

**METHODOLOGICAL FOUNDATIONS FOR ORGANIZING THE ACTIVITIES OF
DEVELOPMENTAL CENTERS IN PRESCHOOL EDUCATION INSTITUTIONS**

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Abstract: This article examines the methodological foundations for organizing the activities of developmental centers in preschool education institutions. Such centers create a favorable environment for children's independent thinking, creative approaches, self-expression, communication, and personal development. The author highlights pedagogical conditions that affect the effective functioning of these centers, organizational stages, and methodological approaches based on play and practical activities. The article analyzes the functional types of developmental centers, opportunities to enrich educational content through them, and important aspects of the educator's role.

Keywords: developmental center, methodological basis, preschool education, play activity, children's creativity, educational environment, pedagogical conditions, center management, free activity, integration

Introduction: Creating a favorable pedagogical environment for children's comprehensive intellectual, emotional, and social development is one of the main goals of the preschool education system in a developing society. Effective organization of developmental centers strengthens the vital connection between educational quality and child development. In preschool education institutions, developmental centers are environments that allow children to move freely, explore, experiment, think, and engage in creative activities appropriate to their age and based on personal interests and needs.

Organizing the activities of such centers, on one hand, activates the educational process, and on the other hand, ensures the individual development of each child's personality. Today, pedagogical literature contains many theoretical and practical ideas about the role of centers operating in harmony with developmental environments, play-based education, and STEAM approaches. In particular, local scholars such as S. Nishonova, M. Qodirova, and Z. Tursunova have revealed ways to develop children's free thinking through methodological tools in preschool education.

Developmental centers are spaces that support freedom, choice, and movement. They are typically organized in several directions: construction and design center, art and visual activity center, dramatic center, mathematical thinking center, sensory and nature observation center. Each center should be age-appropriate, safe, and aesthetically comfortable for children. The pedagogical approach employs methodologies that view the child as an active subject – activity-oriented, constructive, and communication-based strategies.

The effectiveness of center activities depends on several factors: the teacher's methodological knowledge and skills, support from preschool institution leadership, close cooperation with families, material and technical resources, and most importantly, the opportunity to work individually with children. In each center, children freely choose the type of activity they are interested in, participate in it, and directly experience the results. This increases the child's potential for self-awareness, self-expression, decision-making, and independent action.

Scientific literature emphasizes that the developmental environment and center activities are based on the principles of developmental pedagogy. Activities conducted in these centers form important competencies in children, not only cognitive but also emotional and social. Play serves as the main tool, and each game, activity, task, or experiment creates opportunities for knowledge, skills, social experience, and communication for children.

The most pressing issue for today's preschool education institutions is comprehensively improving developmental centers, systematically managing their activities, and conducting continuous monitoring. When organizing centers, indicators specified in state education standards and curricula, age psychology, and children's developmental stages should be considered. Additionally, methodological guidelines, didactic materials, interesting tasks, mini-projects implemented with children's participation, thematic stands, and creative corners should be prepared for each center.

Furthermore, quality assessment indicators can be used to analyze the effectiveness of developmental centers. For example, children's active participation, level of independent activity, communication and cooperation, presence of results and creative products, formation of social consciousness, and other aspects can be evaluated. This serves to increase the effectiveness of each center and improve the methodological approach.

Conclusions and recommendations:

1. When organizing developmental center activities, work should be based on methodological approaches that consider children's age and psychological characteristics.
2. A separate program, collection of didactic materials, and activity plan should be developed for each center.
3. Seminars and training sessions should be organized to improve educators' skills in managing developmental center activities.
4. It is recommended to further enrich center activities through cooperation with parents and harmonize them with children's family upbringing.
5. It is necessary to develop an assessment mechanism based on indicators to analyze the effectiveness of developmental centers.

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