



DIDACTIC REQUIREMENTS FOR ORGANIZING THE EDUCATIONAL PROCESS IN MULTI-BRANCH PRESCHOOL EDUCATION INSTITUTIONS

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ABSTRACT

Multi-branch preschool education institutions combine diverse settings under a single pedagogical governance, creating both opportunities and risks for the quality and equity of early learning. This article formulates a coherent set of didactic requirements that ensure curricular continuity, developmentally appropriate practice, and contextual flexibility across branches. Building on a systematic analysis of international frameworks in early childhood education, classical developmental theories, and contemporary design-based principles, the paper conceptualizes how a shared pedagogical core can coexist with micro-curricular adaptations to community needs, linguistic profiles, and resource conditions. The proposed requirements emphasize play-centered and inquiry-rich learning, integrated thematic planning, formative assessment for learning, inclusive strategies for children with diverse needs, multilingual and culturally responsive environments, intentional use of digital and material resources, and continuous professional learning communities that bind branches into a single reflective system.

KEYWORDS

Early childhood education; multi-branch governance; didactics; play-based learning; formative assessment; inclusion; multilingual education; professional learning communities.

INTRODUCTION

The expansion of multi-branch preschool networks reflects demographic change, diversification of service provision, and the search for economies of scale in educational management. Yet, scaling early childhood services intensifies the central dilemma of didactics in the preschool phase: how to protect the primacy of the child's holistic development while meeting organizational pressures for standardization, accountability, and efficiency. In multi-branch structures, differences in physical environment, staff expertise, language ecologies, and family cultures can fracture the educational experience unless guided by an explicit didactic architecture. The purpose of this paper is to articulate such an architecture. It argues for a shared pedagogical core that secures developmental appropriateness and curricular coherence across sites, alongside structured local adaptation that preserves relevance and cultural resonance for each community. Situating this proposition within developmental theory and ecological perspectives, the article elaborates requirements that translate into daily practice, planning and assessment routines, and professional collaboration.

The study synthesizes three complementary knowledge bases. First, it reviews global and national frameworks that codify principles of developmentally appropriate practice, transitions, inclusion, and quality assurance in early childhood education. Second, it analyzes classical and contemporary developmental theories that ground didactic decision-making, particularly socio-constructivist views of learning, ecological systems theory, and research on play and inquiry as engines of early development. Third, it draws on design-based reasoning to translate principles into implementable routines, tools, and organizational processes suitable for multi-branch systems. Rather than reporting an empirical trial, the paper offers a theoretically anchored, practice-oriented model whose internal validity rests on the coherence of its constructs and alignment with established evidence about effective preschool pedagogy. Didactic integrity in a multi-branch institution begins with an explicit pedagogical core that defines the image of the child, the stance of the educator, and the centrality of play, exploration, and social interaction. This core is expressed in a written curriculum map that sequences learning experiences around integrated themes and projects, ensuring that cognitive, language, socio-emotional, and motor domains develop in mutually reinforcing ways. Within this frame, each branch elaborates a micro-curriculum that interprets themes through local cultural narratives, seasonal cycles, and the lived experiences of families, thereby preserving authenticity without diluting standards. The classroom environment functions as a third teacher across all branches: materials are organized to invite agency, problem solving, and symbolic expression, and zones for construction, dramatic play, science, art, and quiet reflection are intentionally curated so that children encounter recurring affordances even when they move between sites.

Assessment is positioned as a formative dialogue rather than a gatekeeping mechanism. Educators document learning through observation notes, work samples, and photo narratives aligned with shared developmental continua. Cross-branch calibration sessions using common rubrics build inter-rater reliability while generating a collective understanding of progression in play, language, and executive function. The data produced by these practices are read diagnostically to adjust environments, groupings, and provocations, closing the loop between evidence and planning. Transition points—entry into the institution and movement from preschool to the early grades—are treated as pedagogical events in themselves, requiring coordinated orientations, family conferences, and continuity of documentation so that each child's learning story travels with them.

Inclusion is woven into daily routines rather than treated as an add-on service. Teachers co-plan with specialists to embed supports for diverse learners within play scenarios and project work, using visual schedules, alternative communication boards, and sensory-friendly adaptations that maintain participation without isolating children. Multilingual realities are treated as assets: classrooms foreground translanguaging practices, label environments in community languages, and curate storytelling that honors multiple linguistic repertoires, thereby fostering identity and accelerating language development. Ethical use of digital resources complements material play; tablets or interactive boards extend documentation, storytelling, and exploratory simulations but never displace hands-on manipulation, outdoor exploration, and social negotiation that constitute the developmental core.

Professional learning communities are the connective tissue of a multi-branch system. Educators cycle through lesson study, peer observation, and joint reflection protocols that

revolve around evidence of children's learning rather than compliance checklists. Leaders act as instructional guides who protect time for planning and inquiry, organize cross-branch studios where teachers analyze documentation, and curate a library of shared didactic designs. Resource equity is treated as a didactic condition: parity in teacher-student ratios, access to quality materials, and safe, stimulating outdoor spaces is monitored through periodic audits whose findings feed into improvement plans. The timetable reflects respect for deep engagement by providing extended blocks for uninterrupted play and project work, balanced with small-group encounters where focused language, numeracy, and motor experiences are scaffolded.

Quality assurance is reimagined as continuous improvement rather than episodic inspection. Branches use pulse indicators that capture the health of pedagogy—children's engagement levels, frequency of sustained shared thinking, quality of adult-child dialogue, and inclusivity of participation—and these indicators inform coaching cycles. Families are partners in curriculum, contributing funds of knowledge, co-leading cultural events, and participating in portfolio reviews that surface aspirations and celebrate growth. By anchoring daily practice in a stable set of didactic requirements while inviting local interpretation and shared reflection, the system achieves the dual aim of coherence and responsiveness that multi-branch governance demands.

A multi-branch preschool institution can deliver equitable, developmentally rich education when its didactic requirements bind the system to a common pedagogical identity and simultaneously empower branches to adapt with cultural intelligence. The model advanced here integrates a play-centered curriculum, formative assessment, inclusive and multilingual practice, intentional environments, and strong professional communities into an operational whole. Its feasibility depends on leadership that prioritizes instructional time and learning-focused evaluation, on teachers who act as reflective designers, and on data routines that illuminate children's trajectories without narrowing the curriculum. Implemented as an iterative learning process, these requirements transform scale from a threat to quality into a platform for collective expertise and sustained innovation in the early years.

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