

IMPROVING THE PROCESS OF CHILD-ORIENTED EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Tleumbetova Kalligul Dlimbetovna

Associate Professor of the Department of Preschool Education of the Nukus State
Pedagogical Institute named after Ajiniyaz

Sultanova Nazokat

1st Year Master, Nukus State Pedagogical Institute named after Ajiniyaz

Annotation:

In the realm of early childhood education, fostering a child-oriented approach is imperative for laying the foundation of a child's lifelong learning journey. Preschool education is a critical phase in a child's development, shaping their cognitive, emotional, and social skills. A child-oriented approach places the child at the center of the learning experience, acknowledging their unique needs, interests, and abilities. This article delves into methods to enhance child-oriented education in preschools, aiming to provide a framework that fosters holistic development and sets the stage for a successful educational journey.

Keywords: Child-oriented education, Preschool, Early childhood development, Teacher training, Curriculum adaptation, Play-based learning, Socio-emotional skills, Parental involvement.

Introduction

Child-oriented education in preschools focuses on creating an environment that nurtures the unique needs and interests of each child, recognizing that early childhood is a critical period for holistic development. This educational approach places the child at the center of the learning experience, emphasizing personalized learning pathways, play-based activities, and socio-emotional growth. In preschool educational organizations, the goal is to create a dynamic and engaging atmosphere where children are encouraged to explore, question, and learn through hands-on experiences. Teachers play a pivotal role in this process, requiring specialized training that emphasizes child development theories, age-appropriate teaching methods, and effective communication skills.

To enhance child-oriented education, there is a growing emphasis on collaborative efforts involving educators, parents, and administrators. The curriculum is designed and adapted to align with the individual needs and interests of each child, promoting flexibility and a customized learning experience. Play-based learning activities are integrated to foster active participation and curiosity. Additionally, the involvement of parents is crucial, as effective

communication between educators and parents creates a seamless connection between the preschool environment and the child's home life. This collaborative approach aims to create a supportive and nurturing foundation for children, instilling in them a lifelong love of learning and preparing them for future educational challenges.

Methodology:

To improve child-oriented education in preschools, a multifaceted approach is essential. Collaborative efforts involving educators, parents, and administrators are key components of this methodology. Educators play a pivotal role in implementing a child-oriented approach. Training programs should focus on child development theories, age-appropriate teaching methods, and fostering a nurturing learning environment. Professional development opportunities ensure that educators stay abreast of the latest research and best practices.

Tailoring the curriculum to the individual needs and interests of each child is crucial. A flexible curriculum that allows for adaptation based on the evolving dynamics of the classroom ensures that children remain engaged and motivated to learn. Integration of play-based learning activities promotes active participation and curiosity. In the realm of improving child-oriented education in preschools, methodologies play a pivotal role in shaping the learning experiences of young children. A foundational aspect of these methodologies is teacher training and professional development. Educators undergo specialized training programs that delve into child development theories, pedagogical approaches suitable for early childhood, and effective strategies for fostering a nurturing learning environment. Continuous professional development ensures that teachers stay abreast of the latest research, best practices, and innovative teaching methodologies, enabling them to adapt their approaches to meet the evolving needs of their young learners. Another key methodology involves the careful design and adaptation of the curriculum to suit the diverse needs and interests of each child. This approach emphasizes flexibility, recognizing that a one-size-fits-all curriculum is inadequate in addressing the unique developmental trajectories of individual students. By customizing the curriculum, educators can tailor learning experiences to align with children's preferences, ensuring that lessons are engaging, relevant, and developmentally appropriate. A play-based learning methodology is often integrated, recognizing the importance of hands-on, interactive activities in promoting cognitive, social, and emotional development. These methodologies collectively contribute to a child-centered approach that fosters a love for learning and sets the stage for lifelong educational success.

Results:

Implementing the proposed methodology yields observable results in the preschool environment. Enhanced teacher competencies lead to improved interactions with children, fostering a positive and supportive learning atmosphere. A customized curriculum facilitates

better engagement, as children are more likely to be enthusiastic about learning when the content aligns with their interests.

The implementation of the proposed methodology yields tangible results within the preschool setting. As teachers undergo training and professional development, there is a noticeable improvement in their ability to create engaging and interactive learning experiences. Observations reveal heightened enthusiasm among students, as educators adeptly tailor activities to align with individual preferences and developmental milestones. The outcomes of this approach extend beyond academic achievement, fostering a positive socio-emotional environment where children feel valued and supported.

Foster a culture of continuous improvement within preschool educational organizations. Implement regular assessments, feedback mechanisms, and ongoing professional development to refine practices and stay responsive to the evolving needs of the preschool community.

Discussion:

The discussion section explores the broader implications of improving child-oriented education in preschools. It addresses the positive impact on children's social and emotional development, cognitive skills, and overall enthusiasm for learning. Additionally, it delves into the role of parental involvement, emphasizing the importance of collaboration between parents and educators to create a seamless learning experience for the child. Furthermore, the discussion considers potential challenges in implementing a child-oriented approach, such as resource constraints and resistance to change. Strategies to overcome these challenges, such as seeking community support and gradually introducing innovative methods, are explored.

The discussion segment further explores the broader implications of refining child-oriented education in preschools. It delves into the significance of social interactions in the learning process, emphasizing the role of play-based activities in developing essential social skills. As children engage in collaborative play, they learn to communicate, negotiate, and navigate social situations, laying the groundwork for healthy relationships in the future. Additionally, the discussion addresses the potential for a smoother transition to formal schooling, as children equipped with strong socio-emotional skills are better prepared for the challenges of structured education.

Moreover, the conversation delves into the vital aspect of parental involvement. Establishing effective communication channels between educators and parents ensures a holistic approach to a child's development. Regular updates, workshops, and collaborative activities enable parents to reinforce the learning experiences at home, creating a seamless bridge between the preschool environment and the child's domestic sphere.

The journey towards improving child-oriented education in preschools is a transformative process with far-reaching benefits. By prioritizing teacher training, customizing the curriculum, encouraging parental involvement, addressing challenges, and embracing continuous improvement, preschool educational organizations can create a nurturing and

enriching environment for the youngest learners. This approach not only shapes the educational experiences of children during their formative years but also contributes to building a solid foundation for a lifetime of curiosity, learning, and social success.

Conclusion and Recommendation:

In conclusion, enhancing child-oriented education in preschools is a dynamic process that requires a collaborative and adaptable approach. By prioritizing teacher training, curriculum flexibility, and parental involvement, preschool educational organizations can create an environment that nurtures the unique potential of each child. This comprehensive methodology not only contributes to individual child development but also establishes a strong foundation for a lifelong love of learning.

1. Encourage educators to customize the curriculum to meet the unique needs and interests of each child. Emphasize a flexible approach that allows for adaptation based on the evolving dynamics of the classroom, ensuring engagement and enthusiasm among students.
2. Educational institutions should prioritize comprehensive teacher training programs that focus on child development theories, play-based learning strategies, and effective communication skills. Ongoing professional development opportunities should also be provided to keep educators updated on the latest research and teaching methodologies.
3. Create an atmosphere that promotes collaborative learning among children. Implement play-based activities that encourage social interactions, communication, and the development of essential socio-emotional skills. Collaborative play can positively impact relationships and contribute to a supportive learning environment.

REFERENCES:

1. Epstein, J. L. (2010). School, family, and community partnerships: Preparing educators and improving schools. Routledge.
2. Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2(3), 176-186.
3. Katz, L. G. (2005). Talks with teachers of young children: A collection. ERIC.
4. Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). Classroom Assessment Scoring System™ (CLASS™). Manual, Pre-K. Baltimore, MD: Brookes.
5. Wood, E., & Attfield, J. (2005). Play, learning, and the early childhood curriculum. Sage.
6. Gopnik, A., & Wellman, H. M. (2012). Reconstructing constructivism: Causal models, Bayesian learning mechanisms, and the theory theory. *Psychological Bulletin*, 138(6), 1085-1108.
7. Sh O., Oteniyazova P. ADAPTATION OF YOUNG CHILDREN TO THE CONDITIONS PRESCHOOL EDUCATIONAL ORGANIZATION //Norwegian Journal of Development of the International Science. – 2021. – №. 74-2. – С. 32-34.
8. Наимова З. К. Развивающие игры для детей с помощью сказок //Карельский научный журнал. – 2019. – Т. 8. – №. 2 (27). – С. 46-48.

9. Babayeva D. R., Jumasheva G. K. CHILDREN OF PRESCHOOL AGE AWAKENING INTEREST IN THE BOOK //CURRENT RESEARCH JOURNAL OF PEDAGOGICS. – 2022. – Т. 3. – №. 02. – С. 42-46.
10. Ибрагимова Л. А., Садуллаева Р. Модели непрерывного образования воспитателей ДООУ //Молодой ученый. – 2019. – №. 4. – С. 392-394.
11. Otajonovna E. G. et al. EDUCATION, TRAINING AND DEVELOPMENT OF PRESCHOOL CHILDREN ACCORDING TO THE STATE CURRICULUM “ILK KADAM” //Journal of Pharmaceutical Negative Results. – 2022. – С. 6467-6472.
12. Shimbergenovna S. V. Development of inclusive education in preschool education //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 11. – С. 160-163.
13. Babayeva D. R. et al. Formation Of Patriotic Concepts In School-Aged Children //Journal of Pharmaceutical Negative Results. – 2022. – С. 1537-1541.
14. Baxtiyarovna N. A. Methodology for teaching a foreign language in preschool education //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 11. – С. 176-179.
15. Жумашева, Г. Х. and Айгуль Сапарниязова. "Пути и средства формирования экологического сознания у дошкольников." ББК 40.0 П78 (2021): 762
16. Babayeva D. R., Jumasheva G. K. CHILDREN OF PRESCHOOL AGE AWAKENING INTEREST IN THE BOOK //CURRENT RESEARCH JOURNAL OF PEDAGOGICS. – 2022. – Т. 3. – №. 02. – С. 42-46.
17. Алеуова Р. Ш., Айтмуратова К. Формирование духовнонравственных основ личности ребенка // Молодой ученый. – 2019. – №4
18. Turebekova Guljakhan Adilbekovna. TOOLS FOR DEVELOPING RESPONSIVENESS SKILLS IN PRIMARY SCHOOL STUDENTS. JCR. 2020; 7(12): 3127-3132. doi:10.31838/jcr.07.12.473
19. Dlimbetovna T. K. Psychological conditions for the formation of moral qualities in preschool children //ACADEMICIA: An International Multidisciplinary Research Journal. –2022. –Т. 12. –№. 11. –С. 180-183
20. Allambergenovna, E. D., & Avezovna, L. I. (2022). EDUCATIONAL VIEWS OF THE HERO OF UZEKSTAN ALLANIYAZ UTENIYAZOV, ACTIVITIES OF THE HERO OF UZBEKSTAN ALLANIYAS UTENIYAZOV IN THE PATH OF WELL-BEING OF THE PEOPLE. *Galaxy International Interdisciplinary Research Journal*, 10(1), 409-414.