
ORGANIZATION OF "SCIENCE AND NATURE" DEVELOPMENT CENTERS ON THE BASIS OF THE "FIRST STEP" STATE CURRICULUM

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Abstract:	Keywords
This article analyzes the importance and effectiveness of game-based education in science and nature centers. It also shows the role of interactive methods in improving students' knowledge. It highlights the possibilities of organizing the educational process in an interesting and effective way through game technologies.	game technologies, education, science center, interactive methods, pedagogy, innovation.

Introduction

Annotatsiya

Ushbu maqolada fan va tabiat markazlarida o'yin orqali ta'lim berishning ahamiyati va samaradorligi tahlil qilingan. Shuningdek, tarbiyalanuvchilarning bilimini oshirishda interaktiv usullarning o'rni ko'rsatib berilgan. O'yin texnologiyalari orqali o'qitish jarayonini qiziqarli va samarali tashkil etish imkoniyatlari yoritilgan.

Kalit so'zlar: o'yin texnologiyalari, ta'lim, fan markazi, interaktiv usullar, pedagogika, innovatsiya.

Аннотация

В данной статье анализируется важность и эффективность игрового образования в научно-природоохранных центрах. Также показана роль интерактивных методов в повышении уровня знаний учащихся. Подчеркиваются возможности организации образовательного процесса интересным и эффективным способом с помощью игровых технологий.

Ключевые слова: игровые технологии, образование, научный центр, интерактивные методы, педагогика, инновации.

Login

Nowadays, the use of innovative methods in the education system is gaining importance. Especially in science and nature centers, one of the important tasks is to increase the interest of students and involve them in active participation. In this regard, the game education strategy is emerging as an effective tool. The purpose of this article is to analyze the effectiveness of the use of game technologies in science and nature centers.

Innovative approaches, especially education through games, are gaining importance in the modern education system. For preschool children, play is the main type of activity, and it is during the game that they perceive, think and develop the environment. Therefore, the use of game technologies in science and nature centers is one of the current issues. This article discusses the essence of the game education strategy, its advantages and practical methods of application.

Education aimed at the development of the child's personality gives the child the right to choose a curriculum based on his interests and needs, and the opportunity to improve his communication and interpersonal skills and abilities. This education gives children the freedom to observe, experiment in their own practical activities, express new ideas and thoughts, and search for effective ways to solve existing problems, developing children's creative and critical thinking.

In the center of child-centered education is the growing person, his desire to fully realize his potential, to accept new experience, to make conscious and responsible decisions in various life situations. "Development", "Freedom", "Independence", "Creativity", "Identity" are the keywords of person-centered education.

The uniqueness of child-centered education is that the child is formed not according to someone else's wishes or orders, but in accordance with his own capabilities, potential, and natural characteristics.

In the center of person-centered education is the growing person, his desire to fully realize his potential, to accept new experience, to make conscious and responsible decisions in various life situations.

The game educational strategy is a method of imparting knowledge by organizing the educational process in the form of a game. This method attracts the attention of students, develops their independent thinking and activates the lesson process.

The use of game technologies in science and nature centers has a number of advantages:

- arouses interest in nature in students;
- connects theoretical knowledge with practice;
- forms teamwork skills.

For example, role-playing games, quizzes and interactive tasks can be used to study topics about nature. This helps students better assimilate knowledge.

Also, teaching through games develops students' creative thinking skills. They try to find solutions to problem situations, and in this process their knowledge is strengthened.

The science and nature center serves to form an ecological culture in children, develop skills in understanding and observing natural phenomena. In this center, children learn by

caring for plants, getting acquainted with animal life, and conducting various experiments. This center also forms independent thinking, questioning and research skills in children.

- Didactic games - to consolidate knowledge;
- Role-playing games - to learn professions;
- Experimental games - to increase scientific interest;
- Active games - for physical development.

For example, by conducting a seed planting experiment with children, they observe the growth process of the plant and draw conclusions.

The subject environment in which the child operates should be an inexhaustible source of information for applying the knowledge and skills in practice, satisfying the child's needs, encouraging him to think logically, independently create innovations, and becoming a source of further improving the child's skills. A developing environment should be formed in preschool educational organizations as a cultural and educational center where children can demonstrate their abilities, capabilities, and talents. To create an environment that ensures that the child is regularly engaged in useful and interesting activities, the team is required to work with high creativity. The object environment of childhood contains all the information and data necessary for the formation of the young, youthful generation.

The main components of the "Science and Nature" Development Center:

- landscape-architectural objects;
- natural-ecological objects;
- playground;
- sandbox;
- large installations;

In the Science and Nature Development Center, children observe 2 types of activities: 1. Short-term experiments; 2. Long-term experiments.

If we turn to long-term experiments, then in them children observe the change of seasons and the way animals live. They observe trees, birds, and distinguish phenomena in a living corner. First of all, the educator plays an important role in this.

For the full development of a preschool child, the environment and meaningful communication of adults with them in the Science and Nature Development Center are a necessary factor, a system of things in the environment that performs the task of physically and spiritually developing a preschool child.

The reforms being carried out in our country and developments in all areas require fundamental changes in preschool educational organizations. The developing environment created in preschool educational organizations should serve the qualitative, continuous, consistent and gradual implementation of the State requirements for the education of children and the requirements of the "First Step" program, taking into account the age aspects of children. A developing subject environment is the main tool for developing the child's initial initiative and actively trying to apply his knowledge in practice.

The science and nature development center where the child works should be a source of information for applying his knowledge and skills in practice, a source that satisfies the child's needs, encourages innovation, and improves his skills.

The science and nature development center should be formed in preschool educational organizations as a cultural and educational center where children can demonstrate their abilities, capabilities, and talents.

Creativity is required from the team to create an environment that ensures that the child is regularly engaged in useful and interesting activities.

The Center for the Development of Science and Nature of Childhood contains all the information and data necessary for the formation of the younger generation.

The Center for the Development of Science and Nature of Childhood is an integrated system that ensures the full development of the child's personality, in which a boy or girl fully develops physically, aesthetically, mentally, and socially at the level of modern requirements.

The Center for the Development of Science and Nature not only serves to accelerate the process of developing the child's personality and abilities, but also encourages children to be creative, enterprising, independent, self-reliant, innovative, and creative. The most important requirement for a developing subject-based play environment is the developmental nature of this environment, which should be organized in such a way that conditions are created for the creative activity of each child. It is also necessary to have a meaningful approach to the development of the child, his physical and spiritual growth.

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