", "Soil sorter", "Abakus", "Why", "Who is he, what is this?" opportunities of modern pedagogical technologies such as Below is an example of the content of training sessions organized on the basis of these technologies:

CONTEXT (Context) technology. On the basis of this technology, children are expected to develop the qualities of comparative analysis, comparison, inquisitiveness and resourcefulness. Children are taught about the characteristics of each season. This technology was used to teach the topic "Blooming Spring" with the children of the preparatory group under the state curriculum "First Step".
Purpose: to teach to understand the difference between seeds, leaves and flowers of plants. Formation of environmental education in children.
Equipment and materials: plant seeds, tree pictures, soil, water, litter, fertilizers and ICT tools.
Discussions and experiments were conducted in the "Center of Science and Nature", "Center for role-playing games and dramatization", "Center of Art".
Course of educational activity:
- a video about the spring season was shown;
- children's opinions about the video were heard;
- various plant seeds (basil, cilantro, dill) and tree leaves put on the table by the children;
- the difference between plants and trees was explained;
- children's opinions were heard about the reasons why plants and trees need water, soil and sunlight;
- a discussion was held about the importance of nature in human life;
- a conversation was organized about the tasks of animate and inanimate nature.
Questions and answers and practical tasks were conducted:
1. Children, where do we plant plant seeds? Why?", "Why do we need soil and water?" Children gave independent answers to such questions.
2. Children, put soil in the box, soften it, scatter the seeds and sprinkle water. In the process, "Why do we sprinkle water?", "Why did we fertilize the soil?" answers to such questions were sought.
3. Help Lolakhan to sort the trees according to their flowers. Children look at the picture of blooming trees and choose their flowers.
4. A discussion was held about the necessity of water and sun for the growth of seeds of plants.

5. In the "Science and Nature Center", plant seeds were sown in boxes, soil and fertilizer were mixed. Trees were separated based on their leaves and flowers.
6. Plants and trees were painted in the "Art Center". Application has been made.
7. Poems and riddles about flowers, plants and trees were told in the "Centre of role-playing games and dramatization".
8. At the end of the session, the children were asked what they learned.

SORTER technology Based on the use of (sorting), children's vocabulary increases, their cognitive skills are formed, and their imagination about the whole world expands. The technology was used to pass the theme "Planet Earth". Children learn information about the planet Earth based on questions and answers, learn logical thinking and cause-and-effect relationships.
Purpose: to give children an understanding of the planet Earth and its changes. Formation of cognitive skills.
Equipment and materials: globe, pictures of animate and inanimate nature, objects and objects related to the environment. Various toys, 4 colorful baskets.
Educational activities were conducted at the "Language and Speech Center".

1. Pictures of animate and inanimate nature are placed on the table. Children say their name.
2. Differentiates and separates the seasons.
3. It tells about the reality and events in the world.
4. A conversation is held about the planet Earth.

Practical assignments:

1. Put seasonal clothes in separate baskets.
2. Separate pictures of living nature.
3. Get acquainted with the pictures from the series "Secrets of the Universe".
4. Tell the uninitiated about inanimate nature.
5. Find fruits that ripen in the fall.
6. Name the winter games.

After completing the tasks, the children voluntarily draw pictures and make appliqués from colored papers at the "Art Center".
SORTER technology provides ample opportunities for collaboration during training. Because in this process, children approach the incidents in a comprehensive way, understand different aspects of the issue. The application on the topic "Universe" was performed for children as a team.
Educational tasks and games that form metacognitive skills in children require several repetitions to distinguish the characteristics of objects and things, to understand their various actions. In didactic games, pedagogues have a double influence, firstly, they control the cognitive process, organize children's education, and on the other hand, they play the role of "partner-partner". Directs each child to perform the action of the game, shows an example when necessary. Didactic games are made only in connection with words.
Teaching tasks aimed at preparing children for school education, conducting didactic games focused on logical and creative thinking will ensure the enrichment of their psyche and the development of intellectual comprehension skills.
Thus, on the basis of metacognitive skills based on the cluster approach, by preparing children for school education, their mental abilities, moral and aesthetic tastes are formed.

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