



## ACTIVITY OF DEVELOPMENT CENTERS IN THE EDUCATIONAL ACTIVITY OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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### Abstract

This article talks about ways to improve the system of preschool education, the content of implementing innovative pedagogical technologies in the process of preschool education, and the use of methods of implementing innovative pedagogical technologies in the process of preschool education.

**Keywords:** preschool education, pedagogue, innovation, activity, improvement, technology, competence, process, modern, development, methods.

All-round development of a child is carried out only on the basis of mastering the centuries-old experience of mankind due to communication with adults who are the custodians of human experience, knowledge, abilities and culture. This experience can only be given through the most important means of human communication - language. Language is an integral part of our life and we take it for granted. We don't think much about what language is, how we speak in it, and how we learn to speak. Modern pre-school educational organizations are places where the child gets extensive emotional-practical interaction experience with adults and peers in the most important areas and aspects for his development. realizes his right to individual development by creating organizational and pedagogical conditions for this process; the pedagogue develops his professional and personal qualities, ensures the success of the activity of the leader, children and pedagogues; the institution takes into account the characteristics of parents' thoughts about the future they envision for their children and directs them to realize constructive-cooperative relations with children and all participants of the educational process. Today, there are many innovations in the field of education of different nature, direction and importance, large-scale and small-scale state reforms are carried out, innovations are introduced to the organization, content, methodology, and technology of education.

In the process of preschool education, innovative pedagogical technology is a new interpretation of the process of developing children's speech by learning educational materials, being able to freely express their thoughts, interacting with each other, getting to know their surroundings. It is known that the main goal of education for





preschool children is to raise them as healthy, well-rounded individuals and prepare them for school education. [1.87.]

The use of innovative pedagogical technologies in the process of preschool education gives positive results. At the center of the educational system is the child's personality, and it is envisaged to create comfortable, safe and conflict-free conditions for his development and realization of his natural potential. Humane technologies promote respect and love for the child, optimistic belief in his creative abilities, and prohibit coercion. In order to organize the activity of centers at a high level in preschool educational organizations and to increase its effectiveness, it is important for the educator to make good use of the time given for training, to pass various trainings using different technologies, methods and methods, and for the educator to thoroughly master these experiences. For this reason, it is required and described to make modern approaches to the teaching of educational activities and to organize the educational process using innovations, taking into account the specific characteristics of various activities. [2.97.]

Educators deliver educational material to children in a suitable manner, taking into account their age characteristics. The role of the pedagogical team of preschool educational organizations is that they should set appropriate goals, taking into account the interests, abilities and needs of each child, support the natural interests of children, and form the skills of joint mastery of existence in them. Considering the uniqueness of child development, it is necessary to first understand that all children go through certain stages of development, but each child is unique and unrepeatable. In order to provide children with exactly the same, similar things and types of activities, educators should have a complete idea of their specific, different development indicators. Also, experts emphasize that educators should pay attention to the differences in abilities and interests of children of the same age.

For example:

Happy math: Let's count Khan's daughter! To do this, you collect some leaf-shaped stones from your yard together with your child. On some of them, draw a picture of Khan's daughters and place them with the number of their status, and write the same numbers on other stones. You will also record addition, subtraction, and equal signs. You will calculate with your child by preparing arithmetical calculations for the numbers of the numbers of the numbers you have prepared.

Logical game: Digital daisy Required equipment: white paper in A4 format, felt-tip pen, colored sticker pens. We draw the stem of a daisy on white paper with a felt-tip pen and write as many numbers as you want in the middle. We place these numbers on separate colored sticker pens with the help of some symbols. Ask your child to form





daisy leaves using these colored stickers (matching symbols and numbers). We draw:  
We draw with our fingers.

Necessary equipment: white paper in A4 format, colored paints, felt-tip pen. We choose the desired color, dip it in our fingers and print it on paper. We process the finished forms using a felt-tip pen.

Let's play an action game: Roll the ball! In this game, children are taught to roll and catch the ball, they develop mobility. Children sit in a circle on the floor (they cross their legs and stretch them forward or they sit in a cross-legged position). Parents sit in the middle of the circle with a ball in their hands. He rolls the ball to each child in turn, the children roll the ball they caught back to their parents, and after mastering these movements, one of the children can sit in your place in the center of the circle.

Tell the story: The fox the ant became friends and sowed wheat. Sly Fox did not go out to the field every day with the excuse that my stomach hurts and my head is spinning. An ant alone worked from morning until night, pouring water and planting. Finally, the wheat ripened. Seeing that the threshing floor was full of wheat, the fox tried to deceive the Ant and take all of the harvest himself. My ant friend, what is the point of distributing so much wheat? Come on, let's play catch. "Whoever reaches the threshing floor first, let all the harvest be his," he said. The ant thought for a while and finally agreed. They are standing side by side. Come on, let's start! - shouted the Fox and ran towards the threshing floor. But the ant did not come empty handed. He grabbed the Fox's tail. The fox came to the threshing floor and shook. Then the Ant slipped down, climbed on top of the wheat, and started talking from there: Hey, Fox, why don't you take a look? The fox was confused: When did you come? Already! I managed to rest, but you are still panting. Thus, the Fox was defeated and left without thinking of another trick. The ant has carried all the harvest to the barn and has been eating it from one end during the winter. The lazy Fox was hungry all winter. The essence of the organization of activity centers "State requirements for the development of children of primary and preschool age" and the development of the state curriculum "First Step" created wide opportunities for the effective implementation of preschool education in the continuous education system.

Of course, such innovations aimed at updating preschool education both in form and content require that all pedagogues, starting from parents, approach child education and his readiness for education based on the needs of the times. In this case, educators must have a clear idea of how the child's development is progressing, and for this, it is necessary to constantly monitor them. This refers to the types of activities that are related to the uniqueness of child development, that respond to children's interests, that is, their level of mental, social and spiritual maturity. These types of activities are





aimed at children's interest in nature, satisfaction from experience, and desire to test their ideas in an experiment. It is important to help children find answers to their own questions. After all, while searching for an answer to a question, the child's interest, reasoning and attention are automatically activated. In this case, the role of the educator is to jointly search for ways to find an answer that satisfies the child without simplifying the question and without confusing the child with a lot of information. In the process of education in activity centers, children themselves begin to voluntarily choose the appropriate development center. In the work of children in independent groups, individualization, the teacher comes up with such types of activities in which everyone is given the same instruction, but each child is allowed to achieve success independently based on it. 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" state curriculum, the following development centers will be operated in pre-school educational organizations: - Center for construction and construction - Center for plot-role games and dramatization - Language and speech - Center for science and nature - 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. Educators-pedagogues 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, act together with the people around them, set individual goals and know how to achieve them. Organization of activity centers and centers in leadership groups should be created in such a way that it allows the child to make an independent choice. [3.56.]

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 skills, acquire social skills, and gives experience in solving problems. Here, you can also learn to show creativity and focus on the task at hand. Many different things can be added to this center according to the wishes of educators and children - toy cars, trucks, airplanes, gas blocks. 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 play 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, here a teacher or a volunteer assistant can read the book aloud to the children. 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. It is used for children's understanding of natural phenomena and activities 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 senses. 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 the center are aimed at developing creative abilities, verbal and non-verbal communication, general and fine movement, mental abilities. The task of pedagogues is to create an environment that encourages children's curiosity to engage in communication and, depending on the changing needs of children, adjust the necessary conditions in time and monitor them. Assignments for individual or small groups are developed after talking with parents to pay special attention to certain skills. [4. 97.]

In short, the processes in development centers organized in pre-school educational organizations help children to learn and consolidate new knowledge. The main goal of development centers is to teach children to independently supplement their knowledge and adapt to the ongoing renewal processes. Children are taught the following in the development center activities conducted in pre-school educational organizations - to communicate problems; - manifestation of creative, thinking and inventive possibilities; - to care about people, society, country, environment. A healthy socio-spiritual environment, which is rationally organized, encourages children to search, show initiative and show their creative abilities.





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