

USE OF STEAM EDUCATIONAL TECHNOLOGY IN ORGANIZING AN ACTIVE DEVELOPMENT ENVIRONMENT IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: In this article, the role of STEAM technology in the educational process, the processes of its implementation in practice, the connection of STEAM with practice, the organization of experiment rooms and the intended purpose, the importance of technology in the life of a child and its features are given in general. information provided.

Keywords: STEAM, technology, innovative methods, laboratory, intelligence, potential, thinking, information communication

The activity of the centers aimed at ensuring the development of the child not only prepares the child for an independent life, but also envisages the creation of necessary conditions for the effective passing of the present day, for the growth and development process to take place naturally. According to the theories of great scientists Jean Piaget, Erikson, Lev Vygotsky, it is recommended to divide the developmental environment surrounding the child into centers of activity. For this, all materials and equipment in the group should be organized by sector. It helps to organize children's games and work more conveniently. These areas are called activity centers. Today they are called developmental centers.

Principles of organization of development environment, requirements for organization of development environment:

1. First of all, centers should be organized in clean air, clean place, normal temperature and bright rooms.
2. Ensuring that each center is in a safe place that protects the child from unpleasant, unexpected events.
3. Encourage children to move, experiment, and discover in the centers, creating the necessary conditions for this, for example, having enough equipment, also for small research and experiments.
4. All equipment and manuals in the centers should be at a height sufficient for the height of the child and the child should be able to use them comfortably.
5. Encouraging cooperation and communication between children during the activities in the centers (small groups, pairs and playing games should be created.)
6. It is necessary for children to belong to the institution, to keep the equipment in its place in the centers, and to distribute it according to the subjects.
7. Centers should be divided into meaningful parts and there should be necessary and interesting things, equipment, toys, handouts for the child.
8. The furniture belonging to the center should be placed in such a way that it does not hinder the child's physical condition and freedom of movement, the child should be able to move the equipment belonging to him easily, and there should be furniture suitable for the disabled.
9. The developmental environment in the centers should be comfortable for both educators and children.

10. It is important to give the child the opportunity to choose freely and encourage him to make independent decisions.

11. It is necessary to help the child get into a relationship with his peers.

12. The result of children's activities in the centers is to hang daily activities in a table where the child can see and understand.

A healthy socio-spiritual environment that is rationally organized encourages children to search, take initiative and show creativity. In this case, educators need to have a clear idea of how the child's development is going, and for this, it is necessary to constantly monitor them.

Educators deliver educational material to children appropriately, taking into account their age characteristics. The role of the pedagogical team of preschool educational institutions is that they should set appropriate goals, taking into account the interests, abilities and needs of each child, support the natural interests of children, and form the skills of joint mastery of existence in them.

Considering the uniqueness of child development, it is important to first understand that all children go through certain stages of development, but each child is unique and unrepeatable. Educators teach children exactly the same, similar things and in order to provide them with types of activities, they should have a complete idea of their unique, different development indicators. Also, experts emphasize that educators should pay attention to the differences in abilities and interests of different children of the same age.

This refers to activities that respond to children's interests, that is, their level of mental, social and spiritual maturity. These types of activities are aimed at children's interest in nature, satisfaction with the experience and desire to test their ideas in the experiment. It is important to help children find answers to their own questions. After all, while searching for an answer to a question, interest, reasoning and attention are automatically activated in the child. The teacher's role in this is to jointly search for ways to find an answer that satisfies the child without simplifying the question and confusing the child with a lot of information.

In the process of education in development centers, children themselves begin to voluntarily choose the appropriate development center. When children work in independent groups, individualization, the teacher comes up with such types of activities in which everyone is given the same instruction, but each child is allowed to achieve success independently based on it. The level of individualization can be optimized. Choosing the type of activity that requires dexterity and resourcefulness, and carefully observing the children, the educator can change or adapt the tasks and materials if necessary. On the basis of the "Ilk Kadam" educational program, the following development centers will be operated in preschool educational institutions:

- Building, construction and mathematics center
- Story-role games and staging center
- Language and speech center
- Science and Nature Center
- Art Center

Development centers give children the opportunity to independently individualize the educational process based on their personal skills and interests. For example, in the "Art" center, one child cuts a piece of paper, and another child independently cuts out the shape of his fantasy world with scissors. At the center of tabletop games, one child makes a shape out of four wooden cubes, while another prefers to make a picture out of twenty-five pieces of cardboard. The teacher observes the children in the process and writes down the thoughts related to their development. After some time, he offers

children materials that complicate the task or, depending on the situation, directly helps the child in performing these tasks.

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