

**THE IMPORTANCE OF THE ENVIRONMENT THAT DEVELOPS CHILDREN IN THE PREPARATION FOR SCHOOL EDUCATION IN THE ORGANIZATION OF PRESCHOOL EDUCATION**

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**Annotation.** this article covers the state requirements for the development of early and preschool children of the educational process in preschool educational organizations and the idea of planning on the basis of the state program “first step”.

**Keywords:** preparation for school, quality preparation, healthy and harmonious generation, non-first step.

President Of The Republic Of Uzbekistan Sh.M.Mirziyoyev notes that “modern preschool education plays an important role in bringing a healthy and harmonious generation to adulthood”.

In accordance with the decree of the president of the Republic “on the organization of activities of the Ministry of preschool education of the Republic of Uzbekistan” dated September 30, 2017, PQ-2707 dated December 29, 2016 “on measures to further improve the preschool education system in 2017-2021”, the regulation of the Cabinet of Ministers dated November 21, 2017, No. 929 “regulation on the Ministry of education of the Republic of Uzbekistan, it is possible to expand the state and non-state network of preschool educational organizations and thereby increase the reach of the child in preschool education and introduce advanced foreign experience into the field. The educational process in preschool educational organizations is planned on the basis of state requirements for the development of children of primary and preschool age and the state program “first step”.

Currently, special attention is paid to preparing children for quality school education in preschool educational organizations under the Ministry of preschool education of the Republic of Uzbekistan. Including,

1. The role of methodological support and methodological assistance in the implementation of the “first step” program into the educational process, full - fledged development of the program was determined.

2. On the basis of the “first step” program, special attention was paid to the place of the educator in the organization of work in all age groups as well as in the general group. The working curriculum of the educational organization was determined by the educators of the organization to be compiled with the involvement of parents and approved in the current legislative procedure. In preschool organizations, children operate in 5 centers based on the state curriculum “first step”. These are:

1. Language and Speech Center. (Activities related to speech cultivation, nature, the environment and fiction)
2. Center for building-making, construction and mathematics. (Building making and math training)
3. Art Center (painting, appliqué, clay building, making practice and origami)
4. Plot-role-playing games and a dramatized Center. (Plot rule games suitable for Group age)
5. Science and Nature Center. (Practice of introducing nature, the surrounding world)

Focusing on the analysis of activities in the Centers, the language and speech center will have the opportunity for children to be able to give their opinions among their friends, draw up stories based on the topic, make questions and answers, organize conversations for children. The child can also compose stories in the center on the topic he wants.

In the center of construction-making, construction and mathematics, children develop sensory education, creativity. By performing a task, the child will also have the opportunity to engage in both building and building mathematics. When children are listened to in the process of playing you hear the sentences “I need Green”, “the cottage I made is two-story”, “yours is small and mine is large”, “10 people fit me in my car”. So in children's communication, the first mathematical representations such as Addition, Subtraction, comparison, size expand.

In the art center there is an opportunity to raise the mood of children. Children's creative abilities are supported. Not everyone has the same talent for painting, sculpture, types of art. For this reason, only gifted children are involved in this. When the center is fully equipped with the necessary equipment, making, drawing technologies are taught in the morning, evening hours, the work of the center develops. In the family, such conditions for a child are not always created. If working in the center, the child develops fine motor skills. The development of fine motorics, on the other hand, causes the development of the child's speech.

Plot-role-playing games and a dramatized Center are a very favorable environment for children to show talent, show their skills. This center can also be called the center that shapes the “I” of the child. All the equipment in the center is equipment found in the life of children, in the process of play, the child learns to use them, has the opportunity to get acquainted with the professions more closely.

The play reflects the relationships of family members, and through them it is possible to receive moral education (and for the educator to study the environment in the family).

Experiments on the experimental test site at the science and Nature Center are of interest to children and encourage them to make new inventions. This center is also the center of the greatest opportunity for children to learn about nature and phenomena in it. Children absorb 90% of knowledge about nature if the activities of the center are organized correctly. The center is of interest not only in children, but also in educators. Information about where the things used throughout our lives came from, what was obtained from them, was considered very interesting cases when children put water on it by sprinkling seeds with their own hands on canvases, and seed germination was very interesting for a child.

The activities of the Centers, the explanation of which is given above, have served as a developmental environment in the preparation of a child for school education, and at this point we found it permissible to attach a preparatory map of children 6-7 years old to school. After all, the development map of a child of this age determines the success and effectiveness of the educational process. For example in a child,

1. Physical development and formation of a healthy lifestyle
2. Socio-emotional development
3. Speech, communication, reading and writing skills
4. Acquiring knowledge (development through understanding)

5. Like creative development, it is considered the main norms that prepare it for the school environment.

After the end of the academic year, a monitoring conducted on the preparatory group for the school will be carried out mainly to compare the work carried out with the expected results, and through this determine the tasks of the master for the next academic year of the MTT. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

In place of the conclusion, it should be noted that their activities in child - developing centers provide the basis for them to grow up mentally and physically competent in every way in preparing

them for school education, to be formed in them faithful to national values and traditions, gaining their interest in the profession.

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