

ORGANIZATION OF THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: This article thoroughly analyzes the contemporary principles and key components of organizing the educational process in preschool educational organizations (PEOs), the creation of an effective developmental environment, and the role of pedagogical staff. Attention is also focused on issues of cooperation with parents to ensure the continuity of the process. The main goal is to provide practical guidelines to PEO staff for building a system that fosters the comprehensive development of children.

Keywords: Education, Training, Process, "Ilk qadam" (First Step) State Curriculum, Integration, Play activity, Creativity and socio-emotional development, Regulatory documents,

Didactic games.

Preschool education (PEO) is the foundation of any human personality. The knowledge, skills, and worldview formed during a child's earliest years determine their future success in studies and activities within society. Therefore, the effective and proper organization of the educational process in PEOs is of not only pedagogical but also socio-strategic importance.

In recent years, the attention paid to the preschool education system in the Republic of Uzbekistan has increased unprecedentedly. The regulatory documents adopted in this regard, including the "Ilk qadam" (First Step) State Curriculum, demand that the process be structured based on an integrated and developmental approach that is aligned with the child's psycho-physiological characteristics.

The effective organization of the educational process in the preschool education system relies on the achievements of modern pedagogy and psychology. These fundamental principles are reflected in Uzbekistan's "Ilk qadam" State Curriculum (SC) and ensure that the process is child-centered, systemic, and continuous.

The organization of the educational process is guided by the following fundamental principles: Child-Centeredness (Individual-Oriented): Educational content and methods are adapted to the age, individual abilities, interests, and developmental level of each child. The process encourages the child to be an active participant.

Integration (Complexity): Educational content is not divided into separate subjects. Areas such as speech, mathematics, creativity, and socio-emotional development are linked and implemented through an integrated approach, often within a single activity.

The Leading Role of Play Activity: Play is the primary activity for preschool-age children. The main part of the educational process is organized specifically in the form of play, making the learning process joyful and effective.

Creation of a Developmental Environment: Organizing education prioritizes not just imparting knowledge, but creating a space (Developmental Subject-Spatial Environment) that fosters the child's creative, critical thinking, and problem-solving skills.

The theoretical and practical foundations of the educational process in PEOs in Uzbekistan are regulated by the following normative documents:

"Ilk qadam" State Curriculum: This document defines the goals and objectives that children in PEOs must achieve across five key developmental areas (physical development and a healthy lifestyle; socio-communicative development; speech, literacy, and language; development of cognitive processes; creative development).

Law on Preschool Education and Training: This establishes the goals, objectives, principles for organizing activities, and the legal framework for the participants in PEO.

In PEOs, the educational process is realized through the effective organization of various types of activities throughout the child's daily life. These activities aim for the child's comprehensive development, the satisfaction of their interests, and the formation of independent learning skills.

1. Organization of Play Activity

Play is the leading activity for preschool-age children. Effectively organized play performs educational, upbringing, and developmental functions.

- Plot-Role-Playing Games: These are the main tools for children to understand social roles, cooperate, develop speech, and enhance emotional intelligence ("Doctor," "Family," "Shop"). The educator creates the conditions to initiate these games and guides them when necessary.
- Didactic Games: These games are aimed at forming specific knowledge or skills (e.g., colors, shapes, counting). They ensure the development of cognitive processes.

2. Learning Sessions (Organized Educational Activities)

Sessions are not an end in themselves but a means to deepen and systematize children's knowledge.

- Integrated Approach: According to the modern curriculum, sessions are not divided into isolated subjects but unify different developmental areas based on a single, overarching theme (projects). For example, within the theme "Autumn," mathematics (counting leaves), speech (poems about autumn), and creativity (leaf application) are learned together.
- Active Methods: The educator moves away from the traditional lecture style, creating conditions for children to independently find and discover through problematic situations, practical experiments, and research methods.

3. Physical and Health-Improving Activities

A child's physical development is an integral part of the PEO process.

- Active Games and Sports Time: Sufficient time is allocated in the daily routine for active games and sports to satisfy the child's energy needs, develop dexterity, balance, and motor skills.
- Healthy Lifestyle Skills: Children are practically taught personal hygiene, proper nutrition, and safety rules.

4. Aesthetic and Creative Activities

Developing creativity helps the child understand the world and express their feelings.

- Visual Arts: Working with various materials (clay, plasticine, paints, natural materials) develops the child's fine motor skills, imagination, and aesthetic taste.
- Music and Rhythmics: Music sessions, singing, dancing, and rhythmic movements awaken emotional development and positive feelings in the child.

The harmony of these components and their correct inclusion in the daily schedule are the main factors in the effectiveness of the educational process in PEOs.

The quality of the educational process depends on two main factors: the existence of a physical environment that develops the child, and the competence of the personnel managing this process—the educators.

1. Developmental Subject-Spatial Environment (DSSE)

The DSSE is called the "third educator" in the PEO because this environment encourages children towards independent activity, exploration, and discovery.

Center Grouping: Group rooms and outdoor playgrounds must be divided into separate activity centers that correspond to the children's age and interests:

"Construction and Constructor" Center: Develops fine and gross motor skills, and spatial imagination.

"Play and Roles" Center: Teaches socio-emotional development and cooperation.

"Art and Creativity" Center: Forms aesthetic taste and creativity.

"Book and Literacy" Center: Awakens interest in speech and literature.

Variability and Openness: The environment should not be static but variable depending on projects and themes. All materials should be open and freely accessible to children, which develops their skills of choice and responsibility.

2. The Role and Competencies of Pedagogical Staff

The educator must be not just an imparter of knowledge, but a person who creates conditions for the child's development, guides, and inspires them.

Child Observation and Individual Approach: The educator must regularly observe the needs, interests, and developmental level of each child and adjust the educational process accordingly.

Reflection and Professional Development: Educators are required to continuously analyze their work methods and implement elements of modern pedagogical technologies, including STEAM (Science, Technology, Engineering, Art, Mathematics), into their activities.

3. Cooperation with Parents

Parental involvement is crucial in ensuring the continuity of the educational process.

Partnership Principle: The relationship between the PEO and parents should be based on equal partnership for the benefit of the child, rather than a "service provider" and "client" dynamic.

Active Participation: It is important to involve parents in group projects, explain the types of activities their children are learning in the PEO, and provide recommendations on how to support them at home.

To ensure the effectiveness of the educational process and its continuous improvement, it is necessary to implement systemic monitoring and evaluation mechanisms.

1. Monitoring Children's Development

Assessment in the PEO is not aimed at assigning grades, as in school, but at determining the dynamics of growth in the child's individual development.

Observation and Portfolios: The main assessment method is regular observation of the child in daily activities. The collected data, the child's creative works, drawings, and projects are gathered in special Portfolios. This gives parents and future teachers a clear picture of the child's achievements and areas of development.

Diagnostic Tools: At the beginning and end of the academic year, the child's status in each developmental area is determined using special diagnostics based on the requirements of the "Ilk qadam" curriculum.

The results obtained from monitoring serve not merely as a report for the educator but as a tool for making necessary adjustments to the educational program. If children are struggling to master a certain topic, the educator should change their method, involve additional resources, or intensify play methods. This ensures that the educational process is a self-regulating, dynamic system.

The organization of the educational process in preschool educational organizations is not merely the scheduling of instructional hours but a systemic, comprehensive, and humanistic approach focused on the child's future success. By organizing the process based on child-

centered principles, with the leadership of play activity, creating an effective DSSE, and supporting the activities of qualified pedagogical staff, it is possible to achieve the comprehensive and harmonious development of children.

Within the framework of educational reforms in Uzbekistan, the improvement of PEO activities continues. In the future, by enhancing the professional qualifications of educators, strengthening the use of modern digital technologies in the educational process, and deepening cooperation with the family, the quality of upbringing the younger generation in our country will rise even further.

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