



Introduction Of Innovation in Education in Preschool Organizations

**Djumabaeva Gulbanu
Berdibaevna**

Assistant teacher of the department of preschool education and
defectology

ABSTRACT

On the basis of advanced international experience, introduce modern teaching methods in preschool education and training. They must be innovative, and educational technologies must be creative. A children's preschool organization today is a complex organism striving for improvement, development, looking for new opportunities, creating the necessary conditions to meet the needs of a child, family, society, providing conditions for creative, professional work of teachers, meeting modern requirements. The introduction of innovations into the educational process is not a whim, not an indifferent attitude to the creative search for effective forms of work with children, it is a requirement of the times.

Keywords:

Preschool institution, traditional activities, pedagogical technologies, Problem learning technology, project activities.

Innovation (Eng. Innovation) - innovation, innovation. The use of innovations in kindergarten involves the introduction into the educational process of updated, improved and unique ideas received by the creative efforts of the educator. The purpose of innovation in a preschool institution is to increase the efficiency of the learning process and obtain better results.

When implementing innovative activities, the following tasks are set for the preschool teacher: development the individuality of the pupils; development of children's initiative, their independence, the ability to creative self-expression; increasing curiosity and interest in research activities; stimulation of various types of activity of pupils (play, cognitive, etc.); raising the intellectual level of children; development of creativity and non-standard thinking.

An important difference between innovation and traditional activities is that the

educator plays the role of not a mentor, but an accomplice in the process and adheres to the position "not next to, not above, but together." Thus, the child feels more freedom, which encourages more creative activity. And also, knowledge is not given to the pupil in a finished form, as before, but is obtained by the child himself in the course of his research activities. Types of innovative pedagogical technologies in preschool educational institutions Innovative pedagogical technologies include: health-preserving; technology design and research activities; information and communication; laptop technology; personality-oriented; gaming technologies; problem learning technologies, etc.

Information and communication technologies Computers have become a familiar attribute of our time. FSES notes the widespread use of information and communication technologies in a preschool

institution as one of the conditions for a successful educational process. ICT in preschool educational institutions include: computers; interactive boards; tape recorders; TVs; photographic equipment, etc. The use of ICT in the classroom in kindergarten attracts the attention of preschoolers, helps to solve educational problems for the teacher. New information technologies make it possible to build the learning process based on visual (presentation, animation), auditory (sound and video materials) and tactile (interactive whiteboard, keyboard) perception. So, for younger preschoolers in the lesson "My favorite animals" it is useful to use a presentation with images of the studied animals at the beginning of the lesson, and then continue it with drawing, games. In the middle group, you can slightly complicate the presentation of the material: in the lesson "Winter Wonders" include the presentation "Signs of Winter", as well as add the video materials "Lessons of Aunt Owl" and video riddles. In older groups, in a lesson on the study of traffic rules, you can show the children a training cartoon, and then have a conversation on this topic. An interactive whiteboard is a touchscreen that works in the system along with the projector and computer.

The use of an interactive whiteboard in the classroom helps to move from an explanatory form of teaching to an active one - children themselves show cognitive activity, which contributes to the conscious assimilation of the material. Working with an interactive whiteboard includes: carrying out various educational games; viewing illustrations and videos; analysis of problem situations; joint creativity, etc. Interactive whiteboard activities involve several options for working with preschoolers: Children take turns approaching the interactive whiteboard and perform the necessary action (draw a detail, move the desired object, etc.). Several children work with the interactive whiteboard at the same time (2-3 children), using, for example, a marker, stylus or the interactive eraser tool. One preschooler stands at the blackboard, while the other

participants suggest possible options for his actions (in the older preschool age).

One child independently completes the task at the blackboard. Children sitting at the tables give a task to a child standing at the blackboard (senior preschool age). In younger groups, you can use interactive didactic games for sorting, classifying objects, for example, placing vegetables on one side of the board and fruits on the other. Another example for the younger group is a lesson on the study of meadow vegetation.

Children take turns to the board and depict the process of grass growth on it (from bottom to top). This will create a lawn. Then you can offer to finish the flowers (the pupils come up in turn and paint on the flower to the stem). The results in the classroom in mathematics are more effective when using visual material: children can move geometric shapes on the screen, count objects, etc. It is easier for older preschoolers to master reading and writing with the help of interactive technologies (grouping pictures on the screen depending on the hard or soft sound in the word, determining the place of the sound using the scheme and, in the word, - the beginning, middle or end, etc.). Of great interest among older preschoolers will be travel games, which are conducted as a quest.

Problem learning technology the technology of problem-based learning is based on the formulation of a specific problem and involves solving it independently by the children. This technique helps to be creative in solving problems, and also develops thinking. Design technologies Project activities in kindergarten involve maintaining joint group projects. In the process of their implementation, preschoolers are actively developing cognitive and research abilities. This helps the development of an independent creative personality capable of solving complex problems.

If in traditional educational activities the learning process involves providing students with ready-made information, then project activities allow children to come to the result themselves. The practice of modern

work of a preschool institution is highlighted the following types of project activities: Research - children conduct experiments, and then draw up the results, for example, in the form of a newspaper, drawing. Play - involves entering the role of a character in a story, fairy tale. Informational - the collection of information by children on a specific topic, and then the implementation of the work done in the form of drawings, exhibitions, collage, story.

Creative - usually does not have a well-developed structure, it involves the joint work of children and the educator. It can result in exhibitions, albums, newspapers, etc. For each preschool age, the project solves different problems depending on the skills and interests of the children. Starting from the younger preschool age, creative and play projects are used ("Favorite toys", "School of health"). Social and family ("Family Tree") and cognitive activities will be useful for preschoolers of any age. Of course, innovative activity as a new type of work with children has a share of risk... But if you think over all the nuances when organizing upcoming activities, these risks will be minimized. The teacher should consider: choosing the direction of innovative work; development of a concept and program of innovation; creating conditions for the implementation of an innovative project; preparation and competent introduction of documentation on innovation. Before introducing an innovative project to work with children, the educator should carefully study all the nuances of the chosen topic. Taskan innovative teacher - to create motivation for the group to participate in joint activities, taking into account the individual characteristics of each pupil, his psychological readiness. The structure of the innovation process:

Analysis and collection of information. Selection and implementation of innovations. Generalization of experience and diagnostics of embedded information. Experimental activity is one of the favorite activities of preschoolers, because in children it is nature itself to conduct experiments, to explore something new Applications laptop A laptop, or an interactive

folder, is a homemade clamshell book, in which all sorts of elements can be present: pockets, doors, envelopes, etc. A laptop is the result of a joint activity of a teacher and children. It collects material on a specific topic. This method provides the child with the opportunity to conduct an introduction to the visual material himself - he decides how to interact with the laptop, folds and opens certain details at will. Game learning technology Game technology assumes the content of learning elements in the game, thus increasing the level of the child's motivation. The significance of gaming technology is not that it is entertainment and recreation, but that it is used to teach, develop creativity, and acquire socialization skills by kids. In joint activities with preschoolers, it is recommended to systematically apply game techniques of work.

Types of games that are used in innovative activities are very varied. They can differ: By type of activity: motor; intellectual; psychological, etc. By the nature of the pedagogical process: educational; training; controlling; cognitive; educational; developing; diagnostic. By the nature of the game technique: games with rules; games with the rules established in the course of the game; games where one part of the rules is set by the conditions of the game, and the other is set depending on its course. By content: musical; mathematical; socializing; logical, etc. For gaming equipment: desktop; computer; theatrical; plot and role-playing; directing, etc. An important condition for the successful functioning of game technology is constant communication between the teacher and the pupils. It helps to increase the cognitive interest and activity of children.

Personality-oriented and health-saving technologies Personality-oriented technologies develop personality preschooler, celebrate the personal qualities of each. The main thing is not subject teaching, but a focus on dialogues, the ability to peacefully resolve conflicts, understanding the interests and implementation of the child's creative activity. Classes can be based on creative activities,

theatrical scenes, games, discussion of the positive qualities of the heroes of fairy tales, in the process, children share their thoughts and attitude to what is happening, learn to control their actions.

Innovative health-saving technologies can be implemented in various ways, for example:

1 control over the physical condition of pupils, control of the diet;

2 performance of various types of gymnastics (orthopedic, respiratory, finger), hardening;

3 the introduction of new types of physical activity - children's yoga, stretching, dancing;

4 conducting conversations about a healthy lifestyle, the importance of proper nutrition, thematic games;

5 carrying out corrective classes with elements of art therapy, sand therapy, fairy tale therapy. Innovative activity is a godsend for modern preschool teachers. Each educator and child acts as a creator. New techniques and methods of upbringing, modern technologies ensure the self-development of the child's personality, as well as the professional self-realization of teachers.

8. Child development and school preparation pilot program. Tashkent – 1998
9. Sh. Shodmonova, "Pedagogy of preschool education" Tashkent 2003
10. "Family pedagogy" O. Hasanbaeva, Alokachi Publishing House, 2007
11. "Pedagogy of preschool education" Tashkent, Science,
12. Pedagogy. R. Mavlonova, O. Torayeva, K. Kholikberdiyev. Tashkent, Teacher's Publishing House, 2006
13. History of pedagogy. A. Zunnunov, B. Tokhliyev, H. Masudov. Tashkent, Sharq Publishing House, 2002

List of References:

1. Law of the Republic of Uzbekistan "On Education" - Tashkent 1997
2. State for the education of preschool children requirements. T, UzPFITI, 2000. Authors: M. Rasulova, H. Abdurahmanova and others.
3. Preschool education of the Republic of Uzbekistan. Tashkent 1992
4. Journal of Preschool Education. №1 - 2000 y.
5. "National training program" - Tashkent 1997.
6. Regulations on preschool educational institution. - Tashkent 1995
7. "Educational program in kindergarten" - Tashkent 1993. Compiler authors: L. Muminova, M. Ayupova, S. Karimova.