

ORGANIZATION OF CHILDREN'S LIFE IN PRESCHOOL EDUCATIONAL ORGANIZATIONS ON THE BASIS OF THE "ILK QADAM" PROGRAM

Jamilova Jamila Javlonovna

Deputy Head of the Tashkent City
Department of Preschool Education

Annotatsiya. Maqolada maktabgacha ta'lim tashkilotlarida bolalar hayotini tashkil etishning shakllari, vositalari yoritilgan. Maktabgacha ta'lim tashkilotlarida pedagogik jarayonlarni muvaffaqiyatli amalga oshirish haqida ma'lumotlar berilgan.

Tayanch soʻzlar: Pedagogik jarayon, bilim, malaka va koʻnikmalar bolalarning yosh xususiyatlari, bolalarning mustaqil faoliyati

Аннотация. В статье рассматриваются формы и средства организации жизни детей в дошкольных образовательных организациях. Приведены сведения об успешной реализации педагогических процессов в дошкольных образовательных организациях.

Ключевые слова: Педагогический процесс, знания, умения и навыки, возрастные особенности детей, самостоятельная деятельность детей.

Abstract. The article covers the forms and means of organizing children's lives in preschool educational organizations. Information is provided on the successful implementation of pedagogical processes in preschool educational organizations.

Keywords: Pedagogical process, knowledge, qualifications and skills, age characteristics of children, independent activity of children

Educational issues are implemented through organizational forms of educational work, various types of children's activities: through teaching in classes, creative and regular games, independent activities of children, their own work and the work of adults, self-service, walks, hygienic measures. The successful implementation of educational work depends on the correct organization of the pedagogical process in a preschool educational organization, each type of activity. Education plays an important role in the pedagogical process of a preschool educational organization and is carried out in everyday life, in play, in labor, through educational activities. Educational and upbringing tasks are solved in classes. Children acquire the simplest ideas and knowledge, a system of skills and abilities in mathematics, physical culture, fine arts, music. The knowledge, skills and competencies that children should acquire are defined in the First Step program, which is important for the overall development of children and their preparation for school education.

Teaching in classes is carried out in a certain sequence, taking into account the age and specific characteristics of children, based on the principles of didactics, and the content is gradually complicated. As a result, it acquires a developing and educational character. The state curriculum "First Step" determines the number of classes held during the week in each age group and the duration of each class. Based on this, the educator draws up his weekly schedule of classes, which allows for the correct distribution and uniform implementation of the educational work set for all sections of the curriculum. When drawing up a schedule of classes, the following requirements must be observed:

Equal distribution of classes for all sections of the program by week.

Easier classes are assigned to the first and last days of the week.

On Tuesday, Wednesday and Thursday of the week, children's mental activity is accelerated, so more complex tasks are planned for these days.

During the day, the first of the activities that require more mental effort from children, with less movement, are planned (acquaintance with the surrounding life and nature, native language, mathematics). For the second activity, lighter ones are planned: visual activities, physical education, music lessons, and the like. During the day, activities are alternated in the following order: mathematics and physical education, native language and visual activities, etc. Such a distribution of activities allows children to more easily master the program material. Play is an important activity for children. It plays an important role in the physical and mental development of children, their formation as individuals, and the formation of a children's team.

The game gives the child joy, reflects positive feelings and experiences, impressions from life. The content of the game has a significant impact on the formation of the child's personality, therefore, while guiding children's games, adults should awaken in them the desire to reflect the positive side of the impressions they receive from the environment. While guiding children's games, the educator enriches their knowledge about the world around them (through which the theme, content, plot of the game are enriched), educates children's moral feelings, positive attitudes and habits. The game is used to educate children's qualities of camaraderie, friendship, and mutual assistance and as a form of organizing children's lives. Children are provided with the necessary materials for playing and working, thereby achieving the combination of children's play with work. The educator organizes all kinds of children's plot-picture games in a way that they play with plot-role-playing, construction dramatized natural materials. He teaches children game actions, teaches them to adhere to the principle of fairness in relationships with their peers. At the same time, he develops in children creativity, initiative, supports activity and other qualities.

Creative games are organized during the morning reception, during walks in the first and second half of the day, that is, at any time except for training. Didactic and active games played during training and outside of training play an important role. The educator implements the sensory development, mental education, and cognitive processes of children through didactic games. In active games, it is necessary to create good conditions for the development of children's physical culture. Active games should be organized during morning and evening walks and should be held 1-2 times a day with the whole group or small groups.

Various sports games are held in medium and large groups. It is the responsibility of the educator to allocate time from the agenda for all games and provide them with the necessary materials. Children's independent activities are a time of relaxation for them, but at the same time, they contribute to the development of children's self-organization, the development of character, cultural and volitional qualities, and the formation of team relations.

REFERENCES USED:

1. Chorievich, K. S. (2020). The development of vocabulary in children of middle preschool age through the role-playing games. *European Journal of Research and Reflection in Educational Sciences* Vol, 8(1).
2. Choriyeovich, X. S. D. (2025). BOLALARDA MAS'ULIYAT HISSINI SHAKLLANTIRISHDA TARBIYACHI VA OTA-ONA HAMKORLIGINI TASHKIL ETISHNING PEDAGOGIK JIHATLARI. *Scientific and methodological journal of the Tashkent Institute of Economics and Pedagogy*, 2(1), 134-142.

3. Хожамияров, S. (2025). THE ROLE OF COOPERATION OF TEACHERS, EDUCATORS AND PARENTS IN DEVELOPING A SENSE OF RESPONSIBILITY IN PRESCHOOL CHILDREN. *Web of Teachers: Inderscience Research*, 3(1), 87-93.
4. Хо, S. C., Nazarova, R. R., & Ibragimova, G. X. (2024). МАКТАБГАЧА YOSHDAGI BOLALARDA ERTAK TERAPIYA ASOSIDA MAS'ULIYAT HISSINI SHAKLLANTIRISH. *Academic research in educational sciences*, (1), 96-99.
5. Хужамияров, С. Ч. ФОРМИРОВАНИЕ ЭТИЧЕСКИХ ПРЕДСТАВЛЕНИЙ ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА В ИГРОВОЙ ДЕЯТЕЛЬНОСТИ. *НАУЧНЫЕ ИССЛЕДОВАНИЯ*, 29.ахмудова, Д. М. (2022). МАКТАБГАЧА КАТТА ЁШДАГИ БОЛАЛАРНИ КИТОБХОНЛИККА ТАЙЁРЛАШ МЕТОДЛАРИ. *Results of National Scientific Research International Journal*, 1(6), 274-278.
6. Nafisa, A., Nargiza, M., Sadulla, K., & Dilmira, S. (2020). Development of independence, initiative and responsibility for preschool children in the process of approaching accessible labor activity. *Journal of Critical Reviews*, 7(5), 785-786.
7. Кадирова, Ф. Р., & Махмудова, Д. М. (2022). Мактабгача катта ёшдаги болаларни китобхонликка тайёрлаш методикасини такомиллаштириш. *PEDAGOGS jurnali*, 1(1), 10-16.
8. Makhmudova, D. M. (2023). EFFECTIVENESS OF INNOVATIVE TECHNOLOGIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS. *Лучшие интеллектуальные исследования*, 4(1), 177-180.
9. Махмудова, Д. М. (2022, November). СПОСОБЫ ЗАИНТЕРЕСОВАТЬ ДОШКОЛЬНИКОВ ЧТЕНИЕМ. In *INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE" THE TIME OF SCIENTIFIC PROGRESS"* (Vol. 1, No. 3, pp. 96-101).
10. Makhmudova, D., & Raxmanova, X. (2022). РОЛЬ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ В РАЗВИТИЕ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. *Science and innovation*, 1(B7), 1213-1217.
11. Makhmudova, D. M., & Sultanova, Z. (2023, September). METHODS USED IN THE MORNING RECEPTION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS. In *INTERNATIONAL SCIENTIFIC CONFERENCE" SCIENTIFIC ADVANCES AND INNOVATIVE APPROACHES"* (Vol. 1, No. 4, pp. 8-12).
12. Makhmudova, D. M. (2023, September). ORGANIZATION AND MANAGEMENT OF MODERN PRESCHOOL EDUCATIONAL ORGANIZATIONS. In *INTERNATIONAL SCIENTIFIC CONFERENCE" SCIENTIFIC ADVANCES AND INNOVATIVE APPROACHES"* (Vol. 1, No. 3, pp. 53-57).
13. Kurbonovna, A. G. (2024). FORMATION OF PROFESSIONAL AND CREATIVE SKILLS OF STUDENTS IN AN INDIVIDUAL LEARNING ENVIRONMENT. *European International Journal of Pedagogics*, 4(03), 56-59.
14. Arslonova, G. K. (2025). THE PRACTICAL STATUS OF DEVELOPING STUDENTS'PROFESSIONAL-CREATIVE SKILLS IN AN INDIVIDUAL EDUCATIONAL ENVIRONMENT. *Educator Insights: Journal of Teaching Theory and Practice*, 1(2), 271-277.