

# Modern Approach Of The Interiors In The Children's Yard.

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**Abstract:** The purpose of modern equipments and interiors is to teach the students the basics of design, design and interior design of residential, public and industrial buildings, to show them interiors social reality, and to explain the meaning and methods of practical social studies conducted in this field. The course focuses on the development of the basics of architectural planning solutions of interior designs of the social program of modern housing, architectural design of public and industrial buildings, and the future activity of future architects on the creation of modern regional residential buildings in the specific conditions of Central Asia, included.

**Index Terms:** Minimum 7 keywords are mandatory, Keywords should closely reflect the topic and should optimally characterize the paper. Use about four key words or phrases in alphabetical order, separated by commas.

## 1 INTRODUCTION

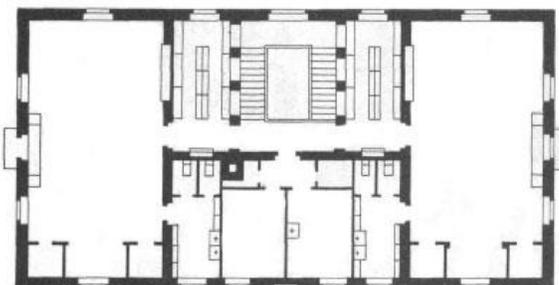
Interior is derived from the French word "intererius" meaning inside or inside. The architecture serves to create a better and more comfortable living environment, while at the same time focusing on the needs of the people. The structure of the interer structure is built on the basis of its functional and volume spatial composition. The interior of the living room depends on the structure and size of the rooms in them. The relationship between architecture and human activities is manifested in the process of social life, taking into account the needs of people in their personal and social lives. This interconnection involves urbanization, material and technical capabilities, economics, ideology, and aesthetics Thus, the design of the interior is the design of the inner space space, which has the right conditions for a person to live comfortably and that performs certain functions. There are different types of pre-school education institutions: old, children's nursery, united children's nursery - old general type: special children's nursery - seasonal, out-of-town, curing, summer dacha and others.

## 2 PROCEDURE FOR PAPER SUBMISSION

### 2.1. Projects of kindergartens of the 30-ies.

Only after the Great October Socialist Revolution, the construction of pre-school children's institutions becomes part of the state program for the emancipation of women from the hardships of the household and bringing them to social work. Mass construction of kindergartens and nurseries began in the first five years. But the projects of those years bore the traces of excessive theorizing and an abstract approach to the solution of the problem. The spatial structure of buildings mechanically obeyed the one-sidedly treated hygiene requirements. The correct provisions on the "vulnerability of the child's body" and hence the need to isolate children's groups were brought to extremes.

There were extremely complicated decisions of the plans, with numerous boxes, sluices, corridors, with a large number of external entrances, which made the operation of the building more difficult and the construction became much more expensive. In the mid-1930s, the practical need for a decisive increase in the construction of kindergartens and nurseries has risen to its fullest, since the lack of the necessary number impeded the development of industries in which women's labor was particularly widely used (textile industry, watch and electric lamp production, etc. ). In this connection, in 1938, the People's Commissariat for Education and the People's Commissariat for Health of the RSFSR, on the basis of studying the experience of the operation of children's institutions, developed, in cooperation with the USSR Academy of Architecture, the so-called minimum program, which was used to model the building of nurseries for 20, 40, 60, 80 and 120 children and kindergartens for 25, 50, 75,100,125 and 200 children in the calculation mainly for daytime use. Examples of economical solutions for such buildings are kindergarten projects for 100 children A. Chaldymov (Moscow) and L. Ace and A. Ginzberg (Leningrad). The compact decision of the plans, the elimination of unnecessary communications, simplicity and unification of the structures made it possible to drastically reduce the construction cubic capacity, and consequently, the cost of construction. At the same time, in the Leningrad project, thanks to the location of a part of the auxiliary premises in the basement, it was possible to obtain a non-programmed common room of 77 m<sup>2</sup>, which made it possible to improve educational work with children. In the design of types of children's institutions, many architects such as R.



**Fig. 1.** Moscow. Typical kindergarten for 100 children. A. Chaldymov. General view, plan

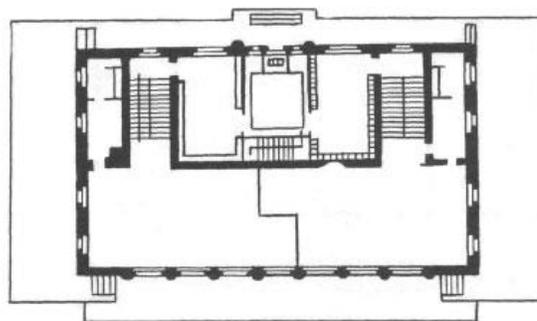
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Smolenskaya, L. Stepanov, and others R. Smolenskaya, in particular, owns the idea of a combined type of building of a kindergarten and nursery, which subsequently found a predominant distribution, especially after the Great Patriotic War. Despite extremely limited opportunities, individual authors managed to achieve the expressiveness of the architectural appearance of buildings.

## 2.2. Preschool institutions

There are preschool institutions of a general type, specialized (sanatoriums for children with debilitated health, congenital malformation, hearing, etc.) and children's homes. In addition, there are children's homes (for children staying in the summer in the suburban area and resort areas) and seasonal preschool facilities in rural areas. The objects of a mass page are pre-school institutions of a general type. By the age of the serviced children, pre-school institutions of a general type are divided into nurseries (from several months to 3 years), kindergartens (from 3 to 7 years), and combined nursery schools (from several months to 7 years). The latter are more effective, since they provide continuity in the upbringing of children and are more economical in construction and exploitation. Preschool buildings are built of small capacity (from 1 to 3 groups), medium capacity (4 to 6 groups) and large capacity (more than 6 groups). The capacity of nursery groups is 20 seats, preschool groups - 25 seats. The following nomenclature of types of pre-school establishments of the general type is established: nurseries for 80 and 120 seats, kindergartens for 100 and 150 seats, nursery schools for 50, 90, 140, 185 and 280 met, pre-school boarding schools for 140 and 280 seats. The capacity of pre-school buildings special. appointment and seasonal type is not regulated and is established by special tasks. Pre-school institutions of a general type belong to the network of public buildings for daily service of the population. The service area of pre-school institutions of a general type should not go beyond the boundaries of a residential quarter or a micro-district limited by highways. The service radius should not exceed 200-400 m for nursery groups and 300-500 m for preschool groups. Network D.A. in towns and urban-type settlements projected at the rate of 70-90 places per 1,000 inhabitants; in rural settlements - 35-45 seats per 1,000 inhabitants. in AD year -round action and as much - in seasonal. The buildings of preschool institutions must be moved from the red line of building no less than 15 m. Sanitary breaks from neighboring buildings located on the side of playing-dining rooms and group buildings must be at least 2.5 heights of the tallest building. Optimal orientation of the windows of group rooms and playing-dining rooms is south, permissible orientation in I, II and III climatic areas - east and west, in IV climatic area - east. Buildings D.U. can be one- and two-story, preferably without a basement. The height of the floor is 3.3 m. from the elements of large-panel residential buildings allowed the height of the floor 2,7-2,8 m with a corresponding increase in the area of group and play-dining rooms. The building of pre-school establishments consists of the following groups of premises: children's groups (group cells), for temporary isolation of sick children (isolator or room of a sick child), for musical and physical education and games, premises. A group cell for toddlers consists of a reception room, a play-room, a toilet and an unheated veranda (in the day group) or a bedroom-veranda (in a 24-hour group). A group cell for preschool children consists of a dressing room, a group room, a washroom, a restroom and a bed room. In all-

day groups there should be a bedroom-veranda. In addition, in each group cell provides a pantry-sink. In the group of premises include: kitchen, pantry for food, laundry or laundry, linen room, manager's rooms, doctor, staff, households pantry, toilet staff, etc. The premises of playing-dining rooms, group and bedroom-verandas should have a through or angular airing. In I, II and III climatic areas are allowed through ventilation of playing-dining rooms and groups through the bedrooms, reception rooms or dressing rooms. The recruitment and placement of furniture and equipment must correspond to the characteristics of the educational process in each age group. Children's furniture should be simple, without carvings and embellishments, painted with nitro and enamel paints, easy to clean and disinfect. The buildings of preschool institutions can be frame-panel, large-panel, large-block, with walls made of brick, piece stone or small blocks. The device of wooden frame and panel walls is allowed for single-storey buildings of preschool institutions in no more than 2 groups entrance. All the main premises of pre-school institutions must have direct natural lighting; it is allowed to illuminate the restrooms in pre-school groups, the laundry room, the storeroom for foodstuffs and the personnel restroom. The minimum value of the natural illumination coefficient ( $k_0$ ) in group, play-dining and bedroom-verandahs is 1.5%, in reception rooms, size; 21 -



**Fig. 2.** Leningrad. A typical kindergarten. L. Ass, A. Gintsberg. General view, plan

insulator, sound insulation. Wall finishing should be water resistant and disinfected means. Floors in all children's rooms should be made noiseless, non-slip, devoid of cracks, with coefficients of tens of materials not more than 5 kcal / m<sup>2</sup>-hail-hour.

## 2.3. Modern child-friendly kindergarten.

Depending on the time of exploitation, kindergartens of the general type - in the day - children will be in the dining room for 10-12 hours a day. Weekdays or days - children stay in the cottage for six days (one week). A part or a partial weekend - part of the children will stay in the cot for six days during the week. This definition is determined by how long the children are in the yard. On the coast, children's nurseries are divided into the following species:

Small - There can be up to three to one group.

Group - up to six groups.

He is older than seven.

Sigma may be used in older groups for 20 times, in children's camps - 25. In order to bring the pre-school education institutions closer to their place of residence and to create an

environment for parents, it is expected that the type project will be implemented in one type (project). In urban-type accommodation zones, 6 and 12 children's nurseries are set up at average 4-5 yards. It is assumed that 2 and 4 thousand populations will be built in this micro district. It is recommended that the children's feedings be placed in a separate, isolated building. When calculating the parcels of children's bags, it is the norm to determine their number. 30-40 jobs, 1,000 men in old age. 40-50 jobs, 1 thousand people in kindergartens. In the rural areas, up to 50% of the books may be available for pre-school preschools but only for summer exploitation. When placing pre-school educational institutions in residential areas, their coverage should not exceed 200-400m for children of older age and 300-500m for children. Radius of daycare pre-school education buildings should not be limited by microarray boundaries or accommodation boundaries. If they are limited to trunk lines, then it is impossible to go outside. Institutions located in the center of the district are recommended for their convenience. Pre-primary education institutions should not be in contact with buildings, economic communications, such as walkways, dumps, and other roads.

### 3 SECTIONS

#### 3.1. "Family nursery school"

7 priority functions

Social

Provision of a mechanism for the early socialization of children, who for a number of reasons do not attend the PRA of the standard format. It is implemented in accordance with the interests and rights of the child.

Economic

Creation of additional workplaces "at home". Parents have the opportunity to work without interrupting the process of educating their children.

**Affiliate**

The Institute of Public-Private Partnership is considered as a promising form of interaction between business and government, where the creation of a favorable investment climate contributes to the development of the social infrastructure of the city. The new form of preschool institution "family kindergarten" to a greater extent gives an opportunity to realize an individual approach to the child in the process of upbringing and education.

**Normative frame**

Creation of premises initially implying the presence of room in them. Thoughtful insulation of internal premises, compliance with the requirements for fire safety, SES, SanPin.

Material and technical

The possibility of centralized supply of room with more modern and quality toys and didactic materials, in contrast to the home kindergarten.

Combinatorial

The possibility of re-profiling the room in educational and sports clubs and centers in case of changing demographic situation in the micro-district.

#### Family-type kindergarten

7 principles of formation of the subject-developing environment:

- Poly-functionality (the possibility of flexible, variable use of toys and materials in different game situations, as well as in accordance with the game story and the child's concept);
- Didactic value (use as a means of teaching children);
- Aesthetic orientation (for the artistic and aesthetic development of the child, its involvement in the art world);
- The developing interior of the whole space brings up a taste for creativity and a sense of beauty;
- Emotiogenicity and individual comfort of each child and adult (for everyone, regardless of age in the family kindergarten, personal space should be provided);
- Accounting for age, gender and functional differences of children;
- The full cooperation of the teaching staff enhances the personal and professional growth of each teacher.

7 principles of upbringing:

- Paired pedagogy;
- Formation of interpersonal child-parent relations in the process of communication;
- Acceptance by the child of the cultural values of the family;
- Formation of a socially active personality of a citizen and a patriot;
- Tolerance - as the basis for the existence of cross-cultural links;
- Creation of an uneven-aged children's community;
- Forming a loyal attitude towards people with disabilities in children.

Correctly organized space performs educational, developing, educating organizational and communicative functions. This will allow each child to find a job for him, to believe in his strengths and abilities, to learn how to interact with other children, to understand and evaluate their feelings and actions, and that is exactly what is behind the development of the personality of the child of the 21st century.

7 zones of active space:

- Game room;
- Music Hall;
- Mini-library;
- Art workshop;
- Center for Experimentation;
- Relaxation room;
- Theater Salon.

7 elements of the harmony of the educational space:

- open communication;
- family traditions;
- love;
- mutual understanding;
- Respect;
- cooperation;
- confidence.

#### Effective use of the territory

The compactness, mobility and flexibility of the building make it possible to effectively use the territory and choose the

optimal arrangement of the functional blocks with respect to the sides of the world for the best insolation of the internal premises.

#### Original design of facades

Facade sandwich panels not only create a modern and bright appearance of the building, but also provide a high level of noise and heat insulation, reduce the use of piece materials, facilitate and accelerate facade work.

#### Thought-out planning solutions

Thoroughly planned planning decisions of kindergartens make it possible, in addition to general development groups, to create compensatory mixed groups in which children with different physical abilities can simultaneously be engaged. Variability of structures and lack of binding to a specific manufacturer Variability of constructive schemes, the main differences of which are the execution of a load-bearing frame from metal structures or from monolithic reinforced concrete, makes it possible to implement the design solution independently of a specific manufacturer of building materials and products. In this case, the variant of reinforced concrete is the most effective in terms of cost and construction time, which is confirmed by the estimates.

#### Reduction of construction time

In terms of the totality of the characteristics - cost, terms of erection, saving of the building area in densely populated areas and full compliance with the standards, Rostock has no analogues among the existing standard projects.

#### Children's rooms



**Fig. 4.** Interior of children bed

Design and planning of children's rooms it is advisable to begin with a review of the layout of the entire apartment. Perhaps you have several corridors, a weak insolation of the rooms, many bearing walls and so on. Nevertheless, in any, even the smallest apartment, you can find options and dispose of the room so that space is enough for everyone. Designing a nursery begins with choosing a room on the side of the illumination and size. Preference should be given to the southern and western sides of the world. The size does not matter much. It is always advisable to give the child a separate room, even a small one - 5-7 m<sup>2</sup>. If possible, the child should be removed from the kitchen and the living room, especially if a child is small. In the extreme case, if this is not possible, inside the room, it is possible to create gypsum plasterboard partitions with niches, lights and shelves for toys.

#### Separate rooms for children of different sexes

While the children are small, it makes sense to place them in one room, and in the second make a play area with a wardrobe for children's clothes and toys. Over time, children will get each in the room that will allow them to have their own zone of games and recreation.

#### Separation of the nursery into zones

The child is usually divided into several zones, organically related to each other. In particular, it highlights: wardrobe; game Zone; zone for serious occupations or a work area (for example, for school assignments); bookshelves for storing books and school supplies.

It should be borne in mind that a desk in the children's room should be able to accommodate a computer and peripherals on it. In the design of a child it is advisable to envisage the possibility of making certain changes in the layout as the child grows up. There is no need to place a TV or set-top box in a room; however, the outlets and antenna outlets need to be provided for. If possible, use a window sill area. For example, the table top of the children's desktop can go into the window sill. In this case, you need to think about the design of curtains in the children's room so that they do not interfere with the child's work. Under the top, it is good to place shelves and tables. The height of the highchair must be adjustable. The role of color of walls, materials and furniture in the design of children's rooms, environmental friendliness of materials working on the interior of the nursery, it should be noted that the colors of building materials (in particular wall paints) should be characterized by light, moderately bright tones. Use environmentally friendly materials. Children's furniture is functional in character, being at the same time comfortable for the child and adapted for his age. The choice of a laminate flooring or a parquet board as a floor covering will facilitate easy cleaning. The carpet should not have to strictly cover the entire floor in the nursery. Place it only in the game zone or near the crib. Given that there are so many children who are allergic, do not create additional sources of dust in the children's room. In addition to the standard set of furniture, in the nursery it is good to place a sofa where you can read and accept friends.



**Fig.5.** Light at the interior

### Light in the children's room

The light in the children's room is characterized mainly by an upper and a dot arrangement, as well as a night illumination. It is necessary to provide for the possibility of desktop and additional lighting of the child's desk, some details of the interior (a table lamp fixed to the table by a clamp), lighting of pictures, a game zone. Illuminance should take into account the age-related stresses on the child's eyes, accepted in social medicine, and strictly adhere to them. In addition, light fixtures in the nursery should be amenable to quick and convenient cleaning.

### Toys and wardrobes

In the children's room it is convenient to select a dressing room (its dimensions should not be less than 1.20 × 1.20, although you can always think about different layout options - for example, to make a cabinet wider than the standard.) Although at a cost, build a children's dressing room, for example, with glass blocks and doors much cheaper than to buy a ready-made cabinet. There it will be possible to remove a bicycle or skis. It is good to store a bookcase, a rack. They must correspond to the volume and quantity of those items that will be located in them.

## 4 CONCLUSION

The purpose of modern equipments and interiors is to teach the students the basics of design, design and interior design of residential, public and industrial buildings, to show them interiors social reality, and to explain the meaning and methods of practical social studies conducted in this field. The course focuses on the development of the basics of architectural planning solutions of interior designs of the



**Fig. 3.** Toys. Children's room

social program of modern housing, architectural design of public and industrial buildings, and the future activity of future architects on the creation of modern regional residential buildings in the specific conditions of Central Asia, included.

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