BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

UDK:725.573(575.1)

STUDY OF THE APPLICATION OF MODERN REQUIREMENTS TO PRESCHOOL EDUCATIONAL ORGANIZATIONS IN FOREIGN AND DOMESTIC PRACTICE

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https://doi.org/10.5281/zenodo.20189929

Abstract: The article considers modern requirements for preschool educational organizations, architectural aspects, and the experience of preschool educational organizations in Poland, Belgium, Yakutia, Japan, and Uzbekistan. Including that the architectural design of preschool institutions in our country should be carried out using foreign examples.

Keywords: Poland, Belgium, Yakutia, Japan, period of coverage of preschool educational organizations, architecture and strategic goals of preschool educational organizations, requirements for building interior design.

Under the leadership of our President Shavkat Mirziyoyev, large-scale reforms are being carried out in the preschool education system. Against the background of the attention paid to the development of the network of preschool educational institution buildings based on modern requirements and standards, their reconstruction and modernization, all conditions are being created so that our future generation grows up as worthy heirs of great ancestors. The main attention in this process is paid to the development of programs for providing children with quality education and upbringing, creating modern infrastructure, and developing preschool educational organizations. Further development of the preschool education system and the large-scale strategic goals in the developed state programs for improvement are significant, with the setting of important tasks. [1]

Preschool educational institutions, firstly, make it possible to develop general literacy among preschool children, foster love for the Motherland and pride in it, teach the Constitution, and broaden their horizons, and secondly, serve the implementation of the constitutional right of mothers with small children to work. In addition, in new residential areas being built in the regions according to standard designs, there is a need to increase the number of kindergartens for the children of young families [2].

At present, the problem of organizing the environment in kindergarten remains especially relevant. In recent years, the construction of new preschool educational organizations in Uzbekistan has significantly intensified in connection with the policy of the republic and social programs aimed at improving the quality of life of citizens. By 2019–22, it is planned to eliminate queues in preschool educational institutions, while the demand for places in rural areas and in some cities and districts of Uzbekistan remains high. For this reason, state and private preschool educational institutions that serve the population are currently being built.

Having studied the modern requirements for preschool educational organizations, we came to the conclusion that the organization of the environment should begin with architecture, after analyzing the existing problems of preschool educational organizations.

There are several main directions of reforms for expanding preschool education coverage, namely:

• construction of new kindergartens on the basis of public-private partnership;

• increasing the number of preschool educational organizations in densely populated areas;

• reconstruction and modernization of organizations, repair of old buildings and adaptation to modern conditions;

• use of energy-saving and environmentally friendly technologies;

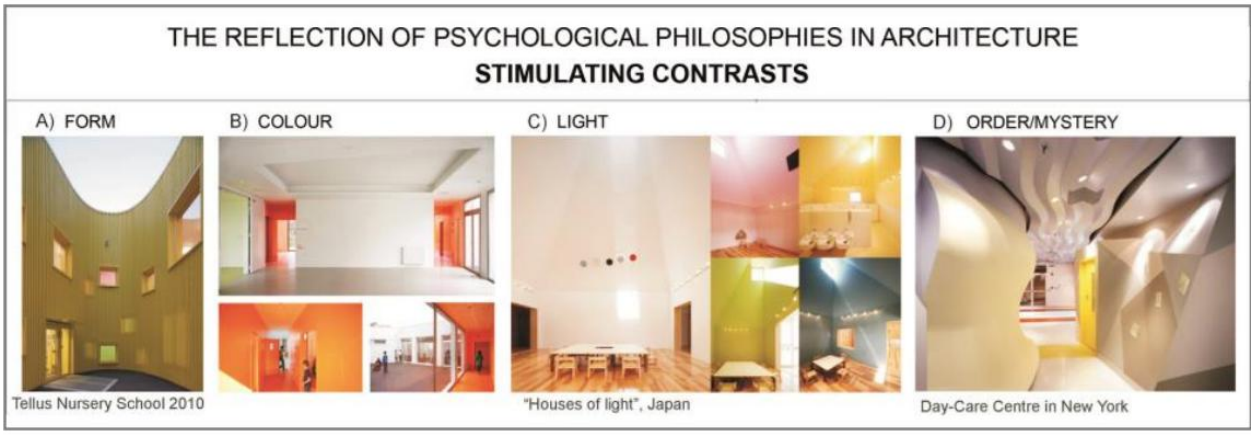
• innovative approaches, improvement of the educational process based on intelligent technologies;

• strengthening cooperation between parents and preschool educational institutions.

These reforms will serve the comprehensive development of future generations in preschool education.

In 2000, Anita Rui Olds, in her research, found that the environment has a positive influence on the development of infants and should contain contrasts created by the architect. The interior environment, the contrast between high-low, light-dark, empty-full, sequence-mystery, order-disorder, simple and abstract forms — these contrasts create a variety of forms, colors, and lighting of the space. (Figure 3) [6]. Fageborg Kindergarten by RRA, 2003, and Tellus Nursery School, 2010 (children's educational institutions) (Fig. 3a) [7], are examples of an irregular building form in which contrasts and different rooms can be created inside the building. On the contrary, there are many examples where the overall planning solution was simple, and contrasts were formed through color. The House of Light Kindergarten is an example of creating different moods in the classroom through color and light. The light wells have different orientations, and the image of the room changes throughout the day depending on the position of the sun (Fig. 3b) [8].

In a kindergarten in New York City, the theme of contrasts between simple and abstract forms, order and chaos, smooth and angular forms is revealed. The shape of the building gives children a completely different experience (3D image) [1].



When designing a modern preschool educational organization, it is necessary to work as a team with an architect and a design specialist who will be the initiator of new conceptual ideas in the interior. In this case, the main attention should be given to design tools. Among other things, architectural and design solutions of preschool educational organizations in countries such as Poland, Belgium, Japan, and Yakutia were studied.

Polish children are sent to kindergartens until the age of six, mainly in urban areas. In rural areas, only every third child can make use of this service. Most of them are five-year-old children;

in kindergartens, the minority consists of children aged 3 and 4. The government has decreed that at least 90% of Polish children should attend kindergarten at the age of 3.

The new kindergarten “Colorful Krakow” was built in the Chuba district between the cities of Stokrotki and Ruruwiana in Lublin, Poland.

The main façade faces south, from where pedestrians walking along Stokrotki Street see the building at a wide angle. The building is located in such a way that it receives direct light and sunlight from the surrounding buildings.

The main entrance to the site for pedestrians and cyclists starts from the side of Stokrotki Street. Only after the wall, separated by a path intended for bicycles and baby strollers. However, in Poland there is a shortage of kindergartens compared to the number of children. There is a shortage of about 15,000 facilities, especially in rural areas. Therefore, the government plans to increase the number of places in existing institutions and build new facilities.

Therefore, it is necessary to develop kindergarten projects that meet modern requirements in the regions of our republic and to design kindergartens in comfortable conditions. When designing buildings for preschool educational institutions in our country, special attention should be paid to architectural, spatial planning, and interior solutions of the premises, as well as to landscaping and landscape design solutions.

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