Spanish Journal of Innovation and INTEGRITY
ISSN: 2792-8268
Volume: 42, May-2025
http://sjii.indexedresearch.org

"Methodology for Developing Project Competence in Senior Preschool Children through Play-Based Learning"

Majidova Shohsanam Sherali qizi
Finnish pedagogical Institute of Uzbekistan Theory and methodology of educational training (preschool) 1 stage graduate, majidovashohsanam071@gmail.com

Abstract: *All activities conducted within preschool education institutions must align with the "State Standards for Preschool Education and Upbringing" and the "Improved First Step" national curriculum. Only then can the pedagogical processes and the expected quality outcomes be effectively achieved. The pedagogical process organized within preschool institutions is implemented by educators and mentors working at these institutions, with the direct responsibility lying with the preschool methodologist and the director. As emphasized by the President: "...a five-year program will be adopted to increase the number of kindergartens and fundamentally improve the quality of education and upbringing within them. Additional conditions will be created for the private sector to expand preschool coverage..." Pursuant to Protocol No. 1 of the Coordinating Council of the Ministry of Preschool Education of the Republic of Uzbekistan, dated February 4, 2022, the "Improved First Step" national curriculum was approved and recommended for publication. As a result of several updates introduced in different areas of this curriculum, new content related to the subject of teaching technologies and pedagogical process design in preschool education has been formulated and reflected in this methodological guide.*

Introduction

Today, reforming and advancing the continuous education system of our country, which is following its independent development path, has become a matter of national policy. The integration of advanced pedagogical and information technologies into the education system and increasing its effectiveness represent a strategic direction in this transformation[1]. The adoption of resolutions and laws on the development of the education system in the context of the "New Uzbekistan" has laid a solid foundation for training modern pedagogical personnel through a continuous education framework. Notably, it is now imperative that educators working in preschool institutions are capable of independently operating within today's ever-evolving information-educational environment and can make informed use of the information flow[2]. To enable this, there is a growing need to provide them with continuous opportunities for independent inquiry and access to educational resources, thereby ensuring the quality of their professional practice[3].

As the President of the Republic emphasized in proclaiming 2023 as "The Year of Attention to People and Quality Education," this initiative was widely supported: "Improving the quality of education is the only correct path to the development of New Uzbekistan[4]. We must continue the reforms we have started in this sector, visit educational institutions, engage more with teachers and mentors, and collaboratively solve the issues they raise to enhance educational quality."

In this context, a shift is needed from compulsory obedience in teacher-student relations to conscious discipline. As outlined in the "Improved First Step" national curriculum, the teacher's principal role is to foster a new format of cooperation between children and educators—one that involves "hearing the child's voice," respecting their opinions, and encouraging active participation in the learning process, thereby enhancing their capacities and fostering independent thinking skills. Cultivating intellectual development through a nurturing and enriching educational environment is therefore a primary goal[5].

Consequently, there is a need for pedagogical personnel who are deeply knowledgeable, well-rounded, and capable of assimilating modern pedagogical and information technologies. Designing the pedagogical process is one of the fundamental components that ensures the success of educational activities. This involves analyzing the content of the pedagogical process, forecasting outcomes, and constructing implementation plans. In this stage, the educator's independent, yet collaborative, role in designing the content and tools of the learning process takes center stage[6].

Pedagogical process design, then, serves as the creation of a project that integrates the triad of objective, content, and activity, encapsulating the essence of pedagogical practice. Projects vary according to their subject and focus. Within them, educators perform sequential analytical tasks—culminating in assessment—as well as engage in anticipatory and creative planning activities[7]. Diagnosis, prediction, and project design constitute an inseparable triad in addressing any pedagogical task.

The term "project" (from the Latin projectus—something thrown forward) refers to a concept expressed through illustrations, precise calculations, and designs, detailing the meaning of an idea and outlining the concrete means of its realization. In a technical sense, "design" refers to a set of documents for creating complex systems. Design, therefore, is the process of developing and sketching projects for constructing and building planned objects and is used across all fields of science and technology[8].

In the historical context of pedagogical science, the search for improved teaching methods and strategies for training personnel has always been a constant pursuit. Teaching—while not immediately manifesting in tangible outputs like industrial activity—is fundamentally a productive endeavor that underpins social progress. Thus, throughout history, the character of economic eras has been determined not just by what is produced, but by who produces it, how much is produced, and with what means of labor[9].

Methodology

The educational methodology for developing senior preschool children's cognitive activity and creative independence is built around the principle of stimulating purposeful, sequential problem-solving. This involves presenting challenges that promote active knowledge acquisition, employing research-based strategies, and designing a learning structure that closely mirrors children's natural emotional and cognitive development. A modular approach to education is implemented, where learning content is aligned with each child's individual needs and baseline preparedness. This method enables children to work independently according to their personalized learning programs and fosters a differentiated educational process tailored to each learner's abilities, interests, and aptitudes[10].

Key instructional strategies include developmental learning and problem-based approaches that are implemented at an individualized pace. The learning process focuses on nurturing children's inherent capabilities and providing conditions that guide them toward self-realization. Disciplines are taught through integrated thematic blocks, enhancing deep comprehension while taking into account the learners' activity levels and engagement patterns[11].

Project-based education in preparatory groups is conducted using a variety of pedagogical technologies and methods. Active teaching techniques and game-based learning are especially emphasized. These include interactive practices that involve the learner in processing educational information independently and encourage creative activity through structured play. Such methods transform knowledge acquisition into a personally meaningful and exploratory experience[12].

Results

One of the most effective methods applied was the "activity-based play" strategy, which proved particularly valuable in helping children assimilate new fields of knowledge and stimulate creative thinking during task learning. This method enables children to simulate professional environments, helping them conceptualize specific vocations while fostering imagination and the capacity to vividly

perceive dynamic events. As a result, a foundation is laid for nurturing future competent professionals. However, this requires a high level of pedagogical expertise and the ability to assess the appropriateness and accuracy of children's responses in real time.

Evaluated activities demonstrated that when children's expressions and thought processes are appreciated and constructively examined, their cognitive engagement and participation intensify. One of the most distinctive approaches used was the "dialogue method," which serves as an essential technique to promote independent thinking. Rich literature exists in methodological science dedicated to this approach. Currently, there is a growing demand for knowledge and values to be "rediscovered" not simply conveyed by the teacher, but collaboratively constructed by learners with the educator's guidance. These rediscoveries occur in the context of active and meaningful exchanges, particularly during interpretative discussions centered on texts or tasks[13].

A crucial requirement in such dialogues is the diversity in both form and content of the questions posed. The teacher must consider the cognitive and creative development levels of all learners when formulating thought-provoking, open-ended questions that prompt reflection and analysis. In each stage of the learning process, these structured conversations foster deep engagement, although learners may not always offer fully developed or accurate responses. Here, the educator's role is not to explain everything on behalf of the learner but to support the student in articulating their own ideas—even if they struggle initially. Improperly stepping in to complete a learner's thought discourages cognitive independence. Instead, through targeted auxiliary questions, teachers can help learners refine and clarify their thinking, thereby strengthening their expressive skills.

Conclusion

In conclusion, the play-based methodology for developing project competence in senior preschool children provides a pedagogically sound, developmentally appropriate framework that effectively integrates cognitive stimulation, creative exploration, and independent thinking. Through interactive strategies such as activity-based play and dialogic teaching, children are not only introduced to knowledge but are also encouraged to construct meaning, engage with problem-solving, and develop metacognitive awareness. This approach aligns with the modern requirements of early childhood education reforms in Uzbekistan, especially under the strategic goals outlined in the "Improved First Step" curriculum. By emphasizing learner-centered education, differentiated instruction, and project-oriented learning structures, educators can create an inclusive and dynamic learning environment that respects children's individual needs and enhances their readiness for future academic and social challenges. It is imperative that preschool educators receive ongoing professional development in these methodologies to ensure quality implementation and sustainability. Further research could explore long-term developmental outcomes of this approach and refine specific techniques for wider institutional application.

Literature

1. P. Burnard *и др.*, «The art of co-creating arts-based possibility spaces for fostering STE (A) M practices in primary education», в *Arts-based methods in education around the world*, River Publishers, 2022, сс. 247–281. Просмотрено: 14 март 2025 г. [Онлайн]. Доступно на: https://www.taylorfrancis.com/chapters/oa-edit/10.1201/9781003337263-11/art-co-creating-arts-based-possibility-spaces-fostering-ste-practices-primary-education-pamela-burnard-tatjana-dragovic-susanne-jasilek-james-biddulph-luke-rolls-aimee-durning-krist%C3%B3f-fenyvesi
2. V. V. Buwa, D. Gerlach, F. Durst, и E. Schlücker, «Numerical simulations of bubble formation on submerged orifices: Period-1 and period-2 bubbling regimes», *Chem. Eng. Sci.*, т. 62, вып. 24, сс. 7119–7132, 2007.

3. A. Craft, T. Cremin, P. Hay, и J. Clack, «Creative primary schools: developing and maintaining pedagogy for creativity», *Ethnogr. Educ.*, т. 9, вып. 1, сс. 16–34, янв. 2014, doi: 10.1080/17457823.2013.828474.
4. T. Cremin, «Introduction–Creativity and creative pedagogies: Exploring challenges, possibilities and potential», в *Creativity and Creative Pedagogies in the Early and Primary Years*, Routledge, 2018, сс. Xvii–xxvii. Просмотрено: 14 март 2025 г. [Онлайн]. Доступно на: https://www.taylorfrancis.com/chapters/edit/10.4324/9781315617305-1/introduction-creativity-creative-pedagogies-exploring-challenges-possibilities-potential-teresa-cremin
5. D. W. Dempster, M. A. Arlot, и P. J. Meunier, «Mean wall thickness and formation periods of trabecular bone packets in corticosteroid-induced osteoporosis», *Calcif. Tissue Int.*, т. 35, вып. 1, сс. 410–417, дек. 1983, doi: 10.1007/BF02405069.
6. J. Díez, «A hundred years of numbers. an historical introduction to measurement theory 1887–1990: Part I: the formation period. two lines of research: axiomatics and real morphisms, scales and invariance», *Stud. Hist. Philos. Sci. Part A*, т. 28, вып. 1, сс. 167–185, 1997.
7. N. Kallel, J.-C. Duplessy, L. Labeyrie, M. Fontugne, M. Paterne, и M. Montacer, «Mediterranean pluvial periods and sapropel formation over the last 200 000 years», *Palaeogeogr. Palaeoclimatol. Palaeoecol.*, т. 157, вып. 1–2, сс. 45–58, 2000.
8. B. Lucas и E. Spencer, *Teaching Creative Thinking: Developing learners who generate ideas and can think critically (Pedagogy for a Changing World series)*. Crown House Publishing Ltd, 2017. Просмотрено: 14 март 2025 г. [Онлайн]. Доступно на: https://books.google.com/books?hl=ru&lr=&id=lkc1DwAAQBAJ&oi=fnd&pg=PT16&dq=Pedagogical+possibilities+of+forming+creative+activity+in+primary+school+children&ots=IwdAONz_CB&sig=v1cEec8pKv3zy4KwkU3GlmnErZ8
9. L. Shulha, I. Skomorovska, T. Fasolko, N. Mironenko, L. Zahorodnia, и O. Piddubna, «The latest pedagogical ideas for development of creative abilities in preschool children», *Rev. Rom. Pentru Educ. Multidimens.*, вып. 14 (4), 2022, Просмотрено: 14 март 2025 г. [Онлайн]. Доступно на: http://eprints.zu.edu.ua/36724/1/%D0%9F%D1%96%D0%B4%D0%B4%D1%83%D0%B1%D0%BD%D0%B0%205136-Article%20Text-19530-1-10-20221205.pdf
10. Y.-S. Lin, «Fostering creativity through education–a conceptual framework of creative pedagogy», *Creat. Educ.*, т. 2, вып. 03, с. 149, 2011.
11. E. V. Golosova, *Problems of formation and formation of East Asian and Western European gardens and parks under the influence of horticultural traditions of China (on the example of China, Japan and Great Britain)*. Moscow: N.V. Tsitsin Garden of the Russian Academy of Sciences, Moscow State University of the Forest, 2011.
12. J. Jalava и M. Pohjola, «Economic growth in the new economy: Evidence from advanced economies», *Inf. Econ. Policy*, т. 14, вып. 2, сс. 189–210, 2002.
13. A. R. Ibodullaevich, «Features of the Appointment of Certain Types of Examinations Based On Circumstances and Objects Identified During Inspection after an Explosion», *J. Intellect. Prop. Hum. Rights*, т. 4, вып. 4, Art. вып. 4, апр. 2025.