

## ORGANIZATION OF THE ACTIVITIES OF FAMILY PRESCHOOL EDUCATIONAL ORGANIZATIONS

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**Abstract:** This article provides information on the expansion of the preschool education system, which is the basis of continuous education, the establishment of family non-governmental preschool education organizations and the conditions created for this, as well as the improvement of service quality.

**Keywords:** Family preschool education organization, need, activity, educational system, management, family, educational process, private partnership, demand.

Today, large-scale work is being carried out in our society in order to purposefully and systematically organize the educational process in organizations operating in the field of the education system, in particular, in the preschool education system, to further improve all types of preschool educational organizations, as well as to increase the level of coverage of children raised at this stage of education on a large scale and thereby thoroughly prepare the younger generation, which is the foundation of the future, for further school education. In our republic, in recent years, priority tasks have been defined as "ensuring the realization of the child's right to education, fostering in them a sense of love for the Motherland, respect for the family, the national, historical, and cultural values of their people, and a careful attitude towards the environment; forming a child's personality, developing their creative abilities, ensuring the accumulation of social experience, and introducing modern educational programs and technologies into the educational process." As a result, the pedagogical possibilities of forming cognitive competencies are expanded, which include a conscious perception of the surrounding reality, the ability to use acquired knowledge, skills and abilities, experience of practical activity in everyday life situations and the educational process. It is no exaggeration to say that the inclusion of children in the preschool education system in our country is developing, especially on the basis of family non-state preschool educational organizations. This is currently showing its effective results. Play not only improves cognitive processes but also positively influences a child's behavior.

- **Analysis of literature on the topic (Literature review).** According to **Z.V. Manuilenko**, who studied the psychological problem of developing behavioral control skills in preschool children, behavioral skills can be acquired earlier and easier in play compared to goal-oriented activities. This factor is especially reflected in preschool children as a characteristic of the age period. In older preschool children, the skill of self-regulation of behavior is practically balanced both in play activities and in other conditions. Sometimes, in certain situations, for example, during a competition, they can achieve higher results than in a game. Based on the above considerations, in general, play and play activity are important for the formation of a child's skills in managing their behavior. The Russian pedagogue A.S. Makarenko correctly stated, "As a child is in play, so too is they often, in many respects, at work when they grow up."

A.M. Gorky didn't say in vain that "Play is a way of knowing the world where children live and where work needs to be changed." Play not only improves cognitive processes but also positively influences a child's behavior.

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It is stated that family non-state preschool educational organizations have the right to carry out educational activities at home on the basis of a state-registered lease agreement with the condition of its validity for the period specified in the agreement, and a license for its activities is not required, the founders of a family non-state preschool educational organization must be individual entrepreneurs, and the organization must have an information sign at the entrance informing about this organization. Family Non-State Preschool Educational Organizations Resolution of the Cabinet of Ministers No. 595 of July 30, 2018:

- Designed for the upbringing of 50 children aged 3 to 7 years;
- the organization must fully create the necessary conditions for the healthy and comprehensive development, growth, education and upbringing of children in the planned home, comply with fire safety, sanitary and epidemiological rules, and have hygiene standards[2].

Play is the leading activity in preschool age [3]. Learning through play is one of the approaches to children's learning and development. Play is a natural way to encourage a child to explore themselves and the world around them. Play develops the child's personality, cognitive, socio-emotional, creative, and physical aspects. In play, children's interaction with peers and the teacher contributes to the development of speech and social skills, and their motor skills are improved. The game creates opportunities for learning in collaboration with other children, allowing them to take risks, make mistakes, and overcome difficulties. And, most importantly, the game makes learning joyful, develops children's imagination and creativity. The game can be varied - entirely free at the initiative of the child or group of children, minimal or complete absence of the teacher - organized by the teacher and carried out according to his instructions. Along with understanding and recognizing the importance of free play, it is also necessary to recognize the decisive role of the teacher in organized play.

A factor that does not encourage a child to play is their perception of the world and interpersonal relationships of adults and the desire to test them in their personal activities, as well as the desire to directly interact with peers playing as a team. Based on the analysis of the data collected in the science of child psychology, the following conclusion can be drawn about this age period:

- 1) in play activity, the child is eager [to demonstrate](#) various actions fully, to show the methods of their performance;
- 2) later attempts to generalize and reflect all actions.

As the child grows, it becomes easier to change the names of objects and toys, to call them by a new name. It is also possible not only to change the names of objects in a new situation, but also to use them in accordance with the new name. New naming of objects used in game activity creates a number of problematic situations. Changing the names of objects in game activity is a complex situation due to its psychological nature. Especially in the relationship between words and objects, the actions closely related to them are of particular importance.

Based on the above considerations, it can be said that the objects that replace the life and activities of adults are the material basis for the generalized expression of their actions. Therefore, the development of a child's movement in play activity is more dependent on the content of the game. Because the more compact and generalized the child's behavior, the further it moves away from reflecting the content of adults' activities. Consequently, he transitions to the practical implementation of people's attitudes towards objects and towards each other, and therefore strives to correctly express the social attitudes of adults when acting with objects. At the center of any game and play activity is the opportunity for the child to reflect and repeat the activities and interactions of adults in a unique

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way. Accordingly, play acquires social significance, allowing the child to acquire valuable knowledge, practical skills, abilities, and habits created by humanity over centuries, ultimately bringing it into the essence of interpersonal communication. A license is not required to carry out activities of family non-state preschool educational organizations. That is, you do not need to obtain a license to open a family kindergarten. Family non-state preschool educational organizations begin their activities after the signing of a public-private partnership agreement with the Ministry of Preschool Education of the Republic of Uzbekistan in the prescribed manner. When opening a family non-state preschool educational organization, the individual entrepreneur applies to the state partner with an application. The application of an individual entrepreneur for the implementation of the project is considered by the state partner within 15 days from the date of receipt of the application, and an agreement is concluded within 7 days after the decision to implement the project is made. The register of this agreement is maintained by the Ministry of Preschool Education and has the right to carry out activities from the date of receipt of confirmation of receipt of the notification received by the district (city) departments of preschool education on the Unified Portal of Interactive Public Services. A family non-state preschool organization must attach a copy of the following documents to the notification:

- Public-Private Partnership Agreement;
- Conclusion of fire safety control bodies on the compliance of existing buildings and premises with safety requirements;
- Conclusion of the Sanitary Epidemiological Surveillance Bodies;
- Agreement with the healthcare authority. A program has been developed to further improve the preschool education system, strengthen its material and technical base, expand the network of preschool educational institutions, provide qualified teaching staff, radically improve the level of preparation of children for school education, introduce modern educational programs and technologies into the educational process, and create conditions for the comprehensive intellectual, moral, aesthetic, and physical development of children. Preschool educational organizations - meeting the diverse, multifaceted needs and requirements of participants in the educational process, taking a responsible approach to the future of the next generation in our current developing country, the best practices of foreign countries in the field of education, their educational programs are being introduced into our education system [4]. This fulfills the main task existing in our education system, such as instilling it in the consciousness of young pupils, educating them in a comprehensively high spirituality while preserving nationality, traditions and values, as well as in accordance with the standards of the modern new system, and thoroughly conveying it to the next stages of education.

Currently, there is a growing need in our society for modern, convenient preschool educational organizations that meet the wishes of many parents, meet the latest requirements, and aim to raise a comprehensively developed child. The attention paid by the head of our state to the preschool education system is a vivid confirmation of this. The establishment of family, non-governmental, and public-private partnership-based preschool educational organizations, which are being established as non-governmental educational service organizations in regions with low coverage levels and are planned to increase their number, will undoubtedly show positive indicators in the field of education in the near future.

- **Research Methodology.** Both types of preschool educational organizations, such as state and non-state, perform the same goals and objectives in the field of the education system. The state allocates subsidies for a family preschool educational organization in the following cases:

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- for the payment of wages for the services of educators and assistants on equal terms and in equal volumes, established for short-term or 9-hour PHC according to the corresponding category;
- Reimbursement of expenses allocated for meals, soft inventory, and medicines based on established standards;
- Women who have lost their breadwinner can be financed on the basis of funds allocated by law to cover compensation for children for 9 hours and in other cases.

*Table 1*

### Goals and objectives of family non-state preschool educational organizations

1.	The purpose of family non-state preschool educational organizations is:	<ul style="list-style-type: none"> <li>- Comprehensive development of preschool children in high spirituality, intellectual, aesthetic, moral, physical, physiological, and psychological aspects;</li> <li>- Thorough preparation of the child for the next stage of education;</li> <li>- Developing children at the level of state standard requirements based on the development of all types of upbringing.</li> </ul>
2.	Tasks of family non-state preschool educational organizations:	<ul style="list-style-type: none"> <li>- Introduction of modern educational programs and technologies into the educational process;</li> <li>- protection and strengthening of the life and health of pupils;</li> <li>- educating children in the spirit of humanism in accordance with the high spirituality and values of our people.</li> </ul>

Medical services for children of family non-state preschool educational organizations are provided by specially allocated medical personnel of healthcare bodies on a paid-contract basis. Medical workers, together with employees of family non-state preschool educational organizations, are responsible for the life, health and physical growth and development of pupils, the conduct of treatment work, compliance with sanitary rules, norms and hygienic standards, the diet and quality of nutrition. Medical examination of employees of family non-state preschool educational organizations is carried out on a paid-contract basis.

- **Analysis and results (Analysis and results).** The Ministry of Preschool Education, through the departments of preschool education, provides educational materials necessary for the activities of a family non-state preschool educational organization free of charge within the targeted funds allocated from the state budget for these expenses. The family non-state preschool educational organization is responsible for the careful use and safety of this equipment and educational materials. The opening of family non-state preschool educational organizations in remote areas of our country is yielding effective results. The activities of a family non-state preschool educational organization are financed from the funds of the founder and subsidies allocated from the State Budget of the Republic of Uzbekistan in accordance with the legislation. A subsidy of 25 percent of the amount of expenses for one pupil of a state preschool educational organization is paid for each pupil from families included in the "Youth Notebook," "Iron Notebook," or "Women's Notebook." Non-state preschool educational organizations on the basis of public-private partnership are paid monthly compensation in the amount of 50 percent of the cost of electricity and natural gas services used. Currently, all

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parents not only enroll their children in preschool educational institutions that meet modern requirements, but also consider the level of knowledge, qualifications, and knowledge of their teaching staff. Therefore, it is advisable for preschool teachers to effectively use modern technologies, know a foreign language, and be constantly in search.

**- Conclusion/Recommendations** . In conclusion, there are many non-state family preschool organizations that can compete with state preschool organizations and are gradually finding their place in our society. The establishment of family non-state preschool educational organizations has created significant conveniences for parents. Children's education plays an important role in preparing them for the next stage of education, that is, for high-quality school education. It prevents some unpleasant incidents that occur due to parents being left unattended while they are at work, and protects their health. Anyone who wants to contribute to the development of our country can use the created opportunities to implement their ideas. In our country, numerous conditions have been created for raising a healthy, comprehensively developed, and harmoniously developed generation. In conclusion, today the organization of family preschool educational organizations is a social necessity. The state provides systematic and complementary attention and practical assistance to the preschool education system, which is considered the foundation of education. Therefore, in the process of implementing the educational process, the teacher-educator must use all available opportunities and carry out activities with a creative approach. One of the main directions for improving the system of family preschool educational organizations is education aimed at the harmonious formation of the child as a personality, taking into account their characteristics, capabilities, abilities, and abilities.

Based on the foregoing, the following recommendations are given:

- Full creation of all conditions in the family preschool educational organization, requiring the educator to improve the quality of the educational process;
- educator-teachers working in the organization participate in educational, scientific, and cultural-educational activities of the State Educational Standard in organizing their effective activities, continuously improving their professional pedagogical skills;
- in the organization of the educational process, the educator must develop skills of creative thinking, the ability to apply modern methods and technologies of education, methods of pedagogical and psychological diagnostics, methods of independent design of the pedagogical process based on specific practical activities.

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