

# Pedagogical Effectiveness Of The Activities Of Development Centers In Preschool Education Institutions

**Botirova Latofat Luftillaevna**

Teacher, Karshi State University

**M.A.Abdullaeva**

Student, Karshi State University

E-mail: [latofatbotirova537@gmail.com](mailto:latofatbotirova537@gmail.com)

**Abstract:** This article highlights the theoretical and practical aspects of organizing a developmental educational environment in preschool educational institutions. The possibilities of forming cognitive activity, creativity, communicative competencies, and independent thinking in children through development centers are analyzed. In addition, the pedagogical effectiveness of the centers and their impact on the comprehensive development of the child are scientifically explained.

**Keywords:** preschool education, developmental environment, development centers, cognitive activity, communicative competence, creative development, plot-role games, pedagogical process, innovative approach, person-centered education.

Today, preschool education in Uzbekistan is a rapidly developing field of education, and providing education, development, and upbringing to preschool-aged children is considered an important task of state education policy. The education and upbringing of preschool children are aimed at comprehensively developing their social, emotional, cognitive, and physical needs. Pedagogues of preschool education institutions play a central role in achieving the goals of preschool education; therefore, it is important to create extensive opportunities for them to develop their skills and provide their services, as well as to support them.

Creating a developmental environment in preschool education institutions helps the comprehensive development of children, and also involves creating a rich, dynamic, and flexible space that ensures their safety and emotional well-being.

The content of a developmental environment is subject to the following requirements:

- content-rich – corresponds to the content of the state educational program, includes a variety of materials, equipment, and inventory both inside and outside the building;
- changeable – implies the possibility of changes in the developmental environment depending on the situation of the educational and upbringing process, as well as changes in children's interests and abilities;
- multifunctional – the possibility of diverse use of various components of the developmental environment;
- alternative – availability of different areas in the group, development centers, as well as various materials, games, toys, and equipment that ensure children's free choice; regular replacement of play materials, and the emergence of new items and objects that encourage children's play, movement, cognitive, and research activities;
- universal – refers to toys, manuals, and resources that provide all types of activities used in the education and upbringing process for learners, including children with special educational needs;
- safe – refers to the compliance of all elements with the requirements that ensure the reliability and safety of their use.

Establishing development centers in preschool education institutions involves implementing the State requirements and the “First Step” state curriculum. Working in these centers is organized in a way that allows each child to develop most effectively, taking into account their individual characteristics, individual abilities, interests, and level of activity.

Goal: to create conditions for the child's comprehensive development, upbringing, education, and effective preparation for school. Tasks:

- Forming the need for knowledge and skills;
- supporting individual interests;
- activating thinking processes and cognitive curiosity;
- developmental activity;

developing readiness for effective actions in non-standard situations;  
developing initiative, fostering the ability to express one's thoughts creatively; introducing children to technical and artistic invention;  
developing visual and figurative perception;  
developing memory, fine motor skills, thinking, and imagination;  
developing communicative skills, communication ability, and team creativity;  
expanding the prospects for developing research and cognitive activity in children;  
developing a well-rounded personality.

Building and construction is a favorite activity for preschool children and is very useful for developing creativity, thinking, and fine motor skills. The center of design and constructive modeling activities is an important part of the group's developmental environment. To properly organize and fill such a corner with content, the educator must know the program requirements used in organizing design and modeling for each age group.

The "Building-Construction and Mathematics" center – Through the center, children's sensory education and creativity develop. By completing a task, a child has the opportunity to engage both in building/construction and in mathematics. If you listen to the conversations among children, in their interactions you will hear phrases like "Give me the big brick," "I need the red one," "The one on your right is mine," "The little house I built has two floors," "Yours is small, mine is big," "The color of the car I built is white," "Here's a blue Lego for you," "10 people can fit in my car," "Why did it break? Because you didn't put many bricks underneath; the bottom ended up being small," and other sentences.

Mathematical concepts are applied in everyday life: in measuring and observing the passage of time; in work, agriculture, construction, and cooking, in trade, from buying food to global financial operations. Mathematics also comes into children's experiences, for example, when they wake up and sleep. In young children, counting skills are important fundamental skills for successful learning at school and in life later on.

The goals of the Center for Construction, Design, and Mathematics:

- to develop in children a stable interest in constructive activities, a desire to experiment, create, and invent, and the ability to independently analyze structures and designs;
- to enable children to build according to schemes, observe objects based on their characteristics, analyze, compare and contrast, and demonstrate creativity in free play activities;
  - to use construction kits and practice building according to conditions, topics, and plans; to encourage creativity and freedom of expression in the design process; to teach understanding and use of finished drawings and to make one's own modifications to the design;
- to purposefully develop interest in learning basic mathematics and acquiring new mathematical knowledge;
  - developing children's interest in applying the acquired basic mathematical knowledge in practice and using it wisely;
- the ability to creatively and unconventionally transform information to organize activities aimed at forming children's mathematical concepts. The educator has the opportunity to conduct purposeful activities with preschool children and exchange experiences. In mathematical play, they express themselves and give the educator the chance to assess their true knowledge and skills (giving correct answers during the game, receiving help from the educator and friends).

Construction, Design, and Mathematics Center is a center of delicate and constructive creativity. This center fulfills various tasks, primarily helping to develop creativity, curiosity, and initiative in children. It is focused on: - developing skills in visual and constructive activities: drawing, modeling, applying, designing using natural materials, paper, boxes, and others; - developing and enhancing skills and abilities in using various visual materials; gaining experience in different artistic techniques and hand-eye coordination; - mastering elementary methods of drawing and modeling the surrounding objects and items; - forming ideas about the properties and qualities of various visual materials; - becoming acquainted with line, color, shape, and texture; - forming ideas about different genres of art: painting, graphics; - perceiving works of art, harmonizing

Role-playing is an activity for children in which they recreate a certain area of activity in conditional situations and develop communication and both formal and informal interaction skills with adults to master

important social roles. A preschool-age child masters internal regulatory tools, communicative actions, cultural behavior, perceives the actions of others, and imagines possibilities in communicative situations.

'Plot-Role Games and Stage Performing' Center – The center provides a very favorable environment for children to express their talents and demonstrate their skills. This center can also be referred to as a center that shapes the child's 'Self.' All the equipment in the center consists of items that children encounter in daily life, and during the play process, children learn how to use them and have the opportunity to get familiar with various professions. The games reflect the interactions among family members, allowing children to receive moral education (and for educators, there is an opportunity to study the family environment).

The role is the executor of the plot and the main element of the plot-role. For a child, the role is their play position. A preschool-aged child identifies with the character in the play and acts according to the corresponding behavior.

Guiding role-playing games is carried out in the following main stages.

Stage 1. The main tools for studying children's interests and the level of development of their role-playing games are: - observing children's games; - compiling a description based on the main directions of game development, the theme of the game, the content of the game, the development of the child's gaming activity, and the development of interactions in the game; - determining the purpose of guiding the game.

Stage 2. Adults' influence on the topic and content of the game: - trips and targeted excursions related to the game topic; - conversations; - reading artistic works and stories aloud; - showing illustrative pictures; - various activities related to the topic; - visual art activity sessions.

Stage 3. Preparation for the game (a special place for playing, toys, and game materials): - choosing ready-made toys; - handmade toys. In this case, organizing a play area for children to engage independently.

Stage 4. Teaching children to play (reflecting the game process and other things in the game): - studying the influence of toys and substitute items; - teaching to reflect imaginary ideas in the game; - teaching to use words in the game; - developing skills to take actions into account in the game; - words and actions;

Stage 5. Influencing moral attitudes in the game, children's group, behavior, culture, forming game culture in play activities: - evoking children's emotions regarding a specific game topic; - teaching children elements of planning the game in advance; - teaching the rational distribution of roles and toys in the game; - fostering the culture of playing harmoniously with peers; - forming a cohesive team, promoting independent play and completing the game, developing skills to resolve disagreements and disputes in the game process reasonably; - adult influence on the game – giving advice, complementing their understanding, providing full support for the game; - evaluating children's play activities and moral attitudes.

A role-playing game reflects the content of the social environment surrounding the child, the world, and the moral standards and rules that exist in it. Children sincerely experience the emotions associated with the role they play: the warmth and gentleness of the mother, the father's care for the family, the strictness of the educator, the responsibility of the driver or doctor, the elegance of the hairdresser, and so on. In preschool education, the educator brings fantasy and imagination into the play, so in the game, reality and fantasy are interconnected. At the same time, children play and take on the roles of drama directors, stage managers, decorators, and actors.

Thus, the obtained information becomes a source of game content and affects the child's intellectual and moral development, which requires constant, purposeful guidance activity from the educator, personal interest and desire for games, to support and develop children's interest in the game. Role-playing games go through a long and difficult path, from early preschool age to older preschool age, role-playing and parallel games become long-term and reach their highest development, turning into a detailed plot-based collaborative creative game.

The 'Language and Speech' center – At the center, children have the opportunity to express their own opinions among their friends, create stories based on topics, engage in question-and-answer sessions, and organize child-friendly conversations. Habits of shyness in most children start to disappear during the process of working in small groups. Through ICT tools and various themed pictures, the child has the ability to think independently, reason, and perceive the content. With the meaningful pictures provided at the center, the child has the opportunity to create stories on their own, not obligatorily. They also have the right to choose the topics.

Effective education at the language and speech center is based on maintaining a child's interest in naming letters, speaking, reading, and writing. This center provides: - acquaintance with the artistic literature of various genres and peoples, and works of Russian and foreign writers; - increasing interest in books, listening to literary works, and independent reading; - fostering morals and spirituality through introducing children to classical literature; - developing creative abilities by preparing homemade books.

The difference between the innovative activities organized at the 'Language and Speech' development center of the preschool education institution and traditional activities is that the teacher does not act as a master, but plays a collaborative role in the educational process, adhering to the position of 'not beside, not above, but together'. All necessary didactic materials used in various play activities in the "Language and Speech" center should encourage children to speak and tell stories. Creating a "Language and Speech" center has a number of requirements:

When equipping the "Language and Speech" center, all tools must fully correspond to the age characteristics of the group;

- Attractive conditions should be created so that children feel comfortable in the "Language and Speech" center;

- Full compliance with safety requirements in the center, the bookshelf should not be made of glass, and detailed didactic play tools should be placed to develop fine motor skills.

The 'Science and Nature Center' – Experiments conducted in the test area stimulate children's curiosity and encourage them to make new inventions. This center offers the greatest opportunity for children to learn about nature and its phenomena, and if utilized properly, children can acquire 90% of their knowledge about nature here.

The center arouses interest not only in children but also in teachers. Through various experiments conducted at the center, children have the opportunity to learn about the beneficial and harmful aspects of objects. By acquiring knowledge about where the things we use in our daily life come from and what they are derived from, their attitude towards them changes positively. For example, learning how bread reaches our table, how oil is extracted from cotton seeds, that watermelons do not contain oil in their seeds, observing that if an onion with its root is placed in a glass of water it will grow, and seeing seeds sprout when sown in pots is very interesting for children.

The Science and Nature Center is the brightest place in the group. Its green area attracts children. Here, children not only learn and experiment but also often relax. Therefore, special attention should be given to the aesthetics of the corner.

Most children enjoy playing with sand and water very much. When setting up a nature corner in the group room, general requirements must be followed: A well-lit natural spot is chosen to ensure the plants in the nature corner receive sufficient light. Keeping animals and birds in group rooms is prohibited. If children show interest, a separate room is allocated for animals and birds in the kindergarten. All materials used by children must be safe. Therefore, toxic or thorny plants, as well as sharp tools and poisonous chemicals, should not be used. This is very important in the central group, as it helps children acquire new knowledge. Here, children can experiment by testing, repeating their actions in search of results, and observing plants over a long period.

At the 'Art' center, there is an opportunity to lift the children's mood. The child's creative abilities are supported. Not everyone has talent in painting and sculpture. Therefore, fewer children may participate in this center. However, if the center is fully equipped with the necessary tools and the techniques of making and drawing are taught in the morning and evening, the center's work will progress.

Such conditions are not always provided for a child at home. Working at the center helps develop the child's fine motor skills. The development of fine motor skills, in turn, supports the development of the child's speech. This center is considered very popular among children because they can draw pictures, color coloring books, do craft projects, create whatever they want from clay, and engage in free activities.

The relevant development subject in the group - organizing the spatial environment helps to fully reveal each child's creative potential:

- various visual materials: wax, watercolor, pastel colored pencils, markers, ink, charcoal, regular and colored pencils, felt-tip pens, erasers, watercolor paints, brushes of different sizes and stiffness, water containers, brush holders.

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- materials for modeling and application; - materials for developing color perception (palettes, glasses for taking colored water, colored films, educational game sets, and others);

The teacher's role in development centers is to use the centers and their tools (equipment, instruments, methodological approaches) to uncover children's unique characteristics and help develop them. Therefore, during this period, special attention is given to equipping these centers in preschool education institutions, where the child's creative activity is formed and developed.

In summary, the educator should utilize various innovative and modern methods, forms, and tools in organizing the educational and upbringing process. Properly organized and equipped development centers in preschool educational institutions carry out the following:

- a) educational, developmental, upbringing, and motivating functions;
- b) during the process of conducting thematic planning educational-upbringing activities, all components within development centers (toys, equipment, educational materials) are changed, updated, and supplemented;
- c) development centers provide opportunities for interaction in activities between children and adults (as well as among children in groups of different ages), support children's physical activity, and enable children to help each other.

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