

**ANALYSIS OF EDUCATIONAL PROGRAMS THAT DEVELOP EDUCATION
AND TRAINING IN PRESCHOOL EDUCATIONAL ORGANIZATIONS OF
UZBEKISTAN**

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Annotation: *This thesis is devoted to the analysis of the state educational programs that are actually used in preschool educational organizations in Uzbekistan.*

Introduction: There are state educational programs that contribute to the further development of the education and upbringing process in preschool educational institutions. Among them, the “Ilk Qadam”(The first step) and “Ilm Yo’li”(Path Of Science) (for school preparatory groups) educational programs are the ones that are used in practice, while previously the “Bolajon”(Little Baby) state program was used in practice.

Main body: The goals and objectives set by preschool educational organizations in the state educational program “Ilk Qadam” are as follows:

- providing a favorable environment for the full and balanced growth of the child in accordance with the state criteria for the development of children of primary and preschool age, as well as taking into account the child’s unique characteristics and state education standards;
- planning and implementation of children’s educational activities;
- coordination and implementation of programs that provide parents and the public with knowledge and understanding of the problems faced by young children and ways to solve them;
- planning and implementing collaborative efforts between families and the wider community on issues related to early childhood growth and development.

In accordance with the basic principles of the program, preschool educational organizations take into account the rights of children, their specific features and existing capabilities, the interconnection of all types of development, and priority is given to the needs of the child’s health, well-being, including his mobility, and create an environment that ensures the child’s creative potential and develops it; increasing the importance of national cultural traditions and valuing the culture of other countries through the collaborative efforts of preschool educational organizations, families, communities and schools; carries out its work activities taking into account the specific aspects of each culture.

In order to ensure that the child has mental potential, physical growth and educational development, the joint efforts of everyone working in the preschool educational organization are necessary; nevertheless, the heads of the preschool

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educational organization are ultimately the main responsible persons for ensuring the implementation of this plan.

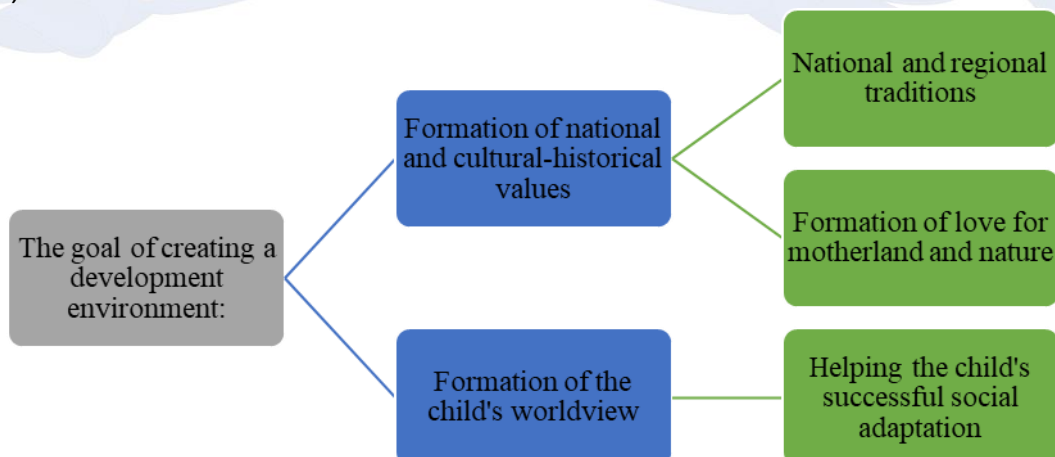
The educational process based on the "Ilk Qadam" program is aimed at the development of various competencies of children. There are four important competencies in school preparation groups (Table 1):

Competence	Competence of knowledge
	Socialization competence
	Game competence
	Communicative competence

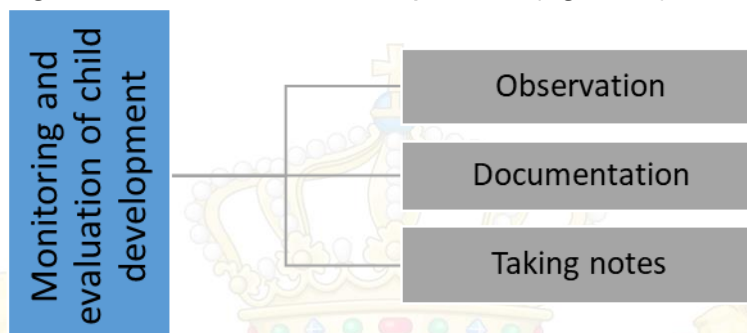
The program notes that for the development of speech competence of a child at the age of 6-7 years, it is necessary for the child to understand by listening, learn pronunciation skills in his native language, correctly use grammatical forms, get acquainted with the second language. In addition, organizations also carry out activities that glorify love for literature and art, thirst for knowledge. Also, "The state requirements of the Republic of Uzbekistan for the development of children of early and school age" serve as the basis for the great attention paid to the desire of children to receive knowledge.

In this program, respect for the personality of the child, consideration of his interests, individual approach, upbringing and education, creation of conditions for his comprehensive development, assistance in his creative and independent thinking, listening and accounting of his thoughts are highly valued. Systematic monitoring of the development of children in 5 areas is one of the priority tasks of educators. In this process, the educator should focus on monitoring the mental, emotional, social and spiritual development of the child.

A child development map has also been introduced to reasonably carry out "Child Development Monitoring". The map is regularly replenished by educators three times a year, depending on the age and groups of children. The most basic factors for organizing the development environment of children in preschool educational organizations include age characteristics and the needs of the child[2] (figure-2):



The state educational program, which is being used in conjunction with the state program “Ilk Qadam” and is aimed precisely at the development of pre-school preparatory groups, is the program “Ilm Yo’li”. The program clarifies approaches aimed at teaching children in preschool preparatory groups. Based on the age, interests, needs and capabilities of children, educators have the opportunity to choose and use modern and interactive techniques in their classes. In the program “Ilm Yo’li”, the tasks of monitoring the comprehensive development of educators and assessing it have also become important (figure-3):



Conclusion: In order to ensure that observations in preschool educational institutions are correct and focused on specific goals, to identify the unique interests, abilities and difficulties faced by each child, the passage of time and the education of the child in the organization. Learning how to develop and grow as a result, changing classroom settings, finding the best ways to solve any problems that may arise, planning future actions, useful for parents and MTT professionals. The main goal is to collect information that can be [2].

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