

**THE IMPORTANCE OF DEVELOPMENT CENTERS IN PREPARING PRESCHOOL
CHILDREN AGED 6–7 FOR PROFESSIONAL ACTIVITIES**

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Abstract: This article analyzes the improvement of the preschool education system and the role and significance of development centers in preparing children aged 6–7 for future professional activities. It also highlights the priority directions of preschool education in the process of reforming the education system of the Republic of Uzbekistan, as well as the pedagogical, psychological, and organizational foundations of the activities of development centers.

Keywords: preschool education, development center, career orientation, creative activity, innovative approach, play-labor activity.

Introduction: It would not be an exaggeration to say that the preschool education system today is one of the most important directions of reforms being implemented in the Republic of Uzbekistan. The role of development centers in preparing children aged 6–7 for their future professional activities is invaluable. During this age period, children's cognitive activities, interests, and independent thinking abilities are actively forming. Therefore, development centers serve as an effective means to support children's natural curiosity and to prepare them for work, creative exploration, and professional orientation.

Psychological and pedagogical studies (Vigotsky L.S., Leontiev A.N., Elkonin D.B., Karimova V.) have noted that play-labor activity is a key factor in the personal development of a 6–7-year-old child. It is at this stage that the child begins to take interest in work processes, observes the activities of adults, and starts to imitate and internalize them. Therefore, properly directed pedagogical influence during this period creates a foundation for the child's future professional growth.

Development centers are specially organized environments aimed at the integrated development of children's intellectual, social, physical, and aesthetic abilities. Through centers such as "Science and Nature," "Language and Speech," "Art," "Construction, Design and Mathematics," and "Role-play and Drama," children become acquainted with various professions through play. Such activities play an important role in developing qualities such as interest in work, diligence, responsibility, and the ability to make independent decisions.

The Presidential Decree of the Republic of Uzbekistan “On the Fundamental Improvement of the Preschool Education System” (September 30, 2017) emphasizes the importance of fostering love for work and creative thinking in preschool children as an urgent task. Therefore, transforming the activities of development centers into not just play areas but into educational and labor-oriented environments is a modern necessity.

The “Action Strategy for the Further Development of the Republic of Uzbekistan for 2017–2021” also defines the improvement of preschool education quality, the upbringing of a harmoniously developed young generation, and their professional preparation in accordance with labor market demands as key priorities. Moreover, at a videoconference chaired by President Shavkat Mirziyoyev on September 9 of the current year, reforms in preschool and general education and their future priorities were discussed. The President emphasized that the country’s future and economic growth depend primarily on an educated generation.

For this purpose, extensive work is being carried out in our country to build kindergartens and schools, implement modern curricula, and improve the quality of education. In this regard, the establishment of development centers in preschool institutions is a practical manifestation of this strategy. These centers not only meet children’s current developmental needs but also thoroughly prepare them for future educational and professional activities.

During the meeting, it was noted that it is necessary to continue reforms in the sector and make significant changes in all areas of education. This year, it is planned to increase the number of places in preschool institutions by 182,000, of which 82,000 will come from newly built kindergartens, and 100,000 through the renovation of existing ones and the participation of the private sector.

To achieve this, in districts and cities where preschool coverage is below 80%, vacant lands will be auctioned, and a three-year program for building kindergartens based on public-private partnership will be developed. Such institutions will receive subsidies, and a system of partial reimbursement for educators’ salaries will be introduced.

Furthermore, according to the “Development Strategy” in the priority area of “pursuing a fair social policy and enhancing human capital,” special attention is paid to improving the qualification levels of educators. During the summer season, the qualifications of 118,000 preschool teachers were upgraded; however, this is still insufficient. Currently, only 38% of teachers in state kindergartens and 24% in private ones have higher education.

Therefore, starting from the new academic year, a part-time bachelor’s program will be introduced for teachers with secondary special education, allowing them to work five days a week and study one day. This will enable nearly 10,000 highly qualified specialists to enter kindergartens annually. In addition, “New Generation” kindergartens will be established in each region to provide methodological support and enhance the pedagogical skills of preschool teachers.

Conclusion: Development centers play a crucial role in preparing preschool children aged 6–7 for professional activities. They help identify children’s individual abilities early, develop independent thinking, and foster a positive attitude toward work. This serves as a foundation for nurturing a competitive, professionally skilled generation in our country.

In today's era of globalization, the socio-economic development of every nation depends primarily on the professional preparedness and work ethic of its youth. From this perspective, the preschool education system is one of the most important links in society, serving as the initial stage in shaping children's personal qualities, creative thinking, and work culture.

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