

THE IMPORTANCE OF THE DEVELOPING ENVIRONMENT IN THE ACTIVITIES OF CENTERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

*Yuldasheva Dilafruz Maxammadaliyeva,
FarDU f.f.d. (DSc)*

*Ergasheva Solihabonu Boqijon qizi
FarDU undergraduates*

Annotation: in this article, the importance, relevance and tasks of the developing environment in the process of activities in the center are covered in the upbringing of educators as healthy, comprehensively mature, physically strong.

Keywords: activity, interactive methods, activity in centers, developing environment, aspiration, morning badantarbia, mental activity, physical development.

Data collected over the years shows that it has been found that a person can bring almost seventy percent of all information that he receives during his life up to the age of five. Indeed, during this period, a human child realizes the world, his love for parents, family, neighborhood, Homeland Awakens, mastering his native language, laying the groundwork for the knowledge he receives throughout his life.

Within the framework of the broad political and social reforms carried out in the life of our country, large - scale work is carried out to improve quality in the conduct of educational and educational activities in preschool education, to create advanced pedagogical and information communicative technologies and the necessary conditions for the educational process. In programs aimed at the further development of preschool educational organizations, the preschool sphere as a primary link of the continuing education system, the role of preschool educational organizations in the formation of children's legal literacy in the process, and the education of the educational system and the harmonious generation in the Republic are the main priorities of state policy. At the meeting held on August 16, 2017 under the leadership of the president of the Republic of Uzbekistan Shavkat Mirziyoyev, important tasks were set for the structural reform of the preschool education system, the full coverage of children to these organizations. As a result of this analysis, three major documents were signed in a short time — PQ-3261 of the president of the Republic of Uzbekistan dated September 9, PQ-3261, PF-5198 of September 30 and PQ-3305 of the “Ministry of preschool education of the Republic of Uzbekistan”. But after that, on the side of the President, Decree PF-98 of 02.07.2024 “on measures to improve the system of Public Administration in the field of preschool and school education” was signed. In order to organize a holistic public administration system in the preschool and school education system, effectively solve pressing problems in this area, the preschool education agency was liquidated. The Ministry of preschool and school education of the Republic of Uzbekistan - the Ministry of preschool and school education of the Republic of Uzbekistan was established on the basis of the Ministry of public education of the Republic of Uzbekistan on the basis of the decree of the president of the Republic of Uzbekistan “on measures for the implementation of

administrative reforms of new Uzbekistan” PF-269. The program, adopted in order to improve this sphere, emphasizes that the preschool sphere as a primary link of the system of continuing education, the role of preschool educational organizations in the formation of children's legal literacy in the process, and the education of the educational system and the harmonious generation in the Republic are the main priorities of state policy. Concept of development of the preschool education system of the Republic of Uzbekistan until 2030 . It was developed in order to execute the decision of the president of the Republic of Uzbekistan “on measures to improve the management of the preschool education system”PQ-3955 dated September 30, 2018 and includes complex measures for the development of the preschool education system until 2030.

Today, the education of preschool children in the rich national, cultural and historical heritage of the people and spiritual ethics, the formation of national patriotic feelings in children, ensuring the physical and mental health of children is one of the urgent tasks set before preschool educational organizations. In order to carry out such tasks, it is considered important to create a developing environment in preschool educational organizations. The developing environment in preschool educational organizations includes the objects necessary for the physical, mental, moral, aesthetic, spiritual and social development of the child, self-development, his various homogeneous independent creative activities. The main importance of the developing environment in preschool educational organizations lies in the fact that it has a developmental character. The development environment aims to be targeted for children as well as to provide opportunities for children to engage in a variety of activities. The presence of a developing environment in preschool educational organizations in various interactive ways allows children to voluntarily engage in useful work during the day. This is the greatest achievement of a preschool educator. We can think and enrich the methods of such a developing environment in many ways, arising from the young personality of children, conditionality. Nowadays, in preschool educational organizations, the widespread use of pedagogical technologies in the process of developing children of preschool age and preparing them for school education has become a demand for the Times. And in the preschool educational organization, new pedagogical education is carried out on the basis of activities in centers and pedagogical games. Interactive parts of the developing environment physical wellness complex kindergarten complex ecological complex children's kitchen let's take morning badantarbia exercises. Performing morning badantarbia exercises will help the child to be healthy, develop his figure correctly, circulate blood, breathe. In children, it trains attention, purposefulness, promotes an increase in mental activity, evokes feelings of emotion and joy. The organization of morning badantarbia Training, Learning techniques are aimed at acquiring the movement skills and special knowledge of teaching. The learning process will be inextricably linked with the physical development of children. In the organization of classes, it is important that the physical education instructor, together with the children, be in creative activity, as well as use new interactive methods.

In preschool educational organizations, the physical education instructor can use several interactive methods with children. It forms the skill of performance in the child for interest and general development, and not for commitment to badantarbia training. In conclusion, it is important to create a developing environment in preschool educational organizations, to create activities according to the age of the child, the comfort and light of a group room, the main thing

is to create a state of interest for the child in the upbringing of Boas as healthy, mature in all respects, physically strong.

In accordance with the decisions of the president of the Republic of Uzbekistan and the Ministry of Pre-School Education, 5 centers have been established in the groups of the preschool educational organization: "language and speech", "Build, make and mathematics", "art", "science and nature", "plot and role" centers. These centers play an important role for the reared, as the child is free to operate in the Centers. And the tutor is considered an assistant to them. This promotes children's speech, free thinking, and physical and social cognitive competencies. The main type of activity in the development of children's consciousness is play. Through play, the child keeps the training taught in memory quickly and firmly. In the Centers, too, work with children through play takes an important place. To do this, we educators need to equip centers for children and create all the conditions. For example, the Center "language and speech": in this case, a box is placed with picture cards suitable for training, and the children are divided into two groups. One contestant from each group would exit, one after the other selecting a card from inside the box to compose or poem a story to fit the picture. Center "build-make and mathematics": in this, children use geometric shapes, lego and constructs in the center, while drawing a circle in the middle in the group, and children also stand along the drawn circle. Then any number is selected, for example: the number 10. 10 of the children enter the circle and are called 10-2 so that two of the children come out of the circle. The rest of the children are counted. The answer to the example is solved the game thus continues. In this, children learn to distinguish numbers, count, count. Center "art": this center is considered a very favorite Center for children. The reason is that the children draw pictures in it, paint rascrasks, do appliquéés, make what they want from plasticine, and operate freely. For example, draw a picture of bread in the Center for our activity on "bread". In this, the tutor will only tell the children: "children, we all draw a picture of bread in the center of "Art", where who will reflect what kind of bread in his picture?", he says. And the children: someone tries to draw a beautiful loaf of bread, someone a loaf of bread with a sedan, and someone else a loaf of bread, which his mother in his house closed - a little bloomed. With this, the child will think freely and his imagination will expand. Center "Science and nature": this is even if the center is located in the center of the room or in the bosom of nature. Again, it is also possible for the educator to conduct experiments in this center. For example: "we reflect the Rainbow on paper". This will require disposable paper and colored pencils. We paint the two edges of the paper with colored pencils 2cm long and put the two edges in water so that the colors combine to paint over the top and form a rainbow. Children are very delighted with such experiments and, doing it themselves, rejoice in the wonderful landscape of nature. The "plot and roller" center: is considered one of the most beloved centers of children, because children listen to fairy tales in it, imitating the heroes of the fairy tale, performing its role. Someone wants to do the role of a young bat, someone the role of an emerald, and someone else the role of a cheerful rabbit.

In conclusion, the main type of activity in the development of children's consciousness is play. Through play, the child keeps the training taught in memory quickly and firmly. It is also through these activities that every day, every hour of our children goes through fun and interesting. After all, developing the abilities of children in preschool educational organizations

and raising them mature and competent in every possible way, we are considered the priorities of educators.

List of literature used

1. Maktabgacha yoshdagi bolalar ta'lim tarbiyasini takomillashtirish muammo va yechimlari. Res. ilmiy amaliy tezislari to'plami. T. "Iqtisod moliya", 2009. 212 bet [1/200], [2/201]
2. «Maktabgacha ta'lim» jurnali: www.jlmt.uz
3. . 4. Muxabbat Normatovna Mirazimova MAKTABGACHA YOSHDAGI BOLALARDA GIMNASTIKA MASHG'ULOTLARINI TASHKIL ETISH USULLARI // Academic research in educational sciences. 2021. №10. URL: <https://cyberleninka.ru/article/n/maktabgacha-yoshdagi-bolalarda-gimnastikamashg-ulotharini-tashkil-etish-usullari> (дата обращения: 01.12.2021).
4. 5. Yuldasheva, D., Ermatova, M., & Abdumalikova, N. (2024). Jahon tilshunosligida matn tadqiqi haqida. Farg'ona Davlat Universiteti, 30(1), 75. Retrieved from
5. 6. YD Maxamadaliyeva. USE OF PRESIDENTIAL NAMES IN UZBEK CHILDREN'S TEXTS. *Gospodarka i Innovatsije*. 22, 68-70
6. 7. D Yuldasheva, S Umarova . MAKTABGACHA TA'LIM TIZIMIDA O 'YINLAR TEXNOLOGIYASI. *Scientific progress* 3 (2), 746-751
7. 8. ДМ Юлдашева. Синтактик такrorларнинг бадий-эстетик имкониятлари. *Международный журнал/ Искусство слова*