

# **SIGNIFICANCE OF THE ORGANIZATION OF THE SUBJECT-SPATIAL DEVELOPMENT ENVIRONMENT IN THE PRESCHOOL EDUCATIONAL ORGANIZATION FOR THE DEVELOPMENT OF THE PERSONALITY OF THE CHILD**

**Irina Vladimirovna Grosheva**

Chief specialist of the Ministry of Preschool Education of the Republic of Uzbekistan, Tashkent  
**UZBEKISTAN**

## **ABSTRACT**

The article reflects the main trends in the organization of the subject-spatial development environment in the system of preschool education. According to the author, modeling of the subject-spatial development environment involves the search for innovative approaches to the organization of the subject-development environment in the preschool educational organization, as well as indispensable role of the teacher.

**Keywords:** Subject-spatial developing environment; priority areas; coverage; integration of pedagogy and design; the significant role of the teacher; changes in the content of education.

## **INTRODUCTION**

The system of preschool education in the Republic of Uzbekistan is structurally represented by the Ministry of Preschool Education, regional entities for managing preschool education, state and non-state preschool educational organizations, the Institute specialized in consulting and further training for heads and specialists of Preschool Educational Institutions.

The existing system of preschool education management in the period from 1991 to September 2017 was not flexible enough to efficiently and timely eliminate systemic problems, develop and implement innovative approaches, there were large discrepancies between demographic trends and the state of infrastructure of preschool educational institutions. Only 27% of children attended preschool educational institutions. In the period from 1991 to 2017, the number of preschool educational institutions in the republic decreased in half. The work on the introduction of new pedagogical technologies, the preparation and implementation of educational, teaching, didactic materials was practically not carried out.

## **ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS**

The low wages of pre-school education workers resulted in unattractiveness of these profession, which led to a low level and shortage of personnel. The human resources problem was strengthened by a system of basic training, advanced training and retraining of pedagogical and managerial personnel. The pre-school education program and requirements needed to be revised. Catering and medical services system in preschool educational facilities was in a deplorable state. All abovementioned factors, along with the understanding of the extreme importance of the early stage of development of the child, have led to the need to create a new ministry - the Ministry of Preschool Education.

Field of education is drastically changing in Uzbekistan at this point. Previously, shortcomings in educational institutions hindered the process of training qualified personnel that was according to modern standards. A considerable part of kindergartens, schools, colleges and

lyceums of the republic was in an unsuitable state for the educational process, and problems such as overcrowding in classes, a shortage of textbooks and teachers was widespread. The changes for the better were initiated by the reforms of the head of state to improve the sphere, including a number of documents aimed at its radical reform.

The Decree of the President "On the Strategy for the Further Development of the Republic of Uzbekistan" defines a number of tasks for the development of the social sphere, including education. The document provides suggestions to strengthen and improve the material and technical base of institutions, plan to build new ones, as well as carry out reconstruction and overhaul of existing ones, equipping them with modern educational and laboratory equipment, computer equipment and teaching aids [1].

Preschool educational organization improvement is designated by the Presidential state policy priority. Broad reforms in the field began with the emergence of a specialized ministry in September 2017. Since the establishment of the Ministry of Preschool Education, a number of major changes have taken place, one of the main achievements being an increase in the network of state, private, family preschool educational organizations.

## **RESULTS AND DISCUSSION**

Development of the concept for the system of preschool education of the Republic of Uzbekistan until 2030 was also adopted. The document reflects a set of measures to develop programs aimed at modernizing the sphere. The concept is developed taking into considerations:

- to eliminate the shortage of qualified teaching staff;
- to improve the material and technical condition and provision of teaching materials for preschool educational organizations.

For the first time, clear goals are set to ensure the measurability of the results achieved.

As noted earlier after the creation of the relevant ministry, the state of pedagogical support has noticeably improved. Based on international best practices with the participation of the United Nations International Children's Fund (UNICEF) of Uzbekistan, the State requirements for the development of early and preschool children, the State curriculum of the *Ilk Kadam* preschool educational institution ("First Step"), which have been starting in September 2018, have been developed implemented in all preschool educational institutions of the country. The main feature of the program is that every kindergarten has the right to develop and apply its own programs.

Due attention incoming years will be given to teaching and management personnel. The work will begin in two directions: increasing the number of mentors and introducing new approaches to training, retraining, advanced training, selection and development of employees.

Currently, when the infrastructure in the stage of development, including the construction, reconstruction of preschool educational organizations, the issue of creating a subject-developing environment is very relevant, which will provide the importance of the most effective development of the individuality of each child, taking into account its inclinations, interests and level of activity.

According to gained experience, the main problem that prevents teachers from organizing the subject-spatial development environment of a group is the teacher's misunderstanding of the special aspects of preschool educational organizations. It is expressed in the desire of adults to fill the interior with beautiful things, colorful paintings and toys, in the creation of static exhibitions and corners. The solution to this problem may be the integration of pedagogy and

design, when an artistic and aesthetic approach to the design and filling of the subject space of a group is implemented in parallel with the pedagogical development of meaningful filling of space in favor of creating conditions for the development of the child and his independence in various activities.

In the context of the development of alternative models of preschool education such as short-stay groups, mobile, modular and family preschool educational organizations, game groups in local communities, many questions arise from educators and leaders in creating a subject-developing environment.

Recently, many authors have addressed the problem of organizing a subject-spatial developing environment, revealing its diversity, systemic nature, features and specifics, didactic functions, and cultural role. [2]

The environment has a great influence on the development of the personality of the child, and it should be organized specifically for games, activities and recreation. The potential for human development is formed through the interaction between the environment and the individual.

Each component of a single space should be intended for the children's team as a whole, while providing each pupil with the opportunity to show and demonstrate their individuality and creativity. [3]

We all know that the subject-spatial development environment is one of the main components of successful work. In this direction, the predominant role belongs to the teacher of a preschool educational organization.

In this regard, the system of preschool education is faced with the task of revising the target foundations of its functioning and the task of changing the content of education, forms and methods of organizing the educational process, and the role of the teacher.

The development of various abilities in children, such as independence and initiative, allows us to display the subject-spatial developmental environment of a preschool educational organization. The development of various types of children's activities stimulates the development of independence, initiative, helps to establish itself in a team and in a sense of self-confidence, the environment should be well-equipped semi-enclosed micro spaces for children to play individually or in small subgroups.

When designing a developing environment, P. Barrett and L. Barrett distinguish such principles as: stimulation, individualization, naturalness, proximity to nature (SYN) [4]. Here, an important role should belong to architects, when designing preschool educational organizations, it is necessary to take into account cultural characteristics, design, aesthetic design.

The teacher helps in the development of children environment. Only with an effectively created environment, first of all, does the formation of individuality occur, which is the most important factor in the process of becoming a personality. In order to provide children with the greatest opportunities for an active, purposeful and diverse activity, the development environment should be formed in such a way that it is sufficiently informative.

The role of the teacher is to use the keen to develop environment as a means of forming in the preschooler those functions that are inherent in the child. In a properly created subject

environment, the teacher sets the pedagogical process in a similar way so that multiple techniques, methods and forms of the educational process are involved.

The goal for the teacher in the group of the preschool educational organization is to create such a subject-spatial development environment that will fully implement the qualitative process of developing the creative personality of each child at all stages of preschool development. The main tasks of a teacher in constructing a subject-developing environment are: the subject-developing environment should be filled with age-appropriate content; it is necessary to effectively use the subject environment in the process of personal development of preschoolers; to ensure the effectiveness of the development of abilities, independence, initiative in each child through a constructed environment.

The environment is designed to provide: gaming, cognitive, research and creative activity of all categories of pupils, experimentation materials accessible to children (including sand and water); physical activity, including the development of large and fine motor skills, participation in outdoor games and competitions; emotional well-being of children in interaction with the subject-spatial environment; the possibility of self-expression of children.

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It's a renowned fact that development consists of the sequence of biological changes. Development is based on changes in the brain and nervous system. These changes contribute to the development in children of thinking and moving skills. A rich learning environment helps develop the potential of children. At the same time, each child develops in his own speed.

Children develop best when they are truly passionate about learning. A carefully thought-out environment itself encourages children to explore, show initiative and creativity. Educators should have a clear idea of how a child develops. They shape the environment and provide learning materials. The role of the team of educators is to set appropriate goals for each child and for the group as a whole, taking into account the interests, abilities and needs of everyone, to nourish the natural curiosity of children, and to form skills for joint development of reality.

The individuality, uniqueness of a person is created by a person himself when he acts as a subject of independently carried out activities. The basis of the personality-oriented approach is the desire to maintain the ability of the child to be an independent subject of activity, acquiring a unique individual style of its implementation.

In the context of improving the system of preschool education and the organization of the subject-spatial development environment in full, taking into account the educational program, it can be realized in joint activities of adults and children and in independent activities not only within the framework of direct educational activities, but also during other regimen moments.

The quality of preschool education is determined by the nature of communication between an adult and a child. In the practice of family and social education, two main types (or models) of such communication can be distinguished, although in reality there are much more. The

differences between them are determined not only by the process, but also by its final result - how the child eventually becomes, what his personality is.

The educational and disciplinary model is characterized by the following features. "The goal is to equip children with knowledge, skills; instill obedience; the slogan in the course of interaction between an adult and children is "Do as I do!" Ways of communication - instructions, clarifications, prohibitions, demands, threats, punishments, notations, shouting. Tactics are dictatorship and guardianship. Because in this case, the task of the teacher is that it is necessary to implement the program, to satisfy the requirements of the leadership and regulatory authorities. Guidelines are reduced in these conditions to a law that does not allow any exceptions. The view is formed on the child only as an object of application of the forces of the educational system. At the center of the pedagogical process, frontal forms of work with children are carried out, and above all, classes based on the type of school approach. The activity of the children themselves is suppressed and everything is subordinated to the external order and formal discipline. The game as the main type of children's activity is infringed upon in time and is strictly regulated by adults. The works of art within this model are used by adults for utilitarian purposes: to obtain fragmentary knowledge, to divert the child's attention from unwanted behavior, which emasculates the humanistic, general developing essence of art. As a result of which: mutual alienation of adults and children. Children lose initiative, and later on they become negativized. There is an illusory confidence of adults in the effectiveness of educational influences. The behavior of children changes dramatically and may have nothing to do with the expected results outside of contact with the teacher. And the result of which is the development of the children's ability to live according to the "double standard" - for "themselves" and for "aunts".

"Individuality-centered model is an alternative to the first model. The teacher in communication with children adheres to the principle: "Not near and not above, but together!" Its purpose is to contribute to the formation of the child as a person. This involves solving the following tasks: developing a child's confidence in the world, a sense of joy of existence (psychological health); the formation of the principles of personality (basis of personality culture); development of a child's personality.

The educator does not adjust the development of each child to defined canons, but prevents the occurrence of possible deadlocks in the personal development of children; based on the tasks, maximize the opportunity to expand them. Knowledge, skills and abilities are not considered as a goal, but as a means of full development of the individual. Communication methods require the ability to take the position of the child, take into account his point of view and not ignore his feelings and emotions. Communication tactics - collaboration. The position of the teacher proceeds from the interests of the child and the prospects for his further development as a full member of society. Adults, introducing the child to art (fiction, music, etc.), create the conditions for the full development of the personality, its humanization, for joint enjoyment of art, for the manifestation and development of the child's creative, artistic abilities. A look at the child as a full partner in a collaboration environment (denial of a manipulative approach to children) (4).

In conditions of preschool education, the game is of utmost importance in the pedagogical process, which allows the child to show his own activity, to realize himself most fully. The game is based on the free cooperation of an adult with children and the children themselves with each other, becoming the main form of organization of children's life. Expected results - the expansion of the "degrees of freedom" of the developing child (taking into account his age

characteristics): his abilities, rights, prospects. In a situation of cooperation, possible self-centeredness and individualism of children are overcome, and a team is formed. Their imagination and thinking, not constrained by fear of failure or ridicule, are liberated. Cognitive and creative abilities develop.

The personality-oriented model of communication does not in any way imply the abolition of systematic education and upbringing of children, or conducting systematic pedagogical work with them. The position of personality-oriented pedagogy suggests that the child is considered in the aggregate of all his individual manifestations, including age-related ones.

As you know, a personality can only be raised by a personality. The depersonalization of the figure of the teacher, chained to the framework of the program and methodological instructions, the attitude towards him as a simple performer of his role and tight control over the clear fulfillment of his official duties, can have a negative impact and lead to systemic shortcomings in the field of preschool education.

It should be specially noted that teachers should create, not be afraid to experiment, and then the creation of a spatial-developmental environment will be a joyful event not only for children, but also for the staff themselves. And the children will develop intensively, and this process will go on qualitatively.

Due to the fact that the teacher is the dominant figure in the educational process, it is necessary to train for this task, where priority in the system of higher pedagogical education should be carried out with the obligatory in-depth study of psychology, pedagogy, philosophy, psychiatry, child psychotherapy, defectology courses by teachers, the participation of educators is necessary in business games, training groups, introducing them to the basics of acting.

Variant guidance on upbringing and programs for educating children, dynamic, systematically updated, based on the achievements of world science and practice, taking into account the state of public life in the country, should be created, varied, depending on the regional specifics, type of preschool educational organizations. In this direction, a gradual, scientific-controlled transition from the centralized software of the pedagogical process to the use of flexible manuals and programs based on taking into account all the "pluses" and "minuses" of a clearly regulated program is absolutely necessary.

The use of game techniques and methods in non-standard, problematic situations forms flexible, original thinking in children, the pupils gain experience that will allow them to play games - notions, games - fantasies.

The heuristic training technology, the teacher enables the child to make their small discoveries. The technology of communicative learning is based on the ability to express your thoughts in accordance with the tasks and conditions of communication; proficiency in monological and dialogical forms of speech in accordance with the grammatical and syntactic norms of the native language. The role of the teacher is to organize a communicative development environment and the ability to conduct dialogue.

The technology of problem education, the purpose of which is the acquisition of knowledge, skills, development of mental operations (analysis, synthesis, comparison, classification, etc.), cognitive and creative abilities of children, the assimilation of ways of their independent activity.

Counseling technology is the provision of counseling to parents.

Technology visual training involves the presence of visual and didactic material.

The technology of using multimedia equipment to demonstrate visual material in the classroom.

Most often in psychological and pedagogical research there are approaches that make up (in the terminology of N.V. Bordovskaya) a system for creating a conceptual space: systemic, active, personal, developing, informational, contextual, integrative. [5]

## CONCLUSIONS

Thus, the subject-spatial developmental environment must be considered from the following positions, firstly, taking into account the age and individual characteristics of the child; secondly, architectural and planning decisions taking into account cultural characteristics; thirdly, the development of pedagogical support for teachers to organize a subject-spatial development environment; fourthly, equipping furniture with equipment and teaching materials in accordance with the educational program; fifthly, the training of teachers of the preschool system.

Only then will the subject-spatial developing environment become a saturated basis for organizing an exciting, meaningful life and the diverse development of each child, which will be the main means of shaping the child's personality and a source of his knowledge and social experience.

Environment friendly for development without proper conditions. When it is organized in a preschool educational organization, the complex, multifaceted and highly creative activity of all participants in the educational process is necessary. Modeling the subject-spatial development environment involves the search for innovative approaches to the organization of the subject-developmental environment in a preschool educational organization, as well as the development of parents' interest in this problem and motivation for interaction.

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