

**TAYYORLOV GURUHI TARBIYALANUVCHILARIDA
O'QISH SAVODXONLIGINI RIVOJLANTIRUVCHI
TA'LIM MUHITINING O'ZIGA XOS XUSUSIYATLARI**

Hakimov Abbosxon Oribjon o'g'li

NamDPI o'qituvchisi

abbosxonxakimov730@gmail.com

Annotatsiya. Ushbu maqolada songi yillarda maktabgacha ta'limtashkiloti bolalar rivojlanishiga oid qaror farmonlar xamda maktabgachga tayyorlov guruh bolalarni o'qish savodxonligini rivojlantirishda rivojlantiruvchi ta'lim muxiti xamda markazlarning o'ziga xos tasirini bolalarni kuzatish, rivojlanish xamda muxitning o'ziga xosligi shaxsga yo'naltirilgan yondashuv asosida o'qish savodxonligini rivojlantirish xaqida malumotlar berilgan.

Kalit so'zlar: Rivojlanish, muloqot, individuallashtirish, kuzatish, tahlil, rejalashtirish, qo'llash, anglash, shaxs, qiziqish, ehtiyojlar, _savodxonlig, o'qish, aqliy.

**ОСОБЕННОСТИ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ,
РАЗВИВАЮЩЕЙ ГРАМОТНОСТЬ ЧТЕНИЯ У
УЧАЩИХСЯ ПОДГОТОВИТЕЛЬНОЙ ГРУППЫ**

Хакимов Аббосхон Орибжон угли

Преподаватель НамГПИ

abbosxonxakimov730@gmail.com

Аннотация. В данной статье даны постановления за последние годы в дошкольных образовательных организациях о группах развития детей и дошкольной подготовки, об образовательной среде и уникальном влиянии центров на развитие грамотности чтения детей, наблюдения за детьми, развития и уникальности среды на личность и даны сведения о развитии читательской грамотности на основе целенаправленного подхода.

Ключевые слова: Развитие, общение, индивидуализация, наблюдение, анализ, планирование, применение, понимание, личность, интерес, потребности, грамотность, чтение, интеллектуальный.

**SPECIFIC CHARACTERISTICS OF EDUCATIONAL
ENVIRONMENT DEVELOPING READING LITERACY IN
PREPARATORY GROUP CHILDREN**

Hakimov Abboskhon Oribjon o'g'li

NamSPI teacher

abbosxonxakimov730@gmail.com

Abstract. This article provides decrees in recent years in preschool educational organizations about child development groups and preschool preparation, about the educational environment and the unique influence of centers on the development of children's reading literacy, child monitoring, development and the uniqueness of the environment on the individual, and provides information about development reading literacy based on a targeted approach.

Key words: *Development, communication, individualization, observation, analysis, planning, application, understanding, personality, interest, needs, literacy, reading, intellectual.*

Introduction

Against the background of fundamental reforms and rapid development in the Republic of Uzbekistan in recent years, special attention is being paid to the preschool education system. Ensuring the implementation of the child's right to education, maintaining and strengthening the child's physical, mental and spiritual maturity, as well as ensuring the child's adaptation to society and readiness to continue education in general education institutions are the main goals of preschool educational organizations [3] is considered.

These goals are based on the task of ensuring the child's adaptation to society and readiness for primary education. In the post-independence period, attention was paid to the issues of educating preschool children and preparing them for school education. However, it was observed that the quality and efficiency of the work in this regard do not meet the requirements of the time, and the existing shortcomings and problems in the field are not eliminated in time. This negative situation made it necessary to eliminate the factors that hinder students' learning at the next stages of education.

It is no exaggeration to say that since 2017, under the leadership of President Sh.M. Mirziyoyev, the main attention of the state social policy has been focused on preschool education. The head of state consistently analyzed the problems and deficiencies in the field of preschool education, including the fact that the number of state-owned preschool education organizations has decreased by more than 47 percent, that the material and technical base of

existing educational organizations does not meet modern requirements, and that personnel working in preschool education organizations have to go to secondary special education. It was emphasized that the classes in the preparatory groups for school are not enough, they are not held at the level of modern requirements, especially the low coverage of children.

At the meeting held on August 16, 2017 under the leadership of President Sh.M. Mirziyoyev, the issues of strengthening the national gene pool in our country, educating the young generation as mature personnel were deeply analyzed, and many directions for the development of the education system were determined. In particular, tasks related to fundamental structural reform of the preschool education system, increasing the coverage of children in preschool education organizations were shown. In our republic, 27.7% of children were enrolled in pre-school education organizations, and today the coverage of children in pre-school education has reached 72%.

Preschool education in accordance with the Decree of the President of the Republic of Uzbekistan dated September 30, 2017 "On measures to fundamentally improve the management of the preschool education system" [1] and the Decision PQ-3305 "On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan" all aspects of comprehensive development of the system, healthy and well-educated children, and improvement of the quality of school education were defined.

In order to eliminate the above-mentioned shortcomings and problems, to further improve the preschool education system, to ensure equal access of children to quality preschool education, and to develop the non-state sector of preschool education services, the "Concept of Development of the Preschool Education System of the Republic of Uzbekistan until 2030" was approved [2].

The concept became the basis for determining the goals, tasks, priority directions, medium- and long-term stages of development of preschool education in our country, as well as development of programs and complex measures aimed at the development of the field of preschool education.

As a result, consistent measures were developed and implemented in the field of preschool education in our republic in 2017-2022. Equipping development centers in pre-school educational organizations is an important factor in the organization of educational activities, as well as activities related to the uniqueness of child development, responding to children's interests, i.e. their level of mental, social and spiritual maturity. These types of activities are aimed at children's interest in nature, satisfaction with the experience, and the desire to test their ideas in the experiment. It is important to help children find answers to their own questions. After all, while searching for an answer to a question, the child's interest, reasoning and attention are automatically activated. In this case, the role of the educator is to jointly search for ways to find an answer that satisfies the child without simplifying the question and without confusing the child with a lot of information. In the process of education in development centers, children themselves begin to voluntarily choose the appropriate development center. Working in independent groups and individualization of children, the teacher comes up with such types of activities, in which everyone is given the same instruction, but each child is allowed to achieve success independently based on it.

The level of individualization can be optimized. Choosing the type of activity that requires dexterity and resourcefulness, and carefully observing the children, the educator can change or adapt the tasks and materials if necessary.

The design of the centers should be aesthetic, attractive to children and create a desire for independent activity [5] .

Equipment in developmental centers should be safe, and didactic materials should be child-friendly and age-appropriate.

Development centers should provide opportunities for contact with children and adults, their joint activities, as well as self-activity. According to the thematic planning, educators should think about providing development centers with didactic materials and game equipment, as well as equipping them with equipment. Centers can be filled with joint activities of children and educators and handicraft products. At the beginning of the week, according to the thematic plan of the pedagogue, materials are prepared and equipped for each center [5] .

On the basis of the "Ilk Kadam" state curriculum, the following types of development centers will be operated in preschool educational organizations:

1. " Language and speech center
2. " Construction, design and mathematics " center .
3. " Role-playing games and staging " center .
4. " Art " center .
5. " Science and nature " center .

Each developmental center is important for children's speech and literacy development . In particular, this process at the "Language and Speech" center includes didactic games, thematic, large and small format pictures, visual materials, picture series to determine the sequence of events, grouping according to various criteria, etc., a library of children's books, thematic albums, riddles. albums, sets of magnetic letters, "Picture Alphabet" cubes. This is to develop children's speech and teach them literacy.

In the building-making construction and mathematics center, a child learns building-making, mathematical knowledge, and communication skills. At the same time, the fine motor skills of children develop, the child is constantly in motion, learns what he does not know from each other, teaches each other. This will teach children to structure their speech grammatically, to develop their creative activities, and to pronounce correctly.

the center of role-playing games and dramatization, children can creatively dramatize familiar stories and events, thereby developing their speaking skills. In the role-playing game, children who live in certain situations serve to form positive interpersonal relationships in a group, encourage children to follow the norms and rules of the culture of behavior in society, friendly team relations.

The "Sanat" center is a children's favorite and always full of children development center. Children love to draw, clay, cut and make. The purpose of the art center is to form children's creative potential, to develop interest in visual arts, to form and develop aesthetic skills, imagination, artistic and creative abilities, independence, activity, fine motor skills.

Throughout the year, toys and manuals are changed, removed and put back to keep children interested and engaged. Thus, when creating a subjective development environment of any age group in a preschool educational organization, it is necessary to take into account the psychological characteristics of the constructive interaction of the participants in the educational process, the design and ergonomics of the modern environment of the preschool educational organization.

At the "Science and Nature" center conditions for enriching children's knowledge about the diversity of nature and the world should be created. In this

center, children learn to care for plants. For this, they need watering cans, sticks to soften the soil, a sprinkler, a cloth to wipe the leaves, and small tools for working on the lawn. For daily monitoring of weather changes, you need "Nature Calendar", all the necessary pictorial and poster materials about nature and ecology, which will positively contribute to the development of children's skills in the diversity of flora and fauna, seasonal changes in nature, and the preservation of natural heritage. . Also, in this center, you can allocate a space for conducting research - a mini laboratory (just a shelf). Materials for research are placed here: magnifying glass, containers, measuring cups, trays, sticks, tubes, watering cans, sand, clay, stones, wooden blocks, etc. In the corner, it is recommended to have a file of experiments with water, sand, air, magnet, etc. [5] .

The responsibility of the educator of the preschool educational organization in the correct organization of the educational process is incomparable. At the same time , what, when and where pedagogues it is important that they choose what they want to observe and assess in their child's development and learning. Information obtained by the pedagogue as a result of observations it is necessary for him to create a basis for independent analysis of educational approaches and methods used in practice in working with children.

Such an assessment allows the pedagogue (as well as parents and other involved professionals) to see the child's development, understand his learning and development needs, and plan ahead [5] .

There are two types of surveillance - formal and incidental (informal).

Informal monitoring of the child through which a lot of information can be obtained without informing him in advance (for example, when a child is

naturally

attracted to a game). Official observation may cause the child to become irritable or act involuntarily, and the child may not play or interact with other children at all. Formal observation is more focused on tracking a child's development of specific skills or competencies, or their knowledge and understanding.

Formal and informal systematic observation is the main method of gathering information for pedagogical assessment of the child's development and current state.

Observation is an effective way to gather information about preschool children's development and learning. The purpose of monitoring and evaluation is to study the individual characteristics of the child and, based on this, to plan and implement an educational approach focused on his personality. The following 5-step scheme is described in preschool pedagogical literature ("Early Years", 2013). This is a cycle for conducting observations aimed at improving the quality of program implementation:

Step 1 . Follow up work - information gathering process.

Step 2 . Analyze it - asking questions about the content of what was observed.

Step 3 . Plan work – planning next steps for continued learning and development.

Step 4 . Hand it - implementation of the thought-out plan.

Step 5 . Understanding (achieving reflection) - evaluating the effectiveness of the plan.

It helps the teacher to understand that his actions have consequences (*for the teachers themselves and for others*) . Preschool education is an

important aspect of educators' activities and helps them to act more purposefully. Qualified educators reflect on what works and what doesn't work well, what needs to be improved, and how to solve problems in their approach and teaching methodology. Analysis of data collected from observations and assessments of child development Based on this, the educator can review the teaching methods used in practice to ensure the full development of the child in accordance with the state requirements for age and developmental areas, and then plan changes for implementation, and this process is based on a person-centered approach.

A person -centered approach focuses on the individual and age characteristics of the child and takes into account where each child is in the educational process, what are the educational needs for all-round development. The quality of the person-centered teaching approach is based on the teacher's ability to observe, record what he sees and hear, reflect and analyze, plan, and not apply one-size-fits-all educational approaches to each child. it also depends on knowing how to develop their competencies. It is therefore dedicated to discovering how to observe children, how to document our observations of how children learn and develop, and which reflections help us better identify children's interests, needs and strengths in planning and organizing work. Thus, the main goal is to offer pedagogues of preschool educational organizations methods and tools for monitoring and evaluating the development of preschool children, timely analysis and determination of work measures and methods, improving the results and comprehensive development of the child.

The purpose of the observation is to study the qualitative indicators of children's developmental achievements in well-organized educational

environments in preschool educational institutions . Tasks of pedagogical control:

- collecting evidence that reflects the development of the child's development areas and is expressed in his development parameters;
- creating objective and informative ideas about the trajectory of individual development of each pupil;
- the activity of studying the child's development in the development of various types of education;
- individualization of the educational process (including support for children, creating an individual educational trajectory or pedagogical correction if necessary);
- creating an educational environment when working with a group of children (taking into account the individual characteristics of children in group work);
- providing control over the solution of educational tasks, which allows for more complete and appropriate use of the methodological resources of the educational process, and at the same time monitors the development of children.

Monitoring the child's development is important in the activity of a pedagogue and is used and serves as a means of improving the quality of education of preschool children:

Determining the interests , needs and skills of each child . Observations allow children to be motivated and fully meet their educational needs, identify each child's interests, skills and needs, what they prefer, what activities they choose when given the choice, and learn as individuals.

Giving the most appropriate assessment of the situation in the child's development. Observation allows you to coordinate the opinions of adults who see this child differently, to confirm or reject their hypotheses.

Choosing the right pedagogical strategy . Do not spend time on activities that children can do themselves. Maybe it's important that they do it at the level of quality that we want. It is also important to establish feedback to know the effectiveness (inefficiency) of your pedagogical efforts. As a result, it is possible to make the necessary changes to the plan, give a new color to the developing space of the group, work with the family, and draw up an individual work plan.

Identify processes that require attention . *Observations* allow adults to see if the child has special needs that need to be met . These may include hearing, vision, musculoskeletal, and other developmental physical and mental issues. If they are detected, parents should be advised to contact specialists in time, for example, a speech therapist, a psychologist or a medical worker.

Determining how best to solve problematic situations. Observations allow educators to learn to identify what behavior can be expected from a child in certain situations and thus help the child learn to manage his or her own behavior. Observations allow adults to determine which means should be used to prevent negative reactions and their consequences . *Understanding* the dynamics of a child's change and development as a result of time and education . Observations allow children to see how they are developing physically, socially, emotionally, cognitively and in their speech and communication skills throughout the year, which allows for timely help and support, as well as targeted planning of changes in conditions, forms and measures that meet children's individual needs. allows [5]

Making changes to the learning environment. By observing how children use play spaces (such as development centers) and materials, educators can determine whether the materials meet the children's needs and whether additional materials are needed.

Make changes to the schedule. With the help of observation, educators can determine the need to make changes to the curriculum in accordance with the needs and individual characteristics of children. With the help of observations, educators can determine the need to change the content or form and methods of education so that the educational technology is suitable for all children in the group.

Conclusion

In short, teaching literacy in preschool educational organizations is a type of activity aimed at forming children's elementary reading and writing skills. Summarize information that can be used by parents or preschool education professionals. Working with parents, educators can help families learn more about their children, their strengths and weaknesses, and their special needs. This exchange of information creates true collaboration. Educators and parents can collaboratively apply the results, which can be used to help children understand and coordinate their actions. They can see how certain knowledge and skills acquired by children are acquired, interpreted and applied during 'direct learning activities'.

The effectiveness of his pedagogical actions (*or ineffective*) feedback to determine whether to have a professional, objective and reliable picture of a child's educational success.

Reading literacy is a person's ability to understand and analyze written texts, to use their content to achieve their goals, to develop their knowledge and abilities, and to actively participate in social life .

The main task of teaching literacy to preschool children is to introduce children to sounds and letters, to form correct, expressive reading skills by teaching them their correct pronunciation. Also, enriching children's vocabulary, developing connected speech, forming a system of knowledge, developing the sense of hearing and perception is also important during literacy training. Because the success of a child's education in primary school largely depends on his knowledge of his mother tongue and how well his speech is developed.

USED LITERATURE:

1. Decree of the President of the Republic of Uzbekistan dated September 30, 2017 No. PF-5198 "On measures to fundamentally improve the management of the preschool education system".
2. Appendix 1 to the Decision of the President of the Republic of Uzbekistan dated May 8, 2019 "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030" No. PQ-4312.
3. 13.05.2019 of the Cabinet of Ministers of the Republic of Uzbekistan. Appendix 1 to the Decision No. 391 "On measures to further improve the activities of preschool educational organizations".
4. Appendix 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 22, 2020 No. 802 "On Approval of the State Standard of Preschool Education and Training".

FRONTIERS OF KNOWLEDGE AND INTERDISCIPLINARY DISCOVERY
international scientific conference

5. "First step" (improved) State curriculum. -Tashkent, 2022.
6. SH.A. Sodikova "Preschool pedagogy" "Tafakkur bostoni" publishing house. T., 2013.