

## STATE REQUIREMENTS FOR THE DEVELOPMENT OF CHILDREN IN THE FIELD OF PRESCHOOL EDUCATION OF UZBEKISTAN

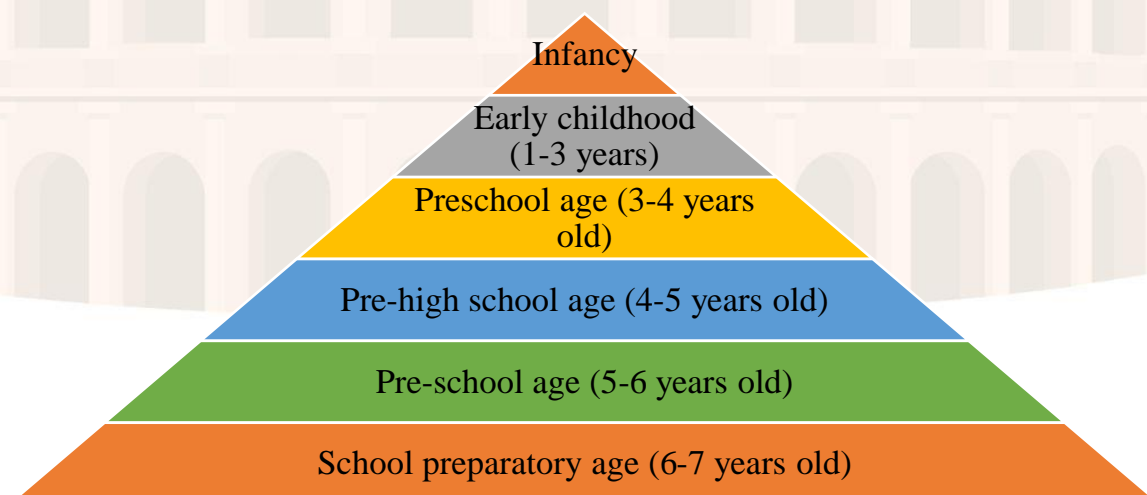
**Subhonova Anora Akmal qizi**

*PhD doctorate of Uzbek state world languages university*

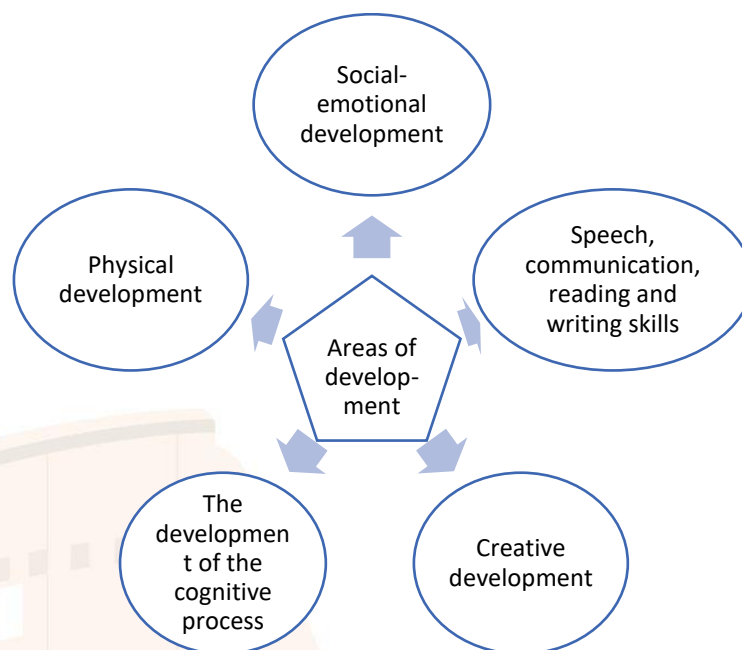
**Annotation:** *In this thesis it is written that there are the requirements for children's development. In it, the development of speech, communication, reading, writing skills, and the development of cognitive processes, which are specifically related to education, are widely discussed.*

**Introduction:** It is no exaggeration to say that there have been great changes in the field of preschool education in our country in the last 10 years. Attention to the young generation, who are considered the successors of our nation and the future of our country, is increasing every year. Children's health and, in particular, the growth of educational potential is the basis for the development of Uzbekistan. The fact that special attention is paid to the development of children in pre-school education organizations can be explained by the presence of state requirements aimed at the development of children, which are included in the regulatory documents.

**Main Body:** The purpose, tasks and principles of the state requirements integrate the comprehensive development of the child and help the child to grow up. Age periods based on state requirements include the following stages[4] (Figure 1):



The period of development from infancy to entry into primary education (up to 7 years old) is divided into 5 main areas based on state requirements. Within itself, each industry is divided into sub-sectors, each of which has specific requirements. State requirements are determined by the following areas of child development[4] (Figure 2):



The areas that belong to education are speech, communication, reading, writing skills and the development of the cognitive process. The field of “speech, communication, reading and writing skills” is divided into the following subfields[4]:

- speech and language;
- reading skills;
- motor skills of fingers.

Since our scientific work is focused on oral speech, we paid a lot of attention to the requirements for the development of speech and language skills of children of preschool age (from 6 to 7 years old), the expected results of these requirements are as follows[4]:

Children learn to communicate and understand the world around them primarily through language and speech. 6-7-year-old children in pre-school educational organizations should know their mother tongue well, be able to use vocabulary correctly and independently, identify and use synonyms and antonyms in context, and write their own sentences, listening and expected outcomes include participating in group discussions as a speaker, being able to incorporate foreign vocabulary into daily conversation, and memorizing and reciting simple poems and rhymes.

The field of “Development of the cognitive process” is divided into the following sub-fields: intellectual-cognitive skills; elementary mathematical skills; research-cognition and effective reflexive activity. The following results are expected from the requirements for the development of intellectual-cognitive skills of the cognitive process in children of the school-preparatory age[4]: 6-7-year-old children independently search for information about the environment, draw conclusions and generalize based on observations, name the seasons and sequence of events, he should be able to reflect on the pictures while maintaining

the sequence, justify, acquire some national knowledge, understand traditions and customs, his country and its symbols, and the like.

The complex "Thematic planning of the educational process in preschool educational organizations" is one of the important and relevant documents aimed at the educational development of children in preschool educational institutions. This complex serves to make the educational process more effective and systematic, and helps to significantly develop the work of educators.

Thematic teaching in preschool educational organizations allows children to learn regional, national and cultural concepts. Based on the principle of thematic teaching, a certain topic is taught to children for a week, which contributes to the further strengthening of knowledge of that topic in children. Thematic organization of the educational process allows not only to teach children within the framework of that topic, but also to choose and teach materials based on it and additionally. This principle prevents children from being taught through unreasonably distributed subject materials in organizations.

Thematically-complexly planned lessons are organized on the basis of five educational areas: physical, social-emotional, speech, creative and cognitive process development. In this complex, lessons are provided taking into account all types of children's activities. In addition, the topics are created based on the age and capabilities of the children in the groups, and their similarity and interdependence helps to achieve the requirements and goals set for children's education.

The complex "Thematic planning of the educational process in preschool educational organizations" is adapted to four age groups: small group, middle group, senior and school preparatory groups. The main topics in them are the Motherland, seasons, types of transport, the world around us, objects, etc.

**Conclusion:** To sum up, the state requirements envisage the development of children in 5 main areas. Teachers working in the field of preschool education are required to educate and educate children based on these requirements.

#### USED LITERATURE:

1. I. Tuxtasinov, N. Isakulova, B. Kulmatov, «Bolalar pedagogikasi» darslik. «Yangi asr avlodi», 2020.
2. O'.Q. Tolipova, M.Usmonboyeva, «Pedagogik texnologiyalarning tatbiqiy asoslari» o'quv qo'llanma. O'zbekiston Respublikasi «Fan» nashriyoti, 2006.
3. U. Sanoqulov, S. Eshmurodov, «Ma'naviyat asoslari» o'quv-uslubiy qo'llanma. Samarqand.: - 2014.
4. Qonun hujjatlari ma'lumotlari milliy bazasi, 04.07.2018-y., 10/18/3032/1450-son.

5. Subxanovich, A. A. (2023). Communication Features of a Qualified Doctor with Different Patients. *Journal of Pedagogical Inventions and Practices*, 17, 52-56.

6. Turaev, J., Aslanov, A., & Subhonova, A. (2022). SUGGESTIONS AIMED AT THE DEVELOPMENT OF THE PRE-SCHOOL EDUCATION SYSTEM IN UZBEKISTAN. *Евразийский журнал академических исследований*, 2(11), 335-338.

7. Iriskulov, A., Aslanov, A., & Subhonova, A. (2021). THE IMPORTANCE OF LEARNING A LANGUAGE DURING CHILDHOOD. *Матеріали конференцій МЦНД*.

8. Subxanovich, A. A. (2023). THE IMPORTANCE OF THE SPEECH CULTURE AND ITS ROLE IN THE MEDICAL PROFESSION. *Open Access Repository*, 9(2), 138-142. **6**

