

**INNOVATIVE METHODS OF ORGANIZING EDUCATION IN PRESCHOOL
EDUCATIONAL ORGANIZATIONS**

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Abstract: The article describes the functions and tasks of organizing the educational process for preschool children, and describes modern methods of organizing the process of classes based on the "First Step" state curriculum.

Keywords: "First Step" state curriculum, Center for Construction, Design and Mathematics, Center for Story-based Role-Playing Games and Drama, Center for Language and Speech, Center for Science and Nature, Center for Arts.

In the organization of educational activities in preschool educational organizations, the state educational program "First Step" has been developed, and the time itself requires scientific and pedagogical substantiation of the associated problems of organizing classes in preschool educational organizations based on modern methods of education and upbringing. In this regard, educational activities are organized in five development centers in preschool educational organizations that reflect the themes of the month and the themes of the week for each age group. These are: - "Construction, construction and mathematics" center; - "Story-role-playing games and staging" center; - "Language and speech" center; - "Science and nature" center; - "Art" center.

We are talking about the importance of the topic that they can cover. For example, the topic of the week is "Neighboring countries", a very broad topic that is difficult for children to fully understand. For a week, organize exhibitions in the centers about neighboring countries, such as "Kazakhstan", "Tajikistan", with all the necessary attributes. This will help children learn more about neighboring countries in their free time, understand the differences and similarities of cultures and traditions, the beauty of folk art. The following should be the permanent educational centers for the development of children:

The center "Building, construction and mathematics". This center should have various types and forms of building and construction, cubes, plates, a floor constructor (wood and plastic, large transport toys for playing with it, tabletop construction material (wood and Lego), small transport toys and pictures), and children will learn to independently build, model, construct. You can also place mathematical games here. Because the formation of elementary mathematical skills is close to "building and construction". These are various puzzles, didactic, logical and mathematical games

aimed at developing the logic of comparison. In addition, it is advisable to provide games that develop counting and calculation skills.

Center for “Story-role-playing games and staging”. In this center you can provide: children's furniture for various purposes, games according to the different interests of children, toys: dolls of different sizes, clothes for dolls, strollers, a hairdresser, medical kits, a sewing machine, toy furniture, dishes, boys' toy cars, tractors, railways and other types of transport, toy tools: hammers, axes, saws, etc. Children living in certain situations in a story-role-playing game serve to form positive interpersonal relationships in a group, encourage children to follow the norms and rules of a culture of behavior in society, friendly collective relations. Staging is an important object of a developing environment. Because theatrical activity is a social imaginary game that helps to unite the team. This center can accommodate a table theater based on fairy tales (conical, wooden, flat), a puppet theater, a finger theater, screens for performances, simple decorations made by children for staging fairy tales, costumes, masks, wigs.

Center "Language and Speech". This center should have materials aimed at developing children's speech, preparing for literacy training at school, and familiarizing them with the environment: pictures, cards, albums, games that develop speech, reading and writing skills. It is known that preschool children who know how to play games with different rules successfully master their educational activities at school. There are a lot of types of games with rules. These are dominoes, directional games, etc. The main principle of the selection is that the games should be interesting for children, have a competitive and educational character, and arouse the desire to play without the participation of adults. There should be a small library “Book Corner” next to the “Language and Speech” center. Children should be able to use the library independently. The library will include Uzbek and world folk tales and works by children's writers. There should also be works on nature, a children's encyclopedia, picture books, children's magazines and other books related to the subject. Taking into account the interests of children, materials dedicated to holidays, seasons and the tasks of the educator are placed on the bookshelf. The time for changing materials is not set, they are changed by the teacher depending on the interests of children. The “Language and Speech” center can also house technical equipment, audio libraries of fairy tales and necessary equipment for language learning.

“Science and Nature” center. In the “Science and Nature” center, conditions should be created to enrich children's knowledge about nature and the diversity of the world. In this center, children learn to care for plants. To do this, they will need watering cans, sticks for loosening the soil, a spray bottle, a rag for wiping leaves, and small tools for working with the plant. A “Nature Calendar” for daily monitoring of weather changes, all the necessary illustrative and poster materials about nature and ecology, kits that will contribute positively to the development of children's awareness of the diversity of the plant and animal world, seasonal changes in nature, and skills in preserving natural heritage are needed. This center can also provide a place for conducting research. Materials for conducting research are placed here: magnifying glasses, containers, measuring cups, trays, sticks, tubes, watering cans, sand, clay, stones, wooden blocks, etc. It is recommended to have a file cabinet in the corner for conducting experiments with water, sand, air, magnets, etc.

“Art” center. The most beloved and always crowded development center with children: children love to draw, work with clay, cut and make. Therefore, the shelves should be filled with the

necessary materials: paints, brushes, pencils, wax and pastel crayons, albums for drawing, colored paper, foil and cardboard, scissors, glue, plasticine. The purpose of the art center is to form the creative potential of children, develop interest in visual activities, form aesthetic skills, imagination, artistic and creative abilities, independence, activity. You can place a "Music Corner" next to it, and also place musical toys and various children's musical instruments here, for example: a circle, a rubab, a flute, a trumpet, a dutor, button accordions, a metallophone, a drum, a drum. Throughout the year, toys and applications are changed, removed and replaced to maintain children's interest and desire to interact with them. Thus, when creating a subjectively developing environment for any age group in a preschool educational organization, it is necessary to take into account the psychological characteristics of the constructive interaction of participants in the educational process, the design and ergonomics of the modern environment of the preschool educational organization. A developmental environment cannot be built exactly. The organization of a subjective environment in a preschool educational organization requires complex, multifaceted and highly creative activity of all participants in the educational process. Modeling a developmental environment involves innovative approaches to organizing the PEO environment, research, as well as the development of parents' interest in this problem and their desire for interaction.

Thus, the organization of a properly equipped developmental environment in the group helps the teacher to properly form children, to properly organize the educational process:

- initiative and independence of the child in various forms, the opportunity to experiment;
- curiosity;
- the opportunity to choose participants and activities in collaborative activities in developmental centers;
- self-confidence, openness to the outside world, a positive attitude towards oneself and others, self-esteem;
- developed imagination, creative skills;
- the ability to obey various rules and social norms;
- the ability to control one's own actions (the level of development of large and small motor skills);
- the ability to perform voluntary actions in various activities.

Planning is the basis of the content of educational work in a preschool educational organization. The pedagogical work plan determines specific tasks, content, methods of working with children for a certain period of time. This makes the pedagogical process purposeful and effective, strengthens the authority of adults in raising children. Planning is a protection against the captivity of petty affairs, one-sidedness and failure to fulfill some important tasks for the development of pupils, in the conditions of expediency and harmonious organization of pedagogical work. In a word, the plan determines the algorithm of the sequence of actions of the teacher in the educational process.

Planning allows the teacher to evenly distribute the program material throughout the year, month, correct it in a timely manner, not overload, and does not rush. The plan helps to think in advance about the methods and goals of education and upbringing. Thanks to the plan, the teacher knows what to do today and how to use exhibits and materials. A well-developed work plan creates clarity, eliminates difficulties, saves time, increases responsibility, and simplifies work. The plan is not just a reporting document, the main thing in it is the cost of the work, the preliminary selection of the content and forms of work with children, clear instructions on the use of working time. A prerequisite for successful planning is a deep knowledge of the program. However, knowledge of the program is not the only condition for successful planning. The teacher must know the children of his group well, study them and monitor the dynamics of the development of each child.

In thematic planning of educational activities in a preschool educational organization (by age groups), the construction of the educational process proceeds from the topics of the month, week. The topic, as information for any field of activity, is presented not only in an educational, but also in an emotional and figurative form. The child “lives” the topic in various children's activities (organized educational activities, games, drawing, construction, staging, etc.).

In conclusion, the “First Step” state educational program for preschool educational organizations provides for the organization of educational activities in the following educational areas:

- physical development and the formation of a healthy lifestyle;
- social and emotional development;
- speech, communication, reading and writing skills;
- development through cognition (understanding);
- creative development.

The content of education and upbringing, forms of organizing children's lives, methods of pedagogical influence are selected and indicated in the plan on the basis of the comprehensive development of the child.

The pedagogical weekly work plan of the teacher is the main document in working with children, which provides for the planning of all types of children's activities and their corresponding forms of work every day. Without this document, the teacher has no right to start work. The purpose of the document is to help achieve the planned educational and upbringing goals. The plan is a project of pedagogical activity of all participants in the educational process.

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