

maktabdagi pedagogik jarayonda ta'lim-tarbiyaning shaxsni uzluksiz yuksalib boruvchi shakllanishini ta'minlovchi yaxlit, dinamik va istiqbolli tizimni amalga oshirish uchun sharoit yaratadi. Maktabgacha ta'lim tashkiloti va maktab o'rtasidagi izchillikning qaror topishi tayyorlov guruhi bolalari va 1-sinf

bolalalariga ta'lim-tarbiya berish sharoitlarini yaqinlashtiradi, Shunga ko'ra maktab ta'limining yangi sharoitlariga o'tish bola uchun sezilarsiz bo'lgan psixologik qiyinchiliklar bilan amalga oshiriladi. Bunda bolalarning yangi sharoitlarga tabiiy

kirib borishlari ta'minlanadi, bu esa o'quvchilarga maktabga birinchi kelgan kunlaridan boshlaboq ta'lim-tarbiya berish samaradorligini oshirishga yordam beradi. Maktabgacha ta'lim tashkiloti va maktabdagi butun

pedagogik jarayonning bola shaxsini har tomonlama rivojlantirishga yo'nalaganligi ular o'rtasida ta'lim-tarbiya izchilligiga erishishning asosiy sharti hisoblanadi.

Maktabgacha yoshdagi bolalar egallagan xulq-atvor va kattalar va tengqurlar o'rtasidagi o'zaro munosabatlar shakllari, ma'naviy tasavvurlar va hissiyotlar boshlang'ich sinflarda amalga oshiriladigan axloqiy tarbiyaning o'quvchilarda

rivojlantirishdagi ma'naviy xatti-harakat, ong, hissiyot va munosabatlarning zamini hisoblanadi.

Maktab - maktabgacha davrlarda shakllantiriladigan jamoatchilik xususiyatlarini sifat jihatdan yanada rivojlantirish uchun zarur sharoitlar yaratadi, o'quvchi shaxsi jamoatchilikga yo'nalganligini qaror toptirishni ta'minlaydi.

Maktabgacha ta'lim tashkiloti va maktabda amalga oshiriladigan ta'lim-tarbiyaviy ish mazmunini belgilovchi dastur aloqasi izchillik asosini tashkil etadi. Maktabgacha ta'lim tashkiloti va boshlang'ich sinflarning amaldagi dasturlarini qiyoslash ular o'rtasida ma'lum izchil aloqa borligini ko'rsatadi. Bu quyidagilarda namoyon bo'ladi:

- Maktab va maktabgacha ta'lim tashkiloti dasturlariga asos qilib olingan falsafiy va psixologik nuqtayi nazarlar birligi;

- Ta'lim-tarbiyajarayonidagi prinsiplar birligi (mazmunning tarbiya maqsadi vavazifalariga muvofiqligi, ilmiyligi, ta'limning tarbiyalovchi va rivojlantiruvchi xususiyatlari);

- Fanlar o'rtasidagi izchillik. Maktabgacha ta'lim tashkiloti va maktabda ona tilining boshlang'ich kursini o'qitishga bolalar nutqini har tomonlama rivojlantirib borish g'oyasi asos qilib olingan. Maktabgacha ta'lim tashkilotida lug'atni rivojlantirish, tovush madaniyatini shakllantirish, nutqning grammatik tuzilishini shakllantirish, bog'lanishli nutqni shakllantirish, ijodiy hikoya qilish, badiiy

adabiyot bilan tanishtirish, o'qish va savodga tayyorgarlik, oddiy tahlil va sintez qilish ko'nikmalari rivojlanadi. Maktabda bu asosda yangi vazifalar hal etiladi:

- Yozma nutq va harfiy yozuv malakalari shakllantiriladi;

- Morfologik va sintaksis elementlar o'rganiladi.

Maktabgacha ta'lim tashkilotlarida boshlangan lug'at boyligini yanada oshirish, nutqning ifodaliligi va mantiqiyligi ustidagi ish maktabda davom ettiriladi.

Maktabgacha ta'lim tashkilotida elementar matematik bilimlarni rivojlantirishda - bolalarning mantiqiy tafakkurini va hisoblash malakasini o'stirish bo'yicha o'nlik tartibini aniqlash, yigirmagacha bo'lgan sonlarni to'g'ri sanash, misollarni raqamlar yozilgan kartochkalar yordamida ifodalab berish, bir amalli masalalarni qo'shish va ayirish orqali tuzish va yechish, shartli o'lchov yordamida predmetlarni o'lchash, yil va hafta kunlari, ularning ketma-ketligi, kundalik faoliyatlarini taqsimlash, vaqt, butun va qism haqidagi bilimlari maktabda takomillashtiriladi. Maktabgacha ta'lim tashkiloti va boshlang'ich sinflardagi tabiatshunoslik bilimlari har ikkala holatda ham organism va muhit birligiga tayanadi. Jonli va jonsiz tabiat hodisalari,

tabiat kishilar mehnatining bir-birini taqozo etishi shu asosda qaraladi. Maktabgacha ta'lim tashkiloti va maktabda o'qitish izchilligi asosini tashkil etuvchi yagoria nazariy yondashuvlar, dasturlar mazmunida, bolalalar imkoniyatlari va bilimlarining

tuzilishlarini hisobga olib turlicha hal etiladi. Maktabgacha yoshdagi bolalar bilimlarning asosiy mazmunini atrof dunyo haqidagi xilma-xil tasavvurlarning keng doirasi va ayrim elementar tushunchalar tashkil etadi.

Maktabgacha ta'lim tashkilotida tayyorlov guruhlarida “Nutq o'stirish”, “Savodxonlik”, “Badiiy adabiyot bilan tanishtirish”, “Elementar matematika”, “Atrofi olam bilan tanishtirish”, “Musiqqa” “Jismoniy tarbiya” “Tasviriy faoliyat bilan tanishtirish kabi faoliyatlar tashkil etiladi. Bu faoliyatlar natijasida tarbiyalanuvchilar quyidagi ko'nikmalar shakllanishi asosida maktab ta'limiga tayyorlanadi. Maktabga tayyorgarlik quyidagi ko'nikmalar asosida amalga oshiriladi:

1. Nutq, o'qish va savodga tayyorgarlik;
2. Bilish jarayoni: atrof-olam to'g'risidagi bilimga ega bo'lish va uni anglash.
 - a) Elementar matematik bilim va ko'nikmalar;
 - b) Tasviriy faoliyat;
 - c) Musiqqa.

Nutq o'stirish faoliyatida olgan ko'nikmalar bevosita 1-sinf darsligida “Alifbe” hamda “O'qish” darsliklarini uzviy davomi hisoblanadi:

- Nutqning tovush madaniyatini shakllantirish;
- Lug'at ustida ishlash;
- Nutqning grammatik tuzilishini shakllantirish;
- Bog'lanishli nutqni shakllantirish;
- Ijodiy hikoya qilish;
- Badiiy adabiyot bilan tanishtirish ishlari olib boriladi.

Nutqning qanchalik yuqori darajada rivojlangan bo'lishi bolaning maktabga aqliy tayyorgarligining muhim tarkibiy qismi hisoblanadi. Gna tilidagi hamma tovushlarni aniq talaffuz qilish, lug'atning boyligi, o'z fikrini mantiqiy Grammatik to'g'ri bayon qila bilish, madaniy nutq muomalasi – bularning barchasi maktabda muvaffaqiyatli

o'qishning zaruriy sharti hisoblanadi. Shuningdek, kesma harflar yordamida tovushharf tahlil va sintez bo'yicha mashqlarni bajarishga o'rgatish,

kesma harflardan bo'g'in tuzdirish va o'qitish, unli va undosh tovushlar xususiyatlari, o'z ismini va 2-3 ta so'zlarni bosma harflarda mustaqil o'qishga o'rgatib boriladi. Bu tayyorgarlik davridagi tushunchalar maktab davrida mustahkamlanib, chuqurlashtirib boriladi.

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ON THE LEXICAL-SEMANTIC CHARACTERISTICS OF THE SYMBOL AND ITS RELATED PHENOMENA.

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Abstract: *In this article, an attempt was made to analyze the lexical-semantic features of the symbol and its place in artistic works.*

Key words: *symbol, sign, culture, migration, metaphor, metonymy, phraseological unity, homonymy, synonymy, polysemy.*

Since ancient times, symbols have always existed as one of the important tools in human communication and relationships. It is a proven fact that they were the basis for the formation of mnemonics - the first writing in the history of mankind. Symbols are important in expressing certain thoughts and feelings of a person. In the current era, issues such as understanding their content, using them appropriately in written and oral speech, and expressing their exact content in translations are important. Especially in today's era of globalization, the need to clarify, explain, understand, explain the essence of symbols, and translate from one language to another has become an urgent problem. The following opinion of E. Fromm, one of the thinkers of the 20th century, about symbols is noteworthy: "The language of symbols should be taught in schools like learning a foreign language."

The development of society leads to a certain degree of change, development and perfection of symbols. They serve as a socio-linguistic phenomenon to create ease and comfort in people's exchange of ideas and communication, and to clearly express their relationship to things and events. The development of symbols has a positive effect on the enrichment of the vocabulary of a given language and the possibilities of expression. Symbols are a linguistic and speech phenomenon that shows the speech culture, language richness and behavior of people, and serves to ensure the diversity and effectiveness of speech.

It is known that a sign is reflected in the human mind in the form of an expression or a symbol. Culture exists in reality in the form of symbolic forms. A symbol acquires its own meaning in science and art. In science, for example, in logic, mathematics, linguistics and other sciences, it mainly means the concept of a sign, and in art it means the content of expressing the figurative meaning of an image. A symbol differs from an allegory in certain features. The meaning of the symbol is inextricably linked with the structure of its image, and its content is characterized by infinite polysemy.

A symbol is the content of material things and realities expressed in the form of a sign or image. Its essence is difficult to clearly describe within logic. It is a complex system designed for the intense activity of the perceiving subject. Symbolic activity is