USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN PRESCHOOL EDUCATION

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Annotation: in this article it is written about the importance of using information communication technologies in preschool education system.

Key words: information communication technologies, preschool education, presentation, first step.

Introduction

In recent years, the Republic of Uzbekistan has been noticeably affected by the ongoing reforms in the field of education.

Modern requirements imposed by the state to the quality of educational activities in kindergarten imply that the teacher must constantly engage in self-education, improve their level of professional competence and possess the necessary educational technologies.

Together with international experts of UNICEF, based on the best foreign practices and experience of South Korea, the State requirements for the development of children of early and preschool age and the State curriculum of the preschool educational institution "Ilk Kadam" ("First step") were developed and approved. The latter is already being implemented in all DOW countries. Its main feature is that every kindergarten has the right to develop and apply its own programs.

In connection with the introduction of the new state standard of preschool education, every teacher is looking for new approaches, ideas, forms and methods of their teaching activities that would be interesting to preschoolers and would correspond to their age, and would most effectively solve pedagogical, educational and educational tasks.

The use of information and communication technologies in kindergarten is an actual problem of modern preschool education. Gradually, computer technologies are entering the system of preschool education as one of the most effective ways to transfer knowledge. This modern method develops interest in learning, fosters independence, develops intellectual activity, allows you to develop in the spirit of modernity, makes it possible to qualitatively update the educational process in the pre-SCHOOL and improve its effectiveness.

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It is indisputable that every educated person should "own a computer". As the German philosopher and sociologist Georg Simmel said:"an educated Person is someone who knows where to find what he does not know."Every year modern information technologies enter our life. Therefore, a preschool institution, as a carrier of culture and knowledge, can also not remain on the sidelines.

The goal of ICT in preschool education is to improve the quality of education through the active introduction of information technologies in the educational process in accordance with the educational standards.

ICT challenges in preschool education:

☐ ensuring the quality of the educational process;

☐ ensuring interaction with the family;

☐ ensuring the openness of preschool educational institutions for parents (based on the kindergarten's website and email) and for higher-level (controlling) organizations;

☐ increasing the level of child safety (video surveillance);

☐ facilitate the implementation of educational activities (through Internet resources, media library, radio and television, audio systems);

☐ facilitation of methodological work (electronic methodological libraries);

☐ providing communication, correspondence (e-mail);

☐ the possibility of self-realization;

☐ the possibility of self-education.

Areas of application of ICT by teachers in pre-school EDUCATION:

* Selection of illustrative material for classes and for the design of stands, groups;

* Selection of additional educational material for classes;

* Exchange of experience, familiarity with periodicals, best practices and ideas of other teachers in Russia and other countries;

* Preparation of group documentation and reports. The computer does not allow you to write reports and analyses every time, but just type the diagram once and only make the necessary changes in the future;

* Creating presentations to improve the effectiveness of educational activities with children;

• Use of ICTs for parent meetings or professional consultations for parents;

• Use of digital cameras and photo editing programs that allow you to manage images as easily as taking photos, easily find the photos you need, edit and display them;

• Using a video camera and related software (you can quickly create simple movies by adding titles, transitions between scenes, background music, or voice overlay to the video);

* Design of booklets, business cards of the institution, and materials in various areas of activity;

• Use of e-mail, maintenance of the DOW website;

* Creating media libraries that are of interest not only to teachers, but also to parents.

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Information and communication technologies

The world in which the modern child develops is radically different from the world in which his parents grew up. This makes qualitatively new requirements for preschool education as the first link of continuous education: education using modern information technologies (computer, interactive whiteboard, tablet, etc.).

Informatization of society sets the following tasks for preschool teachers:

- keep up with the times,
- become a child's guide to the world of new technologies,
- mentor in the selection of computer programs,
- to form the basis of the information culture of his personality,
- improve the professional level of teachers and the competence of parents.

The solution of these tasks is not possible without updating and reviewing all the directions of kindergarten work in the context of Informatization.

Requirements for computer programs

- ✓ Research nature
- ✓ Easy for children to learn independently
- ✓ Developing a wide range of skills and concepts
- ✓ Age matching
- ✓ Entertaining

Classification of programs

* Development of imagination, thinking, memory
• Speaking dictionaries of foreign languages
• The simplest image editors
• Travel games
• Teaching reading and mathematics
• Use of multimedia presentations

The advantages of computer

• Presentation of information on the computer screen in a playful way is of great interest to children;

- carries a figurative type of information that is understandable to preschoolers;
- movement, sound, animation attracts the child's attention for a long time;
- has a stimulus for children's cognitive activity;

• provides the possibility of individualization of training;

- in the course of their activities at the computer, the preschooler gains self-confidence;
- allows you to model life situations that cannot be seen in everyday life.

Errors in the use of ICT

* Insufficient methodological training of the teacher;

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• incorrect definition of the didactic role and place of ICT in the classroom;

• unplanned, random use of ICT;

* congestion of the demonstration session.

ICT in the work of a modern teacher

Selection of illustrative material for classes and for the design of stands, groups, offices (scanning, Internet, printer, presentation).

2. Selection of additional educational material for classes, familiarity with the scenarios of holidays and other events.

3. Exchange of experience, familiarity with periodicals, best practices of other teachers in Uzbekistan and abroad.

4. Preparation of group documentation and reports. The computer will not allow you to write reports and analyses every time, but just type the diagram once and only make the necessary changes in the future.

5. Creating presentations in the p & p Program to improve the effectiveness of educational sessions with children and the pedagogical competence of parents in the process of holding parent meetings.

I would like to focus on creating presentations separately.

The presentation is essentially an educational mini-cartoon, with beautiful pictures, it is an excellent guide that helps to tell your child about the world around you, without leaving the kindergarten.

Well-chosen material helps to track the level of knowledge of children and plan further work. Mastering the skills of creating presentations, the teacher gradually enters the world of modern technologies.

The use of multimedia presentations in working with preschoolers allows the educational process to make it more vivid, emotional, involving a large amount of illustrative material, using sound effects and video recordings. Thus, we can distinguish two main advantages of presentations-interactivity, that is, the ability to perform certain actions in response to the actions of the child, and multimedia (from the English "multimedia" – a multi-component environment), that is, the ability to "present".

In conclusion, we would like to note that it is possible, necessary and appropriate to use ICT in various types of educational activities in a kindergarten. Joint organized activity of a teacher with children has its own specifics, it should be emotional, bright, involving a large amount of illustrative material, using audio and video recordings. All this can be provided by computer technology with its multimedia capabilities.

The use of information technologies will make the process of learning and development of the child quite effective, will open up new educational opportunities not only for the child, but also for the teacher.

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However, the introduction of ICT in the educational process does not provide a full communication with other people, does not teach to coordinate their desires with the desires of other children, does not allow them to Express their feelings, model their vision of the world, so no matter how positive, huge potential information and communication technologies have, they cannot and should not replace the live communication of a teacher with a child.

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Social network of educational workers
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