



# The Importance of Developmental Centers in Preparing Preschool Children for School.

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**ABSTRACT**

In the article, the further improvement of the preschool education system, the study of advanced foreign experiences in the field of preschool education organization, innovative methods and effective pedagogical practices in the field of education and upbringing of preschool children, development in quality preparation of children for school education the importance of centers and the essence of the organization of development centers are discussed.

**Keywords:**

Preschool education system, development centers, critical thinking, independent, individual order, "First Step" state curriculum

The President of our country Sh.M. Mirziyoyev declared 2023 as the year of "Attention to people and quality education".

"We need to continue the reforms we have started in this area, go to educational institutions, communicate more with teachers and trainers, and jointly solve the issues raised by them in terms of quality improvement.

"We will introduce all issues with clear solutions. I ask deputies and senators, neighborhood representatives, intellectuals, youth, businessmen and the general public to be active in these processes, to make new proposals and initiatives," said the head of state.

The stage of preschool education is the most important and responsible stage of continuous education, where the foundations and foundations of child upbringing and education are formed.

The main tasks of preschool education are to educate children in the spirit of the nation's rich national, cultural, historical heritage and spiritual and moral traditions, to form children's feelings of national patriotism, to

form preschool children's need for education, and their inclination to study.

regular preparation for the educational process, development of children's thinking, formation of skills of independent and free expression of one's opinion, provision of physical and mental health of children.

At this stage, the issue of preparing children for school education is one of the most pressing issues.

With this in mind, today fundamental changes are being made in the field of preschool education in our country, in the field of preparing children for school education.

Study of advanced foreign experience in the field of preschool education organization, innovative methods and effective pedagogical practices in the field of education and upbringing of preschool children, involvement and implementation of work in the activities of state preschool education organizations.

within the framework of the implementation of a complex project based on the results of organization, studies and experiments, the spread of positive practical achievements to

other regions of the country - the development and implementation of modern standards of preschool education management, updated curricula and programs, advanced pedagogical information

- development of recommendations for the wide introduction of communication technologies in the educational process, the publication of improved teaching-methodical, didactic materials for preschool educational institutions

implementation of a complex project (hereinafter referred to as a complex project) involving exit.

Article 4 of the Law of the Republic of Uzbekistan "On Preschool Education and Training" provides for equality of conditions for the development of each child's talents, passions and abilities, education for children of preschool age.

The unity of the educational influence of the family and the preschool education organization is presented.

The essence of the organization of development centers

The development of the curriculum "State requirements for the development of children of primary and preschool age" and "First Step" created wide opportunities for the effective implementation of preschool education in the continuous education system.

In the curriculum, it is noted that it is important to take into account the characteristics and needs of children with their own characteristics when creating a developmental environment in a preschool educational organization.

At the same time, the content of the development environment includes the following:

Cultural and historical values are the content of the demonstration and development environment of the preschool educational organization:

national and regional traditions;

it must be compatible with the characteristics of nature and climate;

the content of the environment should help to form the foundations of the primary worldview and the successful social adaptation of the child.

Development centers organized on the basis of the program provide children with the following content:

acceptance and implementation of changes;

critical thinking;

make a choice;

ability to solve problems;

manifestation of creative, thinking and inventive capabilities;

caring about people, society, country, environment.

In the process of education in development centers, children themselves begin to voluntarily choose the appropriate development center.

When working in independent groups and individualizing children, the educator comes up with such types of activities in which everyone is given the same instructions, but each child is allowed to succeed independently.

The level of individualization can be optimized.

Choosing the type of activity that requires dexterity and resourcefulness, and carefully observing the children, the teacher can change or adapt the tasks and materials if necessary.

On the basis of the "First Step" educational program, it is envisaged that the following development centers will be operated in preschool educational institutions:

Construction and construction center

Center for role-playing games and dramatization

Center for Language and Speech

Science and Nature Center

Art center

Center for music and rhythm.

Development centers give children the opportunity to independently individualize the educational process based on their personal skills and interests.

For example, in the art center, one child cuts paper, and another child cuts the shape he thinks of with scissors.

At the center of tabletop games, one child makes a shape out of four wooden cubes, while another prefers to make a picture out of twenty-five pieces of cardboard.

The teacher observes the children in the process and writes down the thoughts related to their development.

After a long time, he offers children materials that complicate the task or, depending on the situation, directly helps the child to perform these tasks.

Due to this behavior, the child can grow up at a good pace.

Organization and leadership issues of development centers.

Centers in groups should be created in such a way that it allows the child to make an independent choice.

Each group has 5 centers, each of which stores enough materials for research and games.

In the building and construction center, there are building elements of different shapes and sizes, from which children build structures based on their imagination: for example, historical monuments, houses, garages, farms, etc.

Children who are engaged in construction will learn a lot here.

It helps to develop children's mathematical abilities, acquire social skills, and gives experience in solving problems.

here, and you can learn to show creative approach and focus on the task at hand.

Many different things can be added to this center - toy cars, trucks, airplanes, gas blocks - according to the wishes of educators and children.

In the center of role-playing games and dramatization, it is necessary to have the necessary clothes and other things to make children want to act out small scenes from real life.

These help them to understand what is happening around them, to distinguish between them and to understand their place in life.

The Language and Speech Center will have books and teaching aids for listening and writing.

This is a quiet corner where children can look at books and read to each other.

Also, a teacher or a volunteer assistant can read the book aloud to the children here.

In it, children are invited to make booklets with their own hands, invent and perform themes (plots), and listen to stories.

A science and nature center should have things that children can assemble and take apart, such as puzzles and constructors.

There should also be games that help children to compare, classify and count in the same way.

In this center, children are used to engage with the concepts they have learned about natural phenomena and things they find on the street.

The art center encourages children to test and implement their creative abilities, gives them opportunities to get satisfaction from familiarizing with new materials, and enriches children's perception.

There are paints, paper, scissors, crayons, pencils, pieces of gauze and various scissors for cutting and gluing.

It is also useful to add natural materials - wood, leaves, sand and soil.

Classes at this center are aimed at developing creativity, verbal and non-verbal communication, general and fine movement, and mental ability.

In conclusion, it is necessary to emphasize that the importance of development centers in preparing children for school education in preschool education organizations is very high.

Educators play the role of children's assistants in development centers, provide a wide range of opportunities in the place of training and plan activities according to the level of individual development of each child.

The agenda should include different types of activities: together in small groups and with the cooperation of the educator, individually (individually) or independently (it is necessary to devote time to the activities chosen by them, because children learn to make conscious choices, their own

fulfill their interests and abilities).

Children should be able to make their own choices, solve problems, work together with others, set individual goals and know how to achieve them.

The task of pedagogues is to create an environment that encourages children's interest in communication and monitor them, adjusting the necessary conditions in time, depending on the changing needs of children.

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