



Processes Of Formation Intellectual Abilities of Preschool Teachers Through Innovative Technologies.

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ABSTRACT

Nag is considered to be a spiritual rise in the development, prospect, prosperity of a state and society, a place among the most developed countries of the world - educated, high-intellectual potential, connected with young people who embodied noble qualities in their hearts and minds, mature in all respects, a sitki for the fate of vatan sincerely serving, bringing the faithful generation to adulthood, at the same time it imposes a responsible task. Preservation of mother and Child Health in our country, raising the younger generation spiritually and competently is one of the priority tasks. As soon as the child was born, giving him education became a higher goal. The institution, previously called kindergarten, is today recognized as a pre-school educational institution. Buildings are gaining modern outfits. Special attention is paid to the teaching of foreign languages in preschool institutions, the organization of sports and artistic circles in order to educate the younger generation healthy, morally and morally. Therefore, one of the main goals is to educate children who have a high intellectual potential and are able to speak freely in foreign languages. In this article, opinions and comments are made about the processes of formation of pre-school children's abilities through innovative technologies.

Keywords:

Preschool institutions, activities of educators, innovative technologies, techniques, preschool children, intellectual capacity, shell, development, spiritual and physical health, finding perfection.

At present, not only students of schools and universities, but also educators of preschool institutions and employees working in various fields are taught a foreign language, in particular English. This is due to the fact that the study of the languages of Science and culturally developed countries is the main factor of mastering the achievements of World Science and development.

It is permissible to conduct classes in pre-school educational institutions in the form of a game of two marotaba 20-25 minutes a week. Of course, this process requires great effort, knowledge and skill from the teacher. Because children do not know how to write at this age, so they can perceive all the information through sight and hearing. As a result of this, the educational process takes place in the form of

oral speech. Effective use of additional resources in teaching something to children, to further enhance their interest and relationship to languages with the support of visual aids, to conduct lessons in an interactive way, to attract students to additional classes and to use non-traditional methods in this process is a good effect. According to experts, the child would be physiologically ready to learn the second tilni at the age of 6-7 years. But during this period it is enough to cultivate the ability to think logically and creatively through educational games, remember small details such as the names of toys, animals, household items with the help of moving materials and so on. In order to make Creative and innovational lessons more interesting in press school education, the training manual, called "English in pictures",

based on the program “we make friends with English”, is designed for children from the age of 5 to the age of 7 years, there are drawing topics such as “Toys”, “my family”, “greeting”, “acquaintance”, “colors”, “fruits and vegetables”, “animals”, “my house”. The main purpose of these didactic and innovative games is also an expression from raising and developing the intellectual potential of preschool children.

In preschool institutions, learning methods that enable children to achieve their goal by gaining interest and skills, further enhancing their intellectual capacity and meeting their needs for learning new material are a powerful motivating factor. When working with talented children, psychologists should know the basic one that determines the structure of the child. These are the following:

- high level of general mental or cognitive abilities;
- dominance of cognition motivation-superiority over other types of motivation;
- the manifestation of creative activity in the laying down and finding a solution to the problem, when faced with new subjects, tasks, events.

In addition, children 4-5 years old are not yet able to perceive and evaluate their personal characteristics, and also can not give a certain conclusion about themselves. Self-esteem develops at the age of a large kindergarten, they first try to see how it is and what it will be like in the future. According to the formation of the personality of children of the kindergarten age, this period can be divided into 3 stages:

- the first period is between the ages of 3 - 4 years and is associated with the strengthening of emotional self-management;
- the second period is 4 - 5 years of age, associated with moral self-management;
- the third period is characterized by the formation of individual labor and entrepreneurial characteristics.

Therefore, the study of the personality of a child at preschool age is a very complex process, since many personality research techniques are designed for older people and are not based on the possibility of self-analysis of the child. In addition, the qualities of a person who learns with the help of psychodiagnostics

are not fully formed and unstable at the age of preschool education. At the disposal of child psychodiagnostics, there are only special proektiv methods, that is, methods of studying the motivations and situations of concern for the achievement of the child, or expert techniques can be used in assessing the qualities of the individual. Bunda is an adult who knows the child well, educators, parents go out on the field as an expert. Only in this way will we have the opportunity to evaluate the child as an individual.

As we know, intellektual tests are used to assess a person's level of development of mental activity and their individual cognitive processes (perception of attention, imagination, memory, speech). Below are presented a series of tests on the cognition processes of preschool children, creative (creative) abilities, as well as determination of the mood in a certain field of activity in children, as well as training on the development of cognitive processes in children of this age, as well as advice for parents. At present, it is necessary to establish the activities of the teacher and group of students (teacher-pupil, pupil-pupil), taking into account personal relationships in the development of the children's Dictionary of English through interaction. Because activities in the group have a positive impact on the student. And interpersonal communication allows the child to exchange ideas and form conversational skills.

Teaching a language to children at a young age is not an obligation, it is carried out in an interesting way, the passage of lessons using several effective methods will serve as a foundation for the knowledge that they will receive in the future. Children should be properly understood how important it is to learn foreign languages through natural conditions. As the head of our country said, the period of study of foreign languages in preschool educational institutions is a requirement. In the development of investments, the perfect knowledge of foreign languages by the younger generation of each country will serve as a foundation for the future development of the younger generation. Step-by-step training of a foreigner by specialists is a guarantee of the

expected results of our president. After all, such education and training has not yet developed consistently in any country. Further improvement of foreign languages in pre-school educational institutions the use of modern pedagogical Technologies is of great importance in educating the younger generation in the activity of educators.

The educator gives preschool-age children an initial knowledge and understanding of nature, social phenomena, the labor of adults, gives them a cultural morality, absorbs the habits of being in a cultural spirituality with their peers and adults, educates moral qualities such as kindness, truthfulness, justice, courage, humility, respect for adults, interest in nature, observability, caring for plants and animals, kindness, generosity of adults,

The relevance of the organization and content of innovation in a modern preschool institution is not in doubt. Innovative processes relate to the regularity in the development of preschool education and such changes in the work of the institution, accompanied by a change in the way of thinking and activity of its employees, introduce into the environment new stable elements (innovations) that lead to the transition of the system from one state to another.

Today, there are many innovations in the field of education of other nature, direction and importance, large or small state reforms are carried out, innovations, methods and technologies of teaching are introduced into the organization and composition. A theoretical study of the problem of innovative activity is the spontaneous departure of this process and its effective management serves as the basis for updating, understanding and updating education. The period of crisis in our pedagogical system is a reason not only to expect "changes from above", but also to feel the need for changes in ourselves.

Innovative activity in education has its own characteristics. The first feature innovative process subjects children, parents and teachers. If this is not paid attention, then pedagogical innovation will throw away everything that is truly Educational, the whole humanistic

component of innovative activity. The second distinguishing feature of pedagogical innovation is the need to regularly shed light on as many pedagogical problems as possible. The condition that determines the effectiveness of pedagogical innovation is the research activity of teachers, in which general questions are asked and the existing didactic principleillarni in solving the problems of this private methodology begins to be revised. When we come to the sphere of education, innovations can be considered in the form of a new content, method, form of Organization of the educational process or a new approach to the provision of social services in the field of Education, based on the real requests of parents, that is, the final result of new innovations. new forms of preschool education.

In conclusion, the successful organization and implementation of innovative activities depends on the creativity of educators and their awareness of the innovative idea, since in the conditions of the innovative regime there is an active process of determining the personality of the teacher himself, there are changes in the nature of the relationship between the employees of the preschool institution. This process will take a long time and in itself it will not be. It is important to use a variety of techniques and innovative technologies during classes in order to develop talents and abilities in children of small school age. The initiative in the processes of formation of pre-school children's abilities through innovative technologies will definitely have to be supported by the institution as well.

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