

ORGANIZATION OF THE COMMUNICATIVE ENVIRONMENT OF CHILDREN'S PRESCHOOL INSTITUTIONS WITH EXAMPLES OF FOREIGN COUNTRIES

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Abstract

The article is devoted to the organization of the communicative educational environment of preschool institutions by means of architecture and design. The basic requirements and conditions for creating a comfortable environment are considered. Examples of foreign experience in solving problems in this area are given. The necessity of multifaceted approaches to the organization of the environment of children's institutions is substantiated.

Keywords- communicative environment; children's preschool institution; architecture; design; construction technologies; conceptual design.

INTRODUCTION

Actual technologies of construction, architecture and design in the context of modernity suggest options for the development of technical thought and its adaptation to specific design tasks. The use of modern materials and 3D technologies, "Green Building", new architectural forms arising as a result of a combination of new technological possibilities and aesthetic images of the time, all this is subject to functional issues along with issues of environmental friendliness and manufacturability. In order to improve the state policy of the Russian Federation in the field of child protection, by decree of the President of the Russian Federation, the years 2018-2027 in the Russian Federation were declared the Decade of Childhood. The problem of the need to improve approaches in the construction of children's institutions is obvious. The architectural image of a children's institution affects not only visual perception, but also the psychological state of the child. The environment in which children spend a sufficiently large amount of time should correspond to their main functions. First of all, it should be an ergonomic, well-organized space. An indispensable condition for the "children's interior", of course, is a figurative solution of the

environment (exterior and interior), stimulating positive emotions, communication and cognitive activity of children, and the use of environmentally friendly materials. Modern architecture in the hands of a specialist has great opportunities in creating a new, interesting building that contributes to the harmonious development of children. The architectural environment, diverse in its content and forms, contributes to the creation of a positive emotional charge in children, while a faceless monotonous architecture can cause negative emotions that will not stimulate the desire to learn and explore the environment to the fullest. The exterior of the building, first of all, should attract the child, interest. The use of natural materials and warm colors should contribute to an interesting pastime for the child. The development of the modern world allows you to create the exterior and interior of preschool institutions using modern technologies, such as: additive technologies, legotechnologies, technologies of modular prefabricated public buildings. The solution to the issue of using modern materials that contribute to the development of energy-saving technologies in construction, for example, the use of energy-efficient wall glass concrete blocks, does not stand still. International Scientific Institute "Educatio" 1(31)20185 of which type of institutions. It must be remembered that the issues of ensuring structural and fire safety in the operation of buildings play an important role here. The interior must comply with modern standards and federal state requirements for the organization of a subject-developing environment.



Movable partitions, soft modules, which make it possible to organize space for gaming activities, have now become quite a popular technique. An integral part of the interior is the presence of individual lockers, so-called space personalization should be present. A preschool-type children's educational institution should have a well-organized space that includes such functional areas as: a child's physical development zone, a play zone, a sensory development zone, a musical (theater) site, a visual activity zone, a speech development site, a nature zone, zone for role-playing games, a platform for experimentation and a book zone.



The artistic image of the building itself, its interior, subject content is of great importance in the formation of a communicative space. The individuality of the design and its associative perception are dominant here, they are designed to create positive feelings in the child. Therefore, the issue of the initial conceptual approach to the issues of designing an architectural concept, as well as the design solution of the environment and the objective world, is important. An important role is played by the organization of the territory of a preschool institution and, in particular, the creation of landscape design, which contributes not only to comfort in the urban environment, but also to the decisive issues of creating an environmentally protected space. Turning to the experience of foreign countries, we find positive examples. For example, kindergartens in Germany are quite functional and rational in their organization..



Structuring the space by functions makes it accessible and "understandable" for the perception of the child. The security system is well thought out. The rooms are spacious and bright. Appearance, for all its conciseness, carries a positive image due to the color scheme. An example is the Troplo Kids Kindergarten and Nursery, built in Hamburg (Germany). Kita Marburg Kindergarten, built on the historical grounds of Marburg, is distinguished not only by its innovative design, but also by its decision to create an energy-efficient home that generates more energy than it consumes. Examples of kindergartens in Germany. Exterior An interesting example is the solution of a kindergarten by Japanese architects Aisaka Architects' Atelier. Located in the city of Funabashi, the preschool is a circular structure "framing the tandem of soil,

water and greenery" that forms a courtyard. On the roof of this two-story building, an open terrace with a vegetable garden is designed, where vegetables used in the children's diet are grown. Interest in healthy eating is also stimulated by the location of the kitchen behind glass walls. The closed design provides safety and protection from winds. The undoubted advantage is the fact that the project is energy efficient, it has a positive effect on the environment and the financial costs of operation, and also teaches children to be thrifty. Kindergarten in the city of Funabashi (Japan). View from the surrounding area Another example - a kindergarten in the Japanese city of Akuna is located just a few hundred meters from the picturesque coastline. The previously abandoned plot of land has become an ideal place to build a preschool, giving children the opportunity to spend time surrounded by nature. Proximity to the sea posed a design challenge for the architects: for safety reasons, to raise the level of the floor in the manger, placing the group in the center of the building. The rest of the rooms are designed at different heights and are connected by ten stairs, three slides and sports equipment. That is, children can climb to the top floor by stairs or a rope, and go down, for example, along a slide. Such an organization of space stimulates the development of babies, encourages physical activity and interaction. Summing up, we can say that the children's educational institution is, according to the International Scientific Institute "Educatio", a reflection of the cultural space, philosophy and ideology of the country. The communicative, educational environment of the institution, formed, including by the objective world, contributes to the formation of views, beliefs and moral foundations of small citizens, laying the foundation for the further development of the child's personality. The health of young citizens, both physiological and psychological, largely depends on the microclimate created in preschool institutions. And if this microclimate is formed and supported by the ideas of environmental friendliness, safety, is focused on the education of morality and respect for the world around, then there are prospects that, having gone beyond the walls of this institution, the child will relay these ideas to the environment, multiplying and developing them.

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