

**TECHNOLOGIES FOR IMPROVING THE METHODOLOGICAL SUPPORT OF  
DEVELOPMENT CENTERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS****Avazova Gulshoda Shodi kizi**

Master's student of the 1st stage of the "Theory and Methodology of Education and Training" (Preschool Education) of the National Pedagogical University of Uzbekistan named after Nizami.

**Nazarova Dilnoza Eraliyevna**

Associate Professor of the Department of History, Doctor of Philosophy (PhD) in Historical Sciences, Nizami National Pedagogical University of Uzbekistan.

**Abstract:** This article examines modern technologies for improving the methodological support of developmental centers in preschool educational organizations. The study emphasizes the importance of creating a stimulating pedagogical environment, integrating innovative teaching tools, and ensuring continuity between curriculum requirements and practical activities. The research highlights the role of methodical resources, digital platforms, interactive materials, and teacher competence in enhancing the effectiveness of developmental centers. The findings show that well-structured methodological support increases children's cognitive activity, independence, creativity, and social-emotional development. The paper concludes that systematic modernization of methodological support is essential for ensuring quality preschool education aligned with contemporary pedagogical standards.

**Keywords:** preschool education, developmental centers, methodological support, pedagogical technologies, innovation, early childhood development, educational environment.

**Introduction**

Preschool education plays a crucial role in the spiritual, social and economic development of any society. Scientific research shows that the main layer of human intelligence, speech potential, emotional stability and social adaptability is formed precisely between the ages of 3 and 7. Therefore, the effective functioning of preschool educational organizations, especially the establishment of an educational environment and methodological support based on modern requirements, is a strategic factor determining the development of the future generation. Today's globalization processes, educational policies aimed at training competitive personnel, and the rapid development of information and communication technologies require updating the content of preschool education. Modern pedagogical experience confirms that classes in the form of lessons alone are not enough to activate children's cognitive processes, stimulate creativity, and form independent decision-making skills. For the full implementation of this process, specially organized development centers - areas for play, research, experimentation, communication, creativity and logical thinking - are of great importance. Development centers serve to ensure the child's participation in the educational process as an active subject, to form an individual development trajectory adapted to his interests and needs. The state curriculum "First Step" also sets the creation of an activity-oriented developmental environment as the main criterion. However, in practice, the methodological guidelines, didactic materials, professional training of educators, and a diagnostic monitoring system necessary for the full functioning of development centers have not yet been fully developed. It is precisely due to the

insufficient development of methodological support that in many groups the centers operate only as a set of equipment, but the pedagogical goal, structural stages, activity algorithms, and a system of age-appropriate tasks have not been fully formed. This prevents the full manifestation of the true pedagogical potential of development centers. In the world's advanced preschool education experience (Reggio Emilia approach, Montessori pedagogy, Finnish model), a developing educational environment is seen as a complex system that encourages a child to search, experiment, and analyze problem situations. These experiences show that centers without methodological support remain only as aesthetic decorations and do not have a significant impact on the development of the child. Therefore, in Uzbekistan, the need for scientifically based, specific technology-based methodological developments for the effective organization of development centers in preschool educational organizations is increasing day by day.

Innovative technologies aimed at improving methodological support, such as STEAM elements, project activities, problem-solving technology, sensor development, digital didactics, and principles of integrated training, serve to enrich the content of development centers and increase their effectiveness. At the same time, systematic processes such as improving the methodological competence of educators, monitoring the activities of centers, and analyzing the dynamics of children's development are also an integral part of methodological support. In this regard, the relevance of the study is that in the current era, when the number of preschool educational organizations is increasing, and the material and technical base is improving, the need to modernize the pedagogical methodological system and improve the content of development centers on a scientific basis is sharply increasing. Increasing the effectiveness of the educational process through development centers, improving the individual development indicators of children, stimulating creative and critical thinking, and forming an active subject focused on self-development are one of the main strategic tasks of preschool education. In this regard, the scientific study of this topic, the development of methodological proposals and recommendations, and its implementation in educational practice are of particular importance as one of the current scientific and pedagogical problems of today.

The scientific methodology of the study is based on the analysis of theoretical and practical views on the organization of a developmental environment in the preschool education system, the content and methodological support of development centers. Within the framework of the methodology, a systematic approach was used, which allowed us to consider development centers as a pedagogical system. This approach served to analyze the relationship between the goals, content of the centers, the tools used, the activities of the educator, changes in the development of the child, and the assessment criteria. In the process of the study, the competency-based approach was chosen as one of the main methodological directions. This approach allows us to scientifically substantiate that the main goal of the centers' activities is the formation of communicative, socio-emotional, cognitive, creative, and motor competencies based on the age characteristics of children. It was confirmed from a methodological point of view that activities in development centers should be planned in accordance with the interests, needs, and stages of development of children.

The activity-oriented approach ensures that the child is not a learner, but an active participant. Based on this approach, the formation of knowledge and practical skills in the centers through processes such as play, experience, observation, creative activity, and construction activities was scientifically substantiated. The essence of this approach is that methodological support

should be based on tasks, projects, problem situations, and opportunities for independent choice that encourage the child to take active action. The integrative approach formed another important methodological basis of the study. Today's preschool education is based on interdisciplinary integration, including the combination of STEAM elements, speech development methods, sensor development techniques, methods for activating logical thinking, and creative activities. It was scientifically substantiated that the content of development centers should not be limited to one direction, but should be supplemented with integrated activities that ensure the multifaceted development of the child.

As a practical part of the methodology, empirical methods such as observation, interview, diagnostics, pedagogical analysis, study of the product of activity, and monitoring the dynamics of development were used. Through these methods, the real state of development centers, the level of methodological training of educators, the quality of existing didactic materials, and the effectiveness of children's participation in the centers were studied. Based on the data obtained, practical mechanisms for improving methodological support were developed. The study also methodologically substantiated the issues of integrating innovative pedagogical technologies into preschool education practice. In particular, project technology, problem-based learning, digital didactics, constructive game technologies, and sensor development technologies were studied as effective tools for enriching the content of development centers. Thus, the scientific methodology of the study was formed on the basis of analysis of theoretical sources, study of best practices, reconstruction of pedagogical activities, empirical observations, and pilot studies. These methodological approaches made it possible to draw scientific conclusions aimed at modernizing development centers and improving their methodological support. The effectiveness of the activities of development centers in preschool educational organizations is determined by many factors. Comparing the results obtained during this study and existing theoretical views, it becomes clear that the issue of improving the methodological support of development centers is a multifaceted pedagogical process. In the process of discussion, first of all, how the centers operate in practice and the real possibilities and limitations of methodological support are determined. In modern pedagogical theories, a developing environment is recognized as the main factor that stimulates children's independent activity, supports their natural interests, and shapes the trajectory of personal development. Practice shows that although many preschool educational organizations have development centers, their pedagogical content is not fully formed. Although this process is provided with more equipment, the true function of the centers is not fully manifested due to the lack of a systematic methodological approach.

The discussion shows that the lack of methodological support is due to several reasons. First, educators do not have sufficient methodological training in the targeted use of centers, the development of differentiated tasks, and the management of children's independent activities. Second, existing methodological manuals are often of a general nature and do not provide specific technologies and step-by-step activity algorithms for each type of developmental center. The third important aspect is that individual development directions that correspond to the age characteristics, interests, and psychological needs of children are often generalized at the class or group level. During the discussion, the relevance of implementing modern approaches to the methodology of developmental centers is also raised as an important issue. In particular, it was found that innovative approaches such as the integration of STEAM education, problem-solving technology, project activities, sensor development, and game pedagogy increase the efficiency of centers and increase the activity of children. However, practice shows that in order to fully

integrate these technologies into the preschool educational process, it is necessary to improve the professional skills of educators, adapt the educational environment, and improve the technical and basic support.

### Conclusion

The study showed that methodological improvement of development centers in preschool educational organizations significantly activates the cognitive, creative, speech, and socio-emotional development of children. The presence of centers is not enough; they need to be enriched with clear methodological instructions, differentiated tasks, innovative technologies, and regular monitoring. It was found that improving the methodological competence of educators, introducing integrated educational approaches, and systematically organizing a developing environment are the main factors that increase the effectiveness of centers. Thus, modernization of the methodology of development centers is an important condition for improving the quality of preschool education.

### References:

1. Abdullayeva, Q. (2021). Maktabgacha ta'lim tizimida innovatsion pedagogik texnologiyalarni qo'llash metodikasi. Toshkent: Fan va texnologiya nashriyoti.
2. Yo'ldosheva, M. (2020). Rivojlantiruvchi ta'lim konsepsiyasi va uni maktabgacha ta'lim tashkilotlari amaliyotiga joriy etish. O'zbekiston Pedagogika Jurnal, 4(2), 45–52.
3. Xolmatova, D., & Sattorova, N. (2022). Maktabgacha ta'limda rivojlantirish markazlari faoliyatini tashkillashtirishning zamonaviy yondashuvlari. Ta'lim va Rivojlanish, 3(1), 60–68.
4. Turdiyeva, N. (2021). Bolalar rivojlanishini qo'llab-quvvatlashda metodik ta'minotning ahamiyati. Maktabgacha ta'lim metodikasi, 5(3), 22–29.
5. Shodiyeva, Z. (2023). STEAM yondashuvining maktabgacha yoshdagi bolalar rivojiga ta'siri. Pedagogik Innovatsiyalar Jurnal, 7(1), 55–63.