MODERN APPROACHES TO ORGANIZING THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Istamova Zaynura Navro‘z qizi
National University of Pedagogy of Uzbekistan
Faculty of Preschool and Primary Education
Student of Group 504, Preschool Education Program

Annotatsiya: Mazkur maqolada maktabgacha ta’lim tashkilotlarida ta’lim-tarbiya jarayonini samarali tashkil etishning zamonaviy yondashuvlari yoritib berilgan.

Kalit so‘zlar: maktabgacha ta’lim, ta’lim-tarbiya jarayoni, zamonaviy yondashuvlar, kompetensiyaviy yondashuv, innovatsion texnologiyalar, shaxsga yo‘naltirilgan ta’lim.

Аннотация: В данной статье раскрываются современные подходы к эффективной организации образовательного и воспитательного процесса в организациях дошкольного образования.

Ключевые слова: дошкольное образование, образовательно воспитательный процесс, современные подходы, компетентностный подход, инновационные технологии, личностно-ориентированное обучение.

Annotation: This article examines modern approaches to the effective organization of the educational and upbringing process in preschool educational institutions.

Keywords: preschool education, educational process, modern approaches, competency-based approach, innovative technologies, learner-centered education.

Today, the preschool education system plays a special role in the development of society as an important component of continuous education. In particular, organizing the educational process on the basis of modern approaches is considered a significant task in shaping children as individuals and developing their creative and

intellectual potential. Therefore, abandoning traditional teaching methods and introducing innovative pedagogical technologies in preschool educational institutions has become a pressing issue.

A learner-centered approach involves organizing the educational process by taking into account the individual abilities, interests, needs, and developmental levels of preschool-aged children. In this approach, the child is at the center of the educational process, while the educator acts as a guide, consultant, and partner. This approach develops children's independent thinking, initiative, ability to express their opinions freely, and problem-solving skills. Moreover, learner-centered education ensures children's development in a psychologically comfortable environment and strengthens their self-confidence.

The competency-based approach is aimed at developing not only theoretical knowledge but also practical skills and abilities that are necessary in everyday life. At the preschool education stage, this approach helps to develop children's communicative, social, moral, cognitive, and creative competencies. For example, through group games and collaborative activities, children acquire skills such as teamwork, communication, and making correct decisions in problem situations. This, in turn, facilitates their successful adaptation to subsequent stages of education.

The integrative approach focuses on organizing the educational process based on interdisciplinary connections and provides opportunities for children to acquire knowledge in a holistic manner. In preschool education, this approach is implemented by integrating activities related to speech development, visual arts, music, physical education, and familiarization with the environment. Integrative activities broaden children's thinking and help them perceive reality as a whole.

In the modern preschool education system, the use of innovative pedagogical technologies as well as information and communication technologies (ICT) is of great importance. Interactive methods, game-based technologies, multimedia presentations,

and digital educational resources increase children's interest in learning. At the same time, ICT tools contribute to the development of children's skills in working with information and enhancing auditory and visual perception. However, when using technology, it is essential to take into account children's age-related and health characteristics.

Play is considered the leading type of activity for preschool-aged children. In modern approaches, play is viewed as the main means of education and upbringing. Through didactic, physical, and role-playing games, children's interest in learning, creativity, and social activity are developed. During play activities, children explore the surrounding environment, learn to communicate, and develop the ability to manage their emotions.

One of the most important modern approaches is the **learner-centered approach**, which focuses on the child's individual characteristics, interests, abilities, and developmental needs. In this approach, the child is considered an active participant in the educational process, while the educator acts as a facilitator and mentor. Learner-centered education promotes children's independence, creativity, critical thinking, and self-expression, while ensuring a psychologically supportive learning environment.

Another significant approach is the **competency-based approach**, which emphasizes the formation of practical skills and competencies rather than the simple acquisition of knowledge. In preschool education, this approach aims to develop key competencies such as communication, social interaction, moral values, cognitive abilities, and creativity. Through play-based learning, collaborative tasks, and real-life situations, children learn to apply their knowledge effectively.

The **integrative approach** is also widely used in modern preschool education. This approach involves integrating different learning areas—such as language development, arts, music, physical education, and environmental studies—into a unified educational process. Integrative activities help children perceive the world

holistically, strengthen interdisciplinary connections, and enhance their overall cognitive development.

In addition, the application of **innovative pedagogical technologies and information and communication technologies (ICT)** plays a crucial role in modern preschool education. Interactive methods, educational games, multimedia resources, and digital learning tools increase children's motivation and engagement in learning activities. These technologies also contribute to the development of children's digital literacy, perception skills, and creative thinking. However, it is important to use ICT appropriately, considering children's age, health, and psychological characteristics.

In conclusion, organizing the educational process in preschool educational institutions on the basis of modern approaches ensures the comprehensive development of children. The effective use of learner-centered, competency-based, and integrative approaches, along with innovative technologies, makes it possible to improve the quality of preschool education. This, in turn, contributes to the upbringing of a well-rounded generation.

Refrens:

1. O'zbekiston Respublikasi Maktabgacha ta'lim vazirligi. Maktabgacha ta'lim va tarbiya davlat standarti. – Toshkent, 2020.

2. Abdurahmonov A. Maktabgacha pedagogika. – Darslik. Toshkent: O'qituvchi, 2018.

3. Yo'ldoshev J., Usmonov S. Pedagogik texnologiyalar asoslari. O'quv qo'llanma– Toshkent: Fan, 2019.

4. Hasanboyeva O. Maktabgacha ta'limda innovatsion yondashuvlar. O'quv qo'llanma– Toshkent, 2021.

5. Shavkatovna, B. M. (2025). IMPROVEMENT OF THE METHODOLOGY FOR DEVELOPING INFORMATION COMPETENCE OF FUTURE PRIMARY

SCHOOL TEACHERS IN THE CONTEXT OF EDUCATION DIGITALIZATION. Multidisciplinary and Multidimensional Journal, 4(4).

6. Shavkatovna, B. M. (2025). ASPECTS OF IMPROVING THE METHODOLOGY FOR DEVELOPING INFORMATIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN THE CONTEXT OF EDUCATION DIGITALIZATION. INNOVATION IN THE MODERN EDUCATION SYSTEM, 6(51), 247-250.

7. Hayitov, A. I., & Ahmadova, G. N. (2025). THE ROLE OF TEACHING THE JADID HERITAGE BASED ON MODERN EDUCATIONAL PROGRAMS IN THE DIGITAL LEARNING ENVIRONMENT. Multidisciplinary and Multidimensional Journal, 4(11), 135-141.

8. Shavkatovna, B. M. (2025). INFORMATION COMPETENCE OF A FUTURE PRIMARY SCHOOL TEACHER AS THE BASIS OF PROFESSIONAL ACTIVITY. THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY, 4(38), 1-4.