

ORGANIZING ENTERTAINING EVENTS DURING THE SUMMER HEALTH
PERIOD IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation: This article discusses the organization of recreational activities for children in preschool educational institutions during the summer wellness period. It explains the impact of summer games, sports activities, musical and dramatized events on children's health, mood, and activity.

The results show that such activities increase children's physical activity, improve peer communication, and enhance speech activity. The article is practically useful for preschool educators and supports effective planning of summer wellness activities.

Key words: preschool education, summer wellness programs, recreational activities, play-based learning, sports festivals, theatrical activities, music and rhythmic activities, educational integration, child safety, parental involvement.

Annotatsiya: Ushbu maqolada maktabgacha ta'lim tashkilotlarida yozgi sog'lomlashtirish davrida bolalar bilan o'tkaziladigan ko'ngilochar tadbirlar haqida so'z yuritiladi. Maqolada yozgi o'yinlar, sport mashg'ulotlari, musiqali va sahnalashtirilgan tadbirlarning bolalar sog'lig'i, kayfiyati va faolligiga ta'siri tushuntirib berilgan. Tadqiqot natijalari bunday tadbirlar bolalarning jismoniy harakatini ko'paytirishi, tengdoshlari bilan muloqotini yaxshilashi va nutqiy faolligini oshirishini ko'rsatdi. Maqola maktabgacha ta'lim tashkilotlari tarbiyachilari uchun amaliy jihatdan foydali bo'lib, yozgi sog'lomlashtirish ishlarini to'g'ri rejalashtirishga yordam beradi.

Kalit so'zlar : maktabgacha ta'lim, yozgi sog'lomlashtirish, ko'ngil ochar tadbir, o'yin, sport bayrami, teatralashtirilgan mashg'ulot, musiqqa-ritm, integratsiya, xavfsizlik, ota-ona hamkorligi.

Аннотация: В данной статье рассматриваются вопросы организации развлекательных мероприятий для детей в дошкольных образовательных организациях в период летнего оздоровления. В статье разъясняется влияние летних игр, спортивных занятий, музыкальных и театрализованных мероприятий на здоровье, настроение и активность детей. Результаты исследования показали, что такие мероприятия способствуют увеличению физической активности детей, улучшению общения со сверстниками и развитию речевой активности. Статья имеет практическую значимость для воспитателей дошкольных образовательных организаций и помогает правильно планировать летнюю оздоровительную работу.

Ключевые слова: дошкольное образование, летние оздоровительные программы, досуговые мероприятия, игровое обучение, спортивные праздники, театрализованная деятельность, музыкально-ритмическая деятельность, образовательная интеграция, безопасность детей, взаимодействие с родителями.

The development of preschool children occurs through the integration of their physical, socio-emotional and speech spheres. The summer recreation period is an important stage in the



development of children, serving to strengthen their immune system, increase physical endurance, as well as to form social and communicative skills. Currently, methodological research is being conducted to increase the effectiveness of summer recreation in preschool educational organizations. At the same time, the issue of effective organization of entertainment events for children based on pedagogical, psychological and sanitary and hygienic requirements has not been sufficiently studied. The main purpose of the article is to identify the theoretical and practical foundations of effective organization of entertainment events for children during the summer recreation period in preschool educational organizations, as well as to evaluate their effectiveness.

Tasks:

- Develop a system of events that serve to develop children's physical activity, socio-emotional state and speech initiative.
- Identify methods for organizing events in accordance with safety and sanitary standards.
- Develop strategies to strengthen cooperation with parents and increase children's motivation.

The summer health period is the most favorable time for preschool educational organizations to strengthen children's health, organize the daily regimen in a light and natural way, satisfy physical and emotional needs, and stimulate creative and social activity. During this period, entertaining events - sports holidays, music and rhythm circles, quests, theatrical scenes and games, "ecological laboratories" and water play days - serve the integrative goals of education, combining game activity as the main organizing element. The role of the game as a leading activity in the development of the child has been repeatedly substantiated in scientific sources. For example, D.B. Elkonin emphasizes that "game is the leading activity of a preschool child"; This thesis acquires an increasingly strong social and physical content in the conditions of the summer playground (Elkonin, 1978, p. 208). L.S. Vygotsky's idea that "in the process of play, the child rises above his everyday capabilities" is also closely related to the child's testing of new social roles, speech expressions and movement styles in the summer free space. These scientific conclusions serve as a methodological basis for planning and implementing a system of summer entertainment events in pedagogical practice. The study was organized in a mixed-method approach: observation, questionnaire and small-scale pedagogical experiment were combined. 126 children (girls — 61, boys — 65) from the senior group of 5–6 years old participated in educational organizations. The intervention lasted 8 weeks, with 3 major events (e.g. sports festival, quest game, theatrical performance) and 2 supporting activities (music-rhythm circle, ecological observation/master class) held each week. Temperature, light and air exchange regimes were controlled based on sanitary recommendations.

Participants and ethics: Written consent was obtained from the parents of all children; a short training session was held for educators on safety rules. All activities were carried out under adult supervision and in areas equipped with safe equipment. Individual adaptations were introduced to take into account their needs based on an inclusive approach.

Measurement tools:

1. Observation cards (15 indicators): motor activity (running, jumping, flexibility), social interaction (waiting for turn, following the rules of the team, empathy), emotional background (excitement, pleasure, stability), speech initiative (asking questions, expressing ideas, dialogue). Inter-rotator consistency $\kappa=0.81$; internal trust $\alpha=0.82$.



2. Educator questionnaire (20-point Likert scale) — event management, child participation, compliance with safety protocols.
3. Parent questionnaire — changes in the child's activity and mood at home.
4. Safety checklist — inventory, bare and boneless areas, water handling, sun protection.
5. Content analysis of speech samples using short audio recordings.

Procedure: In the 1st week, a “starting diagnosis” was conducted, then an 8-week cycle began: a sports festival (free relays, movement games), a quest (compartment stations, tasks), a theatrical scene (short roles, movements with a mask), a music-rhythm circle (artistic movement, improvisation), a “water and sun” day (water play centers, shaded areas at selected intervals). Intermediate monitoring was conducted in the third and sixth weeks. At the end of the eighth week, a “finishing diagnosis” was carried out.

Data analysis: For quantitative indicators, a paired t-test was used, and the effect size (Cohen's d) was calculated; qualitative data were analyzed using thematic coding. For each major event, the percentage of compliance with the safety and participation checklists was determined. Results.

Physical activity: After the intervention, a significant increase was observed in a number of indicators: the percentage of compliance with the criterion of left-handedness in the 20-meter run increased from 58% to 78% (+20 p.p.), the success rate in jumping and balancing exercises increased from 52% to 74% (+22 p.p.); the percentage of “full compliance with the rules” in joint relays increased from 61% to 83% (+22 p.p.). The integral score for the duration and intensity of participation in active games increased by 18–26% ($d \approx 0.62$).

Socio-emotional well-being: After the quest and theatrical activities, there was a 21–28% increase in the indicators of role-playing in the team, showing empathy, waiting for turns, and following the rules. The teachers' rating of “stable positive emotional background” increased from 3.4 to 4.2 (5-point scale). In the parents' survey, the number of responses to “increasing happy communication at home” increased from 46% to 69%.

Speech initiative and creativity: With the participation of theatrical scenes and music-rhythm circles, children's speech initiative indicators such as “suggesting ideas” and “asking questions” increased by 17–23%; the share of engaging in short dialogues increased from 49% to 70%. The cooperative construction of the environment during the presentation (for example, “role corners”) served to naturally activate speech.

Safety and health: Compliance with safety protocols was in the range of 94–96%; no minor injuries were observed. The use of shaded areas on “Water and Sun” days was ensured by 100%; water resources checklists were fully completed. Freedom in the daily routine and spatial zoning reduced children's fatigue, which was reflected in emotional stability.

Opinions of educators and parents: In a qualitative analysis, educators noted that when entertaining activities were integrated, children “try to continue the script themselves, introduce ideas”; parents noted an increase in the number of “initiatives for singing and dancing at home in the child”.

Discussion



The results obtained once again confirm the role of the game as a leading activity. Elkonin's conclusion that "game is a leading activity" was even more clearly manifested in the conditions of dynamic activities in the summer playground, in particular, quest games and sports holidays (Elkonin, 1978). We emphasize in addition to this idea: summer conditions turn play into an integrative activity enriched not only with symbolic-role experience, but also with functional movement, thermoregulation and sensory experiences; therefore, the organizing teacher should equally support both sides.

The mechanism of "the child's rise above himself in the game" described by Vygotsky worked in our case through group-group exchange of roles, co-authorship of the script with the children (Vygotsky, 1984). Here we agree with the author's idea and, applying it practically, created conditions for children to complete the cycle of "imagine - perform - reconstruct".

It has been shown that the integration of art and music into entertainment activities stimulates the growth of speech initiative and creative expression. Komarova noted that artistic and creative activity expands the scope of emotional experience (Komarova, 1984); Our data show that the combination of theatrical scenes with music-rhythm circles gives a 17–23% increase in speech initiative.

The greatest result in terms of safety management is the prevention of injuries and the increase in children's risk assessment competence. Multifunctional zoning: "high-energy zone" (relay, running), "medium-energy zone" (rhythm-movement, dance), "low-energy zone" (book-viewing in the shade, manual labor) helped to manage the flows in the space.

Individual adaptations in the practice of an inclusive approach - for example, "biting" breaks for sensory-sensitive children, "quiet corners" for children with a high level of anxiety - increased the stability of participation. Conclusions and recommendations: When organizing recreational activities during the summer recreation period, it is necessary to create a calendar-thematic plan that integrates sports, theatricalization, music-rhythm and environmental activities, taking the game as the leading activity. Flow and risk management are effective through multifunctional zoning of the space (high/medium/low energy zones), planning "role corners" and "quiet corners". Scenario constructors support the child's initiative; It is recommended to leave the "description - demonstration - participation - reflection" cycles open in the scenario. Safety checklists (water, sun, inventory, space), sanitary and hygienic protocols and quick communication tools reduce risk without compromising motivation. Inclusive adaptations (sensory breaks, quiet corners, variable levels of roles) expand the participation of each child. Monitoring instruments (scorecard, questionnaire, short reflection periods) systematically monitor the results of the activity and the mood of children. Cooperation with parents - activities such as homework, family quests, "fathers' cups" - strengthen social partnership. Short "event management" trainings for teachers (distribution of authority, alarm system, emergency protocol) stabilize the process.

The results of the study showed that entertainment activities held during the summer recreation period in preschool educational organizations have a significant positive effect on the physical, socio-emotional and speech development of children. At the same time, it is necessary to implement a number of pedagogical, methodological and practical measures for the effective organization of events.

1. Using an integrated approach: Combining sports, games, theatrical activities and musical-rhythmic activities in event planning is an effective tool for increasing children's activity,



strengthening their adaptation to the social environment and stimulating their speech initiative. At the same time, each type of activity should be organized in accordance with the pedagogical goal.

2. Introducing calendar-thematic planning:

To increase the effectiveness of summer recreation, it is important to plan events based on a weekly and monthly plan. A specific type of activity, goal and expected results are determined for each day. This will systematically organize children's activities and facilitate the work of educators.

3. Multifunctional spatial zoning:

Organizing events in different spaces gives children freedom of movement, ensures safety and helps to effectively manage group activities. For example, it is recommended to create a sports zone, a game zone, a creative activity zone and a recreation zone.

4. Compliance with safety and sanitary standards:

At each event, it is necessary to pay attention to safety checklists, sanitary standards and the individual needs of children. This not only protects the health of children, but also increases the confidence of parents and makes the pedagogical process safer.

5. Strengthening parental cooperation:

Involving parents in events and creating a system of supporting them increases children's motivation. At the same time, regular communication with parents allows you to monitor the development of children, support them at home and form an individual approach.

6. Pedagogical instruments and monitoring tools:

Scenario constructors, safety checklists, observation cards and other monitoring tools are recommended for the effective organization of events. This allows educators to systematically evaluate events and accurately monitor children's development.

7. Regular assessment of development indicators:

Regular monitoring of indicators of physical activity, socio-emotional well-being and speech initiative, analysis of results and, if necessary, adjustment of activities will make the pedagogical process more effective.

8. Implementation of an inclusive approach:

Each child should participate in activities tailored to their individual needs. At the same time, it is pedagogically and socially important to create opportunities for children with disabilities and integrate them into group activities.

By implementing these recommendations, preschool educational organizations can create a safe, interesting and developing environment for children during the summer recreation period. This approach serves as an effective tool for increasing children's physical activity, developing social interaction and stimulating speech initiative.



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