

Organization of Work with Children in Development Centers Taking into Account their Interests and Preferences

Sultonova Nurxon Anvarovna

Associate Professor, Department of Preschool Education, Kokand State University

sultonova_69@mail.ru

Abstract: This article explores innovative approaches to organizing educational activities in preschool development centers, focusing on the interests and preferences of children. It emphasizes the importance of child-led learning, as promoted by Uzbekistan's "Ilk Qadam" program, and highlights the role of flexible educational environments that foster independence, creativity, and collaboration. The article concludes that such a personalized and dynamic approach helps children become self-confident, socially competent, and goal-oriented individuals.

Keywords: Preschool education, child development centers, children's interests and preferences, free choice, project-based learning, children's Council, activity centers, creative environment, independence, learner-centered education, integrated learning, social competence, Innovative pedagogy.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

Introduction. Modern children have become significantly different from previous generations. The environment around them—social life, physical surroundings, family and educational models—has undergone profound changes. As a result, the primary task of contemporary education is to equip children with skills and competencies relevant to today's society. These include initiative, independence, moral responsibility, the ability to make decisions, and goal orientation.

Transformation in Preschool Education

Preschool education in Uzbekistan is undergoing a substantial transformation, driven by state-level interest in improving the sector. The main objective of Uzbekistan's preschool education policy is to provide **high-quality early childhood education**. Preschools now have the freedom to choose their own developmental directions, curricula, and methods, tailoring them to the interests of both educators and families.

Each educational institution shapes its process based on a collaborative design approach that includes teachers, parents, and children. The uniqueness of every child and every preschool environment is emphasized.

Child-Led Learning: The "Ilk Qadam" Program

According to the *Ilk Qadam* (First Step) program, educational activities are integrated into children's independent play and exploration. This model requires special conditions:

- **Creation of a stimulating and responsive environment** that promotes independence and creativity.
- **Application of pedagogical techniques** that encourage children to take initiative across various activities.

In early childhood, development is a joint process between child and teacher. The role of the educator is to gently guide each child along their unique developmental path. A classroom environment must cater to the interests of every child while also fostering group collaboration.

Implementation of the "Children's Council" Innovation

In our preschool, we apply the innovative technology developed by **L.V. Svinskaya**, known as the "**Children's Council**". This method:

- ✓ Identifies children's interests and preferences,
- ✓ Enhances communication and social competence,
- ✓ Allows every child to select an activity aligned with the theme of an ongoing project.

This approach thrives in *active learning centers* that promote research and self-directed exploration.

Functional Centers for Development

1. Construction Center

Children build with materials of various shapes and sizes, developing:

- ✓ Mathematical skills,
- ✓ Social competence,
- ✓ Problem-solving,
- ✓ Creativity and focus.

2. Language and Literacy Center

Activities include reading, storytelling, and creating homemade books, helping develop:

- ✓ Communication,
- ✓ Imagination,
- ✓ Literary expression.

3. Cognitive Games and Fine Motor Center

Puzzles, games with stones and buttons foster:

- ✓ Classification skills,
- ✓ Tactile perception,
- ✓ Hand-eye coordination.

4. Science and Nature Center

Children explore the properties of water, sand, soil, and other materials. They learn to:

- ✓ Observe,

- ✓ Hypothesize,
- ✓ Draw conclusions from experiments.

5. Creative Recycling Center

Using everyday items (cardboard, newspapers, tape), children:

- ✓ Create crafts,
- ✓ Develop thinking and imagination,
- ✓ Learn collaboration and presentation skills.

6. Art Center

Through drawing, sculpting, and collage, children:

- ✓ Follow a design plan,
- ✓ Experiment with different media,
- ✓ Develop persistence and fine motor skills.

Free Choice Without Chaos

Despite the freedom given to children, the use of structured pedagogical frameworks fosters **self-regulation and responsibility**. Each center contains specific materials to stimulate creativity and initiative.

The educator's key mission is to **support the child's development**. Active learning centers serve as mini creative workshops, filled with educational games and hands-on materials. These centers replace rigid traditional lessons with activities tailored to individual development needs.

Free choice is foundational: children **select their own center, activity, and materials**. This empowers decision-making skills and goal orientation. Children can move freely between centers and spend as much time as needed.

Educators update the centers based on the current project theme, chosen by the children themselves. This setup:

- ✓ Encourages curiosity,
- ✓ Supports communication and teamwork,
- ✓ Develops life skills such as independence and collaboration.

The "Three Questions" Method

To align activities with children's interests, we employ the **"Three Questions" technique**:

1. What do we already know?
2. What do we want to know?
3. Where can we learn more?

Before starting a new topic, educators discuss these questions with children and document the answers in a chart, which is displayed publicly. If multiple children are curious about the same issue, they form a sub-project group. This method fosters **dialogue, critical thinking, and parental involvement**.

Example Project: "Cities of Russia"

- **What do we know?** Cities are places where people live. Cities can be big or small. They have museums, theaters, and universities.

➤ **What do we want to know?** How are city borders defined?

How do cities differ from towns?

What were cities like in the past?

➤ **Where can we learn this?**

Ask parents, read books and magazines, use the internet.

Activity Plans by Center:

✓ *Construction Center:* Build high-rise buildings, design a stone fence.

✓ *Creative Center:* Make houses from cardboard boxes.

✓ *Science Center:* Build a bridge, create roads for toy cars.

✓ *Art Center:* Draw a park, create an applique titled “My Home”.

After the activities, a group circle discussion is held where children **present and reflect** on their projects.

Integration Across Educational Areas

All educational domains are engaged during these activities. From communication to group collaboration, children:

- ✓ Enhance speech and language,
- ✓ Practice social skills,
- ✓ Learn to lead, compromise, and defend opinions.

Learning materials, from books to recycled items, are available in all centers. The **learning environment is fluid**—materials can be moved between centers to support children's goals.

Conclusion. This model teaches children to be **independent, goal-oriented, creative, and decisive**—skills essential for navigating modern life. Each center fosters not only knowledge acquisition but also character development, autonomy, and social-emotional growth.

References:

1. Komarova, T. S. *Preschool Pedagogy. Collective Creativity of Children*. Moscow: Yurayt Publishing, 2019.
2. Mikhailova-Svirskaya, L. V. *Project Method in Kindergarten Education*. Moscow: Prosveshchenie, 2018.
3. Rudenko, A. M. *Pedagogy in Charts and Tables*. Rostov-on-Don: Phoenix, 2016.