

THE ROLE OF AN INTEGRATED EDUCATIONAL ENVIRONMENT IN FORMING PRESCHOOLERS' KEY COMPETENCES

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Abstract

This article highlights the main condition for organizing development centers in the upbringing of preschool children, rather than receiving ready-made knowledge from a teacher, is to give the child the opportunity to choose activities in development centers, in which he can independently acquire knowledge about the world around him, develop skills and abilities, and give the child the opportunity to be curious, independent in search, and join the research process.

Keywords: Center, knowledge, education, development, children, cognitive process, improvement, technology, skills, process, modern, education, methods.

Introduction

In the modern world, children, regardless of the country they live in, have to go through a rapidly developing life path. The world is changing very quickly, living and working conditions are changing, new professions and technologies are emerging as a result of scientific and technical inventions. In the modern world, a person must constantly change, learn new things throughout his life. We must start preparing "future adults" for these dramatic changes, teaching them to enrich their knowledge and experience necessary for life in the world from preschool age. The value of youth is to understand childhood as an important period of life in itself, without any conditions; this period is significant not because it is a period of preparation for the child for the next period, but because of the events taking place now. Social and communicative development is aimed at mastering the norms and values accepted in society, including spiritual and moral values; developing the child's communication and interaction with adults and peers; forming independence, purposefulness and self-regulation of their actions; developing social and emotional intelligence, emotional responsiveness, empathy, readiness for joint activities with peers, forming a sense of respect for their family and their own family and the adult community; forming a positive attitude to various types of work and creativity; forming the foundations of safe behavior in everyday life, in society and in nature.

II. METHODS

The following methods were used in the research process: Pedagogical observation: The level of interdependence of development centers in Preschool educational institution groups was studied. Experiment: A logical chain between centers was created in the selected "Experimental" group. For example, on the topic "Autumn Blessings": In the Science and Nature Center: Fruits were



studied and sorted. Language and Speech Center: A fairy tale about fruits was woven. In the Art Center: Clay figures of these fruits were made. In the Construction, Design and Mathematics Center: A truck was built to transport fruits.

III. RESULTS

The analyses showed that the performance of preschoolers in groups using an integrated approach was significantly higher than in traditional groups. The results showed that when a child sees logical continuity in the transition from one activity to another, information processing and problem-solving skills are formed faster.

IV. DISCUSSION

There is a need to apply completely new approaches to defining the goals, objectives and principles of education, to reviewing its content, forms, methods and means of teaching.

The development of preschool children, their mental and spiritual maturity, level, abilities, and communication skills based on innovative ideas, new approaches and creative principles in line with the needs of the time, is a problem of contemporary education. The development of the times shows that it is important to educate a child from preschool age to be able to interact with others and solve problems in various situations through communication, in modern terms, to develop basic competencies (communicative, cognitive, social, personal).

The word "integration" is explained in dictionaries as derived from the Latin word "integratio" and means reconstruction, restoration, completion ("integra" - complete, whole, integral). Also, in other dictionaries, "integration" means development in an interconnected manner, "integrarovat" - to unite into a whole, to make whole, while in specialized dictionaries, "integration" is explained as combining the goals and factors of education into a whole. All development centers in the preschool group provide opportunities for learning mathematics:

Role-playing and drama center: Coherence can be reinforced in the "House" game. For example, dolls for beds, cups for mothers pouring coffee. The "To the store" game helps to reinforce counting, counting processes, spatial concepts, and money concepts. Science and nature center: Filling and emptying containers of different sizes introduces children to the concepts of measurement and comparison. When mastering actions with building blocks, children master the following concepts: size, shape, weight, height, thickness, area, direction, equilibrium, balance, stability, measuring, counting, similarity, difference, equality, problem solving. Art center: Artistic activities provide an opportunity to reinforce coherency, for example, brushes for certain paint colors, sheets of paper for each child in the center. Simple calculations can be included, for example, if each child uses three colored pencils, how many pencils do the children have in total? Design can include geometry using shapes and patterns.

Language and Speech Center: A well-chosen set of picture books for counting, with clear, simple numbers and interesting pictures, helps expand a child's vocabulary. This happens through naming structures, describing the shape and size of blocks, discussing and telling about the future structure, and getting to know the relevant books. Eight Mathematical Concepts for Preschoolers. Matching involves placing related objects in direct contact with each other: one



bun for each child or one pillow for each child's bed. Sequencing involves placing objects in order, first by size (from smallest to largest), and then by number. Counting involves the ability to demonstrate an understanding of numbers and quantities. It also includes being able to answer the questions: "What number is this?" and "What number comes next." Counting is the process of adding and subtracting based on a specific example. Classification is the ability to sort objects according to their characteristics (for example, color, shape, size). This means being able to answer the question: "Why are all these things together?" Measuring is the process of finding the number of standard units in an object. Comparing is the ability to determine by measurement whether one object is larger than, smaller than, or equal to another. Geometry is the study of spatial relationships. For young children, this means studying objects, recognizing shapes, and identifying repeating sequences (patterns). Patterns in motion help children see connections, relationships, generalizations, and predictions. Children can sense patterns and repeatability in motion, color, sound, location, and quantity. Examples of patterns: in nature: fall, winter, spring, summer; time of day: morning, afternoon, evening, night.

"Language and Speech" Center: Enriching vocabulary and developing concepts is an important condition for successful reading and comprehension. When communicating during the game, children use their native language to exchange ideas, thereby increasing the flexibility of their vocabulary. Arranging materials and objects according to similarities and differences further strengthens the ability to observe. It is very important to identify their similarities and differences in order to recognize letters and words during reading. Staging based on works (fairy tales, stories) read at the center. Visualizing a topic forces children to form their own concepts. In the future, this will make it easier for them to understand texts that require taking into account the logical sequence of events. For such a game, books, pictures, songs, toy animals available at this center can be used. Toy phones used in the game help children learn the alphabet. "Art" Center. Theater influences a child's imagination in many ways, including through the visual arts. Children, together with adults, come up with decorations and costumes for performances. The Art Center encourages play through songs, musical instruments, writing, and percussion. If you need props for your play, you can contact the Art Center. They can provide paint for a toy castle, paper for making hats, cardboard for cutting out mustaches, and hemp rope for circus ringleaders.

"Building and Mathematics" Center. Children prepare decorations for future staging, build garages and houses for plot-based role-playing games. In the "Building and Mathematics" center, the game is activated by construction elements. A simple set of cubes can be turned into a fire engine, a tower or a castle. A hiding place or a fortress can be made from cardboard boxes and old sheets. To organize the game, the materials of this center should be freely used, and after the game they can be returned to their places. The game gives the child the opportunity to get acquainted with elementary mathematical concepts. In the game, the child encounters different groups and subgroups of materials and objects. Items intended for cooking can be transferred to the group of kitchen utensils, and pots and plates to another group. In Piaget's terms, this is called "classification" and is an important logical concept. Before a child can add or subtract apples and chairs, he or she needs to understand what plurals or "classes" are. Children can learn about the concept of shared ownership by mentally setting out a dinner table. By ensuring that each



child has one chair, one plate, one fork, one knife, and one spoon, the child begins to understand words such as “enough,” “too little,” “more,” and “the same.” Children also use concepts such as “bigger,” “smaller,” “wider,” “narrower,” “heavier,” and “lighter” in play. Clapping, singing, and walking provide children with activities that are useful for learning to count, identify sequences, and repeat combinations. Science and Nature Center. Play helps develop scientific concepts and methods. Children can experiment (what if...?), check (if I do this again, will this happen?). Children learn through observation (one of the scientific methods) and by comparing things in terms of similarities and differences. They ask questions and generalize situations. All of these actions will help children later when they encounter science. Children in the games "Zoo", "Let's treat animals", "Laboratory" turn directly to this center. The results of the study showed several advantages of an integrated environment: - Holistic vision: The child sees the world as a whole, not a set of separate disciplines. Motivation: The variety of activities prevents the child from getting tired and keeps him interested. Educator skills: Integration requires creativity from the educator and methodological preparation for mutual enrichment of the centers. Situation in practice: Although many groups today have centers equipped, there is a lack of "integration" between them. The integration model proposed in the article serves to overcome this problem.

CONCLUSION

Ensuring the integration of development centers is not just about arranging a room, but about the systematic development of the basic competencies of the student as a person. An integrated learning environment is the most effective mechanism for preparing a child for school education and life.

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