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**Abstract:** This article examines contemporary requirements for pre-school educational institutions, architectural aspects and the experience of pre-school educational institutions in Poland, Belgium, Yakutia, Japan and Uzbekistan. Architectural design of pre-school institutions in our country should also be carried out using international models.

***Keywords:** Poland, Belgium, Yakutia, Japan, coverage period for pre-school educational institutions, architecture and strategic objectives of pre-school educational institutions, requirements for the interior design of buildings.*

**A STUDY OF THE APPLICATION OF CURRENT REQUIREMENTS FOR  
PRE-SCHOOL EDUCATIONAL INSTITUTIONS IN INTERNATIONAL  
AND DOMESTIC PRACTICE**

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**Аннотация:** В статье рассматриваются современные требования к дошкольным образовательным учреждениям, архитектурные особенности и опыт таких учреждений в Польше, Бельгии, Якутии, Японии и Узбекистане. При проектировании дошкольных учреждений в нашей стране необходимо опираться на зарубежные образцы.

*Ключевые слова: Польша, Бельгия, Якутия, Япония, возрастной диапазон дошкольных образовательных учреждений, архитектура и стратегические цели дошкольных образовательных учреждений, требования к внутреннему убранству здания.*

## **ИССЛЕДОВАНИЕ СОВРЕМЕННЫХ ТРЕБОВАНИЙ, ПРЕДЪЯВЛЯЕМЫХ К ДОШКОЛЬНЫМ ОБРАЗОВАТЕЛЬНЫМ УЧРЕЖДЕНИЯМ В ЗАРУБЕЖНОЙ И УЗБЕКСКОЙ ПРАКТИКЕ**

**Abstract:** This article examines current requirements for pre-school educational institutions, architectural aspects, and the experience of pre-school educational institutions in Poland, Belgium, Yakutia, Japan and Uzbekistan. Architectural design for pre-school institutions in our country should also be carried out using international models.

**Keywords:** *Poland, Belgium, Yakutia, Japan, coverage period for pre-school educational institutions, architecture and strategic objectives of pre-school educational institutions, requirements for the interior design of buildings.*

Under the leadership of our President, Shavkat Mirziyoyev, far-reaching reforms are being implemented in the pre-school education system. And against the backdrop of the attention being paid to developing the network of MTT buildings in line with modern requirements and standards, as well as their reconstruction and modernisation, all the conditions are being created to ensure that our future generations grow up to be nothing less than worthy heirs to their great ancestors. The main focus in this process is on developing programmes to provide children with a high-quality education and upbringing, creating modern infrastructure and developing pre-school educational institutions.

Further development of the pre-school education system. The state programmes drawn up to improve the system set out significant, large-scale strategic objectives and define key tasks. [1]

Pre-school educational institutions, firstly, enable the development of general literacy among pre-school children, foster a love for the Motherland and pride in it, teach the Constitution, and broaden horizons; and secondly, they serve to realise the

constitutional right of mothers with young children to work. Educational institutions, firstly, enable the development of general literacy among pre-school children, foster a love for and pride in the Motherland, teach the Constitution, and broaden their horizons; and secondly, they serve to realise the constitutional right of mothers with young children to work. Furthermore, in new housing estates being built across the regions based on standard designs, there is a need to increase the number of nurseries for the children of young families[2].

At present, the issue of creating a suitable environment in nurseries remains particularly pressing. In recent years, the construction of new pre-school educational establishments in Uzbekistan has increased significantly, in line with the country's policies and social programmes aimed at improving citizens' quality of life. By 2019–22, it is planned to eliminate waiting lists for places in pre-school educational institutions, yet demand for places in rural areas and in some cities and districts of Uzbekistan remains high. For this reason, state and private pre-school educational institutions are currently being built to serve the population.

Having examined the current requirements for pre-school educational institutions, we have concluded that the design of the environment must begin with the architecture, following an analysis of the existing challenges faced by pre-school educational institutions. There are several key areas of reform aimed at expanding access to pre-school education, namely:

- the construction of new nurseries through public-private partnerships;
- an increase in the number of pre-school educational establishments in densely populated areas;
- Renovation and modernisation of organisations. Refurbishment of old buildings and adaptation to modern requirements;\* Использование энергосберегающих и экологически чистых технологий;
- Innovative approaches. Improving the educational process through the use of smart technologies;
- Strengthening cooperation between parents and pre-school educational

establishments.

These reforms will contribute to the all-round development of future generations in pre-school education.

In 2000, Anita Rui Olds found in her research that the environment has a positive influence on infants' development and should feature contrasts created by the architect. The interior environment—contrasts between high and low, light and dark, empty and full, sequence and mystery, order and disorder, simple and abstract forms—these contrasts create a variety of shapes, colours and lighting within the space. (Figure 3) [6]. Fageborg Kindergarten by RRA, 2003, and Tellus Children's School, 2010 (children's educational institutions) (Fig. 3a) [7] are examples of irregular building forms, where contrasts and different rooms can be created within the building. Conversely, there are many examples where the overall layout was simple, and contrasts were created through the use of colour. The 'House of Light' kindergarten in Japan is an example of how different moods can be created in a classroom.

The light wells are oriented in different directions, and the appearance of the room changes throughout the day depending on the position of the sun (Fig. 3c) [8] through the interplay of colour and light. The light wells are oriented in different directions, and the appearance of the room changes throughout the day depending on the position of the sun (Fig. 3c) [8]. A nursery in New York explores the theme of contrasts between simple and abstract forms, order and chaos, and smooth and angular shapes. The building's form offers children a completely different experience (3D image) [1]

When designing a modern early years education centre, it is essential to work as a team with an architect and a specialist designer who can bring fresh creative ideas to the interior design. In this case, the main focus should be on design tools. This included studying architectural and design solutions for pre-school educational establishments in countries such as Poland, Belgium, Japan and Yakutia.

Polish children are sent to nurseries until the age of six, mainly in urban areas.

In rural areas, only one in three children can benefit from this provision. Most of them are five-year-olds; children aged three and four make up a minority in nurseries. The government has decreed that at least 90% of Polish children must attend nursery school by the age of three.

The new 'Colourful Krakow' nursery school has been built in the Chuba district between the towns of Stokrotki and Ruruviana in Lublin, Poland.

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

The main entrance to the site for pedestrians and cyclists is on the side of Stockrotki Street. Just past the wall, separated by a path intended for bicycles and pushchairs. However, there is a shortage of nurseries in Poland relative to the number of children. There is a shortfall of around 15,000 places, particularly in rural areas. The government therefore plans to increase the number of places in existing facilities and build new ones.

It is therefore necessary to develop designs for nurseries that meet modern standards across the regions of our republic, and to design nurseries that provide a comfortable environment. When designing buildings for pre-school educational institutions in our country, particular attention must be paid to architectural, spatial planning and interior design solutions for the premises, as well as to greening and landscaping.

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