



Analysis of Foreign Experiences in Organizing the Landscape of Preschool Educational Institutions

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Abstract: *This article explores and analyzes foreign experience in landscape planning in preschool educational institutions.*

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Introduction. In order to further develop landscape design in the Republic of Uzbekistan, improve the architectural and artistic appearance of settlements and inter-rural areas, improve the system of training and retraining of landscape design specialists, the Cabinet of Ministers of Uzbekistan approved a program of landscape design development on 13 August 2013. The achievement of state independence of the Republic of Uzbekistan and the large-scale changes that have taken place in our lives require the formation and implementation of a new policy of sustainable development.

In our country, great attention is paid in the territory of all public buildings, kindergartens, schools, universities, residential buildings, and efforts are being made to form their landscape architecture with high taste.

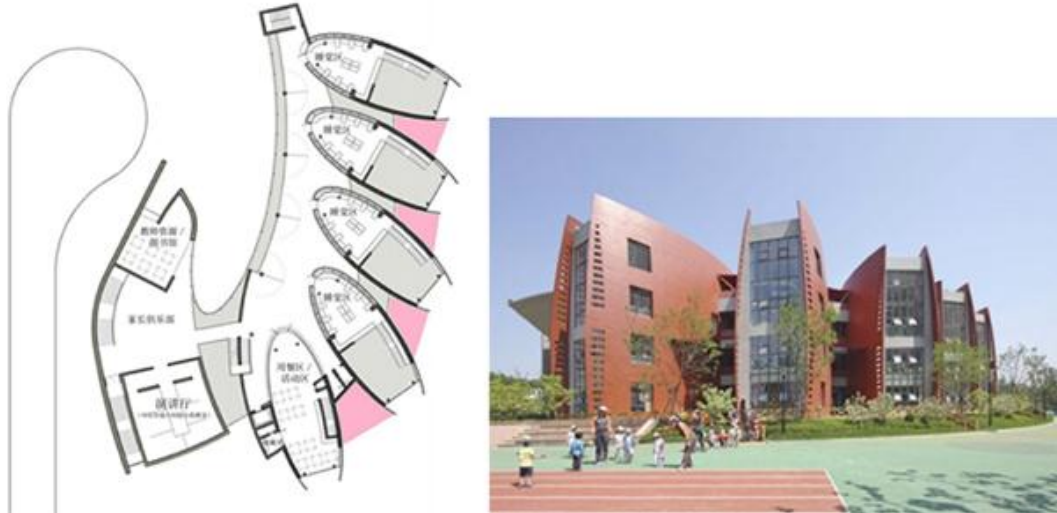
In recent years, the beauty of many cities and villages of our republic is being added, and the well-being of the people is growing. In particular, the construction of many new multi-storey residential buildings in Tashkent and the steady growth of the population are now increasing the demand for the construction of new preschools and schools.

Main part. Kindergarten is a very important public service facility, which is about state importance and must be built. From an urban planning point of view, the kindergarten will be located in each area based on its radius and the capacity of the children. Therefore, during the years of independence, a number of normative and legal acts in the field of preschool education in Uzbekistan in 2007-2017 were approved. According to him, the issues of improving the system of preschool education in the Republic of Uzbekistan, ensuring its continuity, organization of protection of life and health of children were discussed.

The care, upbringing and education of children has long been studied as a very delicate matter. The teachings of the German educator and theorist Friedrich Wilhelm Augustus Fryobel on the conditions, support and protection of children in the development of their lives, intellectual development and, of course, the inculcation of human qualities deserve praise. Fryobel, who laid the foundation for the establishment of preschools, addressed an issue of global importance.

Two centuries after the establishment of the kindergarten [1], a number of innovations and additional conditions have been attached to the rules of its formation.

It offers as an example a kindergarten built in Dalian, China. This kindergarten building is also unique, with each part creating a separate module (similar to a pea peel).



Picture 1. A kindergarten built in Dalian, China

In this building, children feel comfortable and protected from various natural disasters. In the yard of the kindergarten there is an orchard, a gardener of fruit trees and, of course, the children together with their teachers take care of the trees. In addition, in this kindergarten, children participate in the holidays together with their parents. Although Chinese kindergartens are not very different from kindergartens in other countries, the building and the landscape of the adjacent area are designed in harmony with each other, all of which open up an educational environment for children.

Fuji Kindergarten. According to international publications and ratings, Fuji Kindergarten, created by Tetsuka Architects, is the most important kindergarten in the world. The shape of the two-story building, which was commissioned in 2009, is oval in shape. The first floor of the building has classrooms, the second floor is well-wrapped and has a comfortable area for children to play with minimal facilities.

The fact that the classrooms are built with a unique three-walled side and the open side face the garden, yard ensures that children feel comfortable in the classrooms. In addition, the presence of a lighted window on the ceiling of each classroom gives children a special mood.

Japanese educators know that children like to run in a circle, so in the center of the main building of the kindergarten is a circular structure with a large tree. The height of the structure, including all its walkways, hanging fixtures and steel railings, is 5 meters.

The general health and physical development of the children in this kindergarten is very high. According to the Fuji administration, children in the kindergarten walk an average of 4 km per day as a game.



Picture 2. Fuji Japanese Kindergarten.

Agricultural Kindergarten-Vietnam. Another kindergarten that is recognized by international experts is the Farm Kindergarten in Vietnam. The main task of this unique kindergarten is to instill in the younger generation the importance of agriculture and the environment from an early age. The kindergarten was designed by Vo Trong Nghia Architects in Dongnai. The kindergarten building consists of one floor and has different heights, as well as the unique curved shape of the building makes it even more beautiful. The roof of the kindergarten building serves as a well-fenced playground for children and a 200 m² crop area. The field area on the roof serves to familiarize children with the agricultural environment, as well as to teach children to grow agricultural crops. It should be noted that not much money was spent on the construction of the kindergarten. This negates the fact that kindergartens built on specific projects require a lot of money. [2]

“Setlyachok” Kindergarten, founded in 1966 in Dobrapolya, Ukraine, also celebrated its 50th anniversary in 2016. The kindergarten was built on the basis of a standard project and is still functioning. In this preschool education institution, which takes care of about 200 children, children feel very free and even spend their time in a better, funnier place than their home. An example of this is a live corner set up in an institution. Children may not have the opportunity or desire to keep pets in their homes. Such conditions are organized in the preschool education institution, where rabbits and other rodents, turtles, parrots, fish are kept. The children who are educated here have information about what the above animals eat and bring cabbage, carrots, sunflower seeds, various cereals from their homes.



Picture 3. Farmingkindergarten in Vietnam

Conclusion. Based on the study of foreign experience in the formation of the landscape of the territory of preschool educational institutions, they can be mastered, taking into account the natural climatic, ecological and socio-economic factors of our country.

An experience such as planting fruit trees in the landscape formation of a kindergarten built in Dalian, China can also be used in our business area. At the same time, this proposal is very useful, and the fact that children eat the fruits of these trees is beneficial for both health and socio-economic factors, and children will have at least some knowledge about the care of these local fruit trees.

In U.S. countries, creating an open environment for children is the biggest outcome of the urbanization process. In addition, the fact that the area is covered with grass also enriches the area with oxygen and achieves a good result in terms of safety for children to play.

The Fuji Kindergarten, established in Japan, also provides an opportunity for children to spend a lot of time in nature and run. We do not offer to build from Makzur Kindergarten in our climate. But we need to create favorable conditions for our children to run and relax in nature. This bar can include playgrounds for physical education.

Agricultural-oriented kindergartens in Vietnam are also places to teach children how to grow up with a love of nature and, in other words, the type of plants and how to care for them. Creating such conditions in our kindergartens will first of all improve children's attitude to nature and give children the opportunity to have at least some skills in plant care. This idea is a novelty for our kindergartens. None of the preschool educational institutions created in our city have created conditions for children to work on the land themselves. It is necessary to allocate land for several types of melons or plants without occupying a large area.

An analysis of international experience in the design of preschool education shows that in many European countries, in Asia, such issues as teaching children to work in the field, creating conditions for understanding its productivity, as well as improving children's relationship with nature.

The fact that fruit trees have been planted in Chinese kindergartens, and in America, where all the ground is covered with grass for children to play, from all this it is worth to learn some useful experiences for our kindergarten.

While a kindergarten in Vietnam directs children to cocktails, a Japanese kindergarten allows children to grow up in a free, natural environment.

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