



Organization Of Children's Independent Activities In Development Centers In Preschool Educational Organizations

OPEN ACCESS

SUBMITTED 13 October 2025

ACCEPTED 05 November 2025

PUBLISHED 10 December 2025

VOLUME Vol.05 Issue12 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Abdullayev Dilshodbek Yuldasali oglu

Senior teacher of Namangan State Pedagogical Institute, Uzbekistan

Abstract: This article deals with the organization of children's independent activities in the development centers established in pre-school education organizations, as a result of which children's psychological readiness for school education is determined.

Keywords: Development centers, language and speech center, science, science and nature center, art center, role-playing games and drama center, construction, design and mathematics center, Development map, educational activity, pedagogical activity.

Introduction: Preschool Education was established. A lot of work has been started on the construction and renovation of kindergartens, the introduction of advanced educational methods and methodologies. An opportunity has also been created for the private sector to enter the sector to develop the sector. Subsidies have been established from the state budget for each foster child. Thousands of family kindergartens have been established in remote and remote areas. As a result, the number of preschool educational institutions has increased by 6 times in recent years. The number of educators and teachers has also increased by 3 times, reaching 160 thousand. Thus, 2 million out of 2 million 800 thousand children of kindergarten age have been covered by preschool education. The head of state also touched upon the issue of continuity in the education system. It was emphasized that the great thinkers who emerged from our country laid the foundation for the Renaissance twice, and that current and future generations should also strive for knowledge.

"We are setting the issue of building the Third Renaissance in our country as a strategic task and raising

it to the level of a national idea. We consider preschool and school education, the higher education system, and scientific and cultural institutions to be the four integral links of the future Renaissance. We consider kindergarten teachers, school teachers, professors, and scientific and creative intellectuals to be the four pillars of the new Renaissance," the president said. Work is being carried out in this regard, combining national experience and advanced world achievements. It is planned to consistently continue this and increase the level of coverage of children with preschool education to 80 percent by 2025.

The President of Uzbekistan put forward important initiatives to expand international cooperation in the field. In particular, a proposal was made to hold this international conference regularly in order to effectively address the problems of quality education for young children at a global level, jointly develop operational solutions and systematic approaches. The need to conduct joint projects and research with the World Organization for Early Childhood Education, develop a comprehensive program for the preparation of new methods of upbringing and methodological manuals was noted. He outlined the initiative to organize an international community of educators in order to exchange best practices in the field, modern interactive teaching methods, practical knowledge and skills. The importance of including the issue of early childhood education as one of the main topics of the United Nations Future Summit in 2024 was emphasized. The conference continued with branch meetings on various topics. The Tashkent Declaration will be adopted at the end of the conference.

The main condition for organizing development centers in the upbringing of preschool children is to give the child the opportunity to choose activities in development centers, rather than receiving ready-made knowledge from a teacher, in which he independently acquires knowledge about the world around him, develops skills and abilities, gives the child the opportunity to be curious, independent in search, and join the research process. Development centers should perform educational, developing, training, stimulating, organizing, communicative functions. Most importantly, they should work on developing independence, stimulate the child's initiative based on person-oriented education of interactions between children and adults. The group room should be used flexibly and flexibly. Thematic, didactic materials in development centers should serve to meet the needs and interests of the child.

The design of the centers should be aesthetic, attractive to children and arouse a desire for independent activity. When creating development

centers in a group room, the leading role of game activity should be taken into account. The equipment in the development centers should be safe, and didactic materials should be child-friendly and appropriate for the age of the children. Didactic materials in the development centers should vary taking into account thematic tasks. Below we will separately list the features of development centers in preparing children for school education.

Language and speech center: The educator of a preschool educational organization implements the educational process based on the content of the area "Speech, communication, reading and writing skills" of the State Standard of Preschool Education and Training on the basis of the "State Requirements for the Development of Children of Early and Preschool Age of the Republic of Uzbekistan".

Educational activities in the field of "Speech, Communication, Reading and Writing Skills" are carried out in activity centers and in various activities throughout the day, based on the annual thematic plan provided in the "First Step" State Curriculum, based on monthly topics and weekly topics.

Language and Speech Center: didactic games, thematic, large and small format pictures, illustrative materials, picture series to determine the sequence of events, grouping according to various criteria, etc., library of children's books, thematic albums, riddle albums, magnetic letter sets, "Picture Alphabet" cubes.

Science, Science and Nature Center: didactic materials on environmental culture, drawings and illustrations of "Nature and Man", models on paleontology, materials for studying the properties of natural materials, kits, for research and experiments, knowledge kits, game theme kits for playing - domestic and wild animals, marine life, insects, birds.

Art center: necessary equipment for visual activities, albums and illustrations depicting folk crafts, decorative and applied arts, paintings depicting the life, culture, and traditions of different peoples, portraits of children's writers and poets of Uzbekistan, thematic colorful books, drawing albums for free creativity. Children's activities in the centers should be: play, independent speech, cognitive, communicative, cognitive-research, experimental, creative, communicative, labor, productive, musical, and artistic [1].

Construction, design and mathematics center: various construction sets - cubes, Legos, blocks, constructors, didactic games for playing and educational materials for developing elementary mathematical imagination.

Center for role-playing games and dramatization:

attributes and game materials for all types of theater, role-playing, dramatic, directing and dramatization games, hats - masks, game sets and toys for playing in corners - for example, attributes for the games "Barber", "Hospital" and "Shop".

The activity of the educator: to involve children in the world of nature, music and creativity and to teach the child; to independently acquire knowledge, to develop an interest in knowledge, the need to acquire new knowledge, to learn and encourage, while at the same time being a subject;

Organizing organized activities with children, providing the child with unbiased and timely verbal and practical assistance when difficulties arise, stimulating the child's personal interest. Using various methods, styles and game forms to organize the learning and cognitive process in development centers: conversation, story, show, reading fiction, reading, reviewing and discussing encyclopedic literature, explanation, discussion, watching video demonstrations, watching computer presentations, using creative activities, research, experiments, experiencing the secrets of animate and inanimate nature, etc. The development of the child is carried out not only in educational activities, but also in the form of a game [3].

During the play and cognitive activities of children in the centers, the educator monitors the work of the children, paying attention to how interesting, convenient and safe the recommended materials are for children. If necessary, the educator supplements or changes the didactic materials. The educator ensures that all children in the group visit each center for five days. Based on observation and analysis, the expected result, problems, solutions are recorded by the educator at the end of each week, the children's achievements in achieving their goals, if any, the problems are determined by the individual work of the educator and the children and their parents. Thus, properly organized work in development centers allows each child to find what he likes, to believe in his strengths and abilities, to learn and understand relationships with adults and peers, and to evaluate their feelings and behavior, and it is this developmental education that is based on:

- formation of a need for knowledge and skills;
- support for individual interests;
- activation of thinking processes and cognitive interest;
- developmental activity;
- development of readiness for effective actions in non-standard situations;
- development of initiative, the ability to creatively

express one's thoughts;

- introduction of children to technical and artistic inventions;
- development of visual - figurative perception;
- development of memory, fine motor skills, thinking, imagination;
- development of communicative skills, communication skills and collective creativity;
- expansion of the prospects for the development of research and cognitive activity in children;
- development of a well-rounded personality.

Approximate daily routine in the group for compulsory one-year preparation of children for school.

1st shift.8:00-12:00 (4 hours).

Reception, examination, morning physical education.8:00-8:40

Morning meeting.8:40-9:00

Educational activities in the form of games.9:00-10:30

Games, independent exercises, project activities.10:30-11:00

Light breakfast (if planned).11:00-11:15

Walk, children's departure home.11:15-12:00

Lunch break for teachers.12:00-12:30

Preparation of teachers for the second shift.12:30-13:00

2nd shift. 13:00-17:00 (4 hours)

Reception, examination.13:00-13:40

Meeting with children.13:40-14:00

Educational activities in the form of games.14:00-15:30

Games, independent exercises, project activities.15:30-16:00

Second lunch (if planned).16:00:16:15

Preparation for the excursion. Excursion, departure of children home.16:15-17:00

CHILD DEVELOPMENT MAP. Development map of a child from 3 to 7 years old. Observation to fill out a child's development map includes three periods: initial (at the beginning of the school year), intermediate and final. Initial observation is carried out at the beginning of the school year (September). At this stage, the initial capabilities of each child are determined, his achievements during this period are determined. The educator draws attention to the problems in the areas of development of education, determines what qualities require support, what tasks are relevant for each child. In addition, he fills out the child's development map for a certain period, taking into account the child's age. Intermediate observation is carried out at the end of the first half of the year (December, January). The purpose

of this observation is to determine the correctness of the chosen methodology for children and determine the dynamics of development. Based on the results of this observation, the educator, together with other specialists, can make changes to the pedagogical process.

At the end of the school year (usually in May), the educator conducts a final observation. Based on this observation, the goals of the subsequent pedagogical process are determined, taking into account the extent to which the tasks have been completed and the expected results in the child's development [4]. Observations should be based on the following principles: observation is carried out in conditions familiar to children and is aimed at helping the child; observation is carried out for at least two weeks (or a month) to obtain an objective picture of the child's development; the educator can obtain information about the child by talking to parents and other employees of the MTM; the educator should pay attention to the child's interests, inclinations, and specific characteristics in the process of communication and cognition. The educator fills out the child's development map at least 3 times a year, marking the results achieved with a (✓) sign. Observation is carried out in all areas of development.

Based on this observation, the (educator), in collaboration with a pedagogue-psychologist, speech therapist, physical education instructor, etc., highlights the child's achievements and identifies weaknesses in mastering educational areas. Accordingly, adjustments are made to the educational process, individual work is planned, and the tasks reflected in the educator's daily workbook are carried out. A final observation is carried out on this map at the end of the school year (usually in May).

In conclusion, updating the content of the preschool educational stage ensures its variability, which ensures the transition to student-oriented interaction between the teacher and children, individualization of the pedagogical process. Pedagogical improvisation is being widely introduced into everyday practice, which allows teachers to choose forms, methods, and techniques of teaching in each specific situation, in interaction with the child. Taking into account the uniqueness and individuality of the personality of each child, supporting his individual interests and needs, allows teachers to implement an individual approach to teaching and upbringing.

One of the necessary conditions is the creation of a developing space in a preschool educational institution. When organizing a subject environment in a group room, teachers should take into account

everything that contributes to the formation of the main characteristics of the personality of each child: the forms of mental development of preschool children, their health indicators, psychophysiological and communicative characteristics; the level of general and speech development, as well as the emotional and needs sphere. A properly organized developmental environment allows each child to find what he likes, to believe in his strengths and abilities, to learn how to interact with teachers and peers, to understand and evaluate his feelings and actions, and this is the basis of development.

The free activity of children in development centers helps them independently carry out the search included in the research process and does not receive ready-made knowledge from the teacher. The main type of activity in the development of children's minds is play. Through play, the child quickly and firmly remembers the lesson learned. Also, through these lessons, every day and every hour of our children is interesting and enjoyable. After all, developing the abilities of children in preschool educational organizations and raising them to be fully mature and well-rounded is one of the priority tasks of us educators.

REFERENCES

1. O`zbekiston Respublikasi Prezidentining 2018-yil 30-sentabrdagi «Maktabgacha ta`lim tizimini boshqarishni takomillashtirish chora-tadbirlari to`g`risida»gi PQ-3955-son qarori
2. O`bekiston Respublikasi Maktabgacha ta`lim vazirligi “Ilk qadam” davlat o`quv dasturi Toshkent 2018-y
3. F.Qodirova, Sh. Toshpo`latova, N. Qayumova, M.Azamova “Maktabgacha pedagogika”T . “Tafakkur” 2019 -y
4. D.R.Babayeva “Nutq o`stirish nazariyasi va metodikasi” Toshkent 2018-y
5. Abdullayev Dilshodbek Yuldashevi o`g`li. (2023). Sharq mutafakkirlarining yoshlarda fuqarolik tarbiyasini rivojlantirish borasidagi pedagogik qarashlari. proceedings of international conference on educational discoveries and humanities, 2(3), 245–256. retrieved from <https://econferenceseries.com/index.php/icedh/article/view/1408>
6. Abdullayev, D. (2023). O`quvchi-yoshlarda faol fuqarolik pozitsiyasini rivojlantirishning tarixiy-milliy taraqqiyoti. talqin va tadqiqotlar, 1(6).