

INNOVATIVE ACTIVITY IN PRESCHOOL EDUCATION

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Abstract. The article is devoted to the development of the education system in a preschool institution and the expansion of the innovation space. The approaches of modern researchers in the field of innovation, the interpretation of concepts that are implemented in our time, which characterize innovative resources in the context of a preschool organization, are examined. It was revealed that innovations acquire great theoretical and practical significance for the education system as a whole.

Key words: innovation, innovative activity, innovative DOW, innovative technologies, motivation of creative pedagogical work, innovation management, analysis.

Change before you are forced to do it!

Jack Welch

Introduction

A modern teacher is one who is constantly developing, self-educating, looking for new ways of development and education of children. All this becomes possible due to its active position and creative component.

What is innovation? The concept of "innovation" in translation from the Latin language means "update, innovation or change."

Pedagogical innovation - an innovation in pedagogical activity, changes in the content and technology of training and education aimed at increasing their effectiveness.

The purpose of innovation is to improve the ability of the educational system of an educational institution to achieve qualitatively higher educational results.

The reform of preschool education in order to more fully satisfy the needs of parents and the interests of children presents new requirements for preschool education. The introduction of innovations in the work of an educational institution is the most important

condition for improving and reforming the system of preschool education. Innovation activity is a process that develops at certain stages and allows the institution to move to a better stage of development when creating, developing, mastering, using and disseminating innovations (new methods, techniques, technologies, programs). The development of preschool education, the transition to a new qualitative state cannot be carried out otherwise than through the development of innovations.

In the modern educational system, teachers of preschool institutions are involved in innovative processes related to updating the content of preschool education, forms of its implementation, methods and techniques for presenting content to children.

The concept of modernization of Russian education requires teacher's to improve the quality of preschool education and create conditions for the personal development of each child.

Innovation is a deliberate change that introduces new stable elements into the deployment environment that cause the system to transition from one state to another. The reform of preschool education in order to more fully satisfy the needs of parents and the interests of children presents new requirements for the work of preschool groups. It is necessary to work in the conditions of the transformation of the educational and informational environment, a flexible varied work mode, and the search for new pedagogical methods of work. Innovation is a process that develops at certain stages and allows the institution of education to move to a higher level of development when creating, developing, mastering, using and disseminating innovations (new methods, techniques, technologies, programs).

In general, the innovation process refers to the integrated activities for the creation, development, use and dissemination of innovations. Each teaching staff has the right to innovative activity. But in this case he must to undertake certain obligations for the preparation and organization of innovations, since children become the object of any pedagogical initiative. DOU managers and educators should be guided by a wide range of innovative technologies so as not to waste time opening the already known. Therefore, the process of updating education, its design, launch and support will be more effective if the

organizers innovation activities are based on the achievements of science and the needs of society.

Innovation has a certain development cycle: the emergence of an idea and its adoption by the team, setting goals, developing a draft of an innovative idea (defining new content and new technologies), the process of implementing innovations in preschool practice, pedagogical monitoring of qualitative changes in the “image of a kindergarten”. The purpose of innovation in the DOE is to improve the ability of the kindergarten pedagogical system. This means achieving higher education outcomes. Implementation innovation in the work of the DOE, requires changes and updates in the organization of the methodological service.

Teachers of preschool educational institutions have always been susceptible to everything new. The development of general educational practice contributes to the manifestation of the creative, innovative potential of all employees of the preschool education system. Of particular importance is professional competence, which is based on the personal and professional development of teachers and administration. However, preschools often take on introduction of new technologies without realizing how trained teachers are for their perception.

One such innovation is information and communication technology (ICT). Currently, an active process of informatization of preschool educational institutions is underway, as our society is rapidly developing towards the transition to an information society, in which information resources play a key role.

An effective mechanism for improving the quality of education, upbringing, management of a preschool educational institution is the introduction of modern information educational technologies, including the use of the latest electronic educational resources. Informatization DOU is the process of providing DOU with the methodology and practice of developing and optimal use of modern ICT tools focused on the implementation of the psychological and pedagogical goals of training, education and their use in management activities.

Informatization of pre-school education can lead to an increase in the effectiveness of the activities of educators, leaders of pre-school education, as well as to an increase in the

effectiveness of upbringing and education. Therefore, the main goal of the study is to determine the need for the development of informatization of DOW.

This requires the formulation of the following tasks:

1. To identify the possibility of informing DOE as a means of increasing the effectiveness of upbringing and education, as well as the activities of educators and leaders of DOU;

2. Identify the problems of informatization DOW;

The research method is to analyze theoretical sources on the research problem.

If we describe the process of informatization of DOW formally, then it can be represented as a sequence of transitions of an educational institution from one state to another. This transition, as a rule, requires special efforts from teachers that must be organized in one way or another: it can be one-time events or a whole work program.

When developing an informatization program, DOE employees strive to change the resources, conditions and rules of behavior of process participants' so as to increase their "pedagogical quality" and thereby transfer the DOE to a new state.

The task of informatization of preschool educational institutions is too one-sided: the problems of equipping computers and the Internet remain at the forefront, and the content side of using these tools is not given due attention. Technical support, of course, is a necessary but insufficient basis for the process of informatization. Informatization of DOW can fully form a single educational information space only on the basis of the development of a clear concept that defines the priority goals of informatization and the means to achieve them, taking into account the specifics of a specific DOW.

The most important goals of informatization of DOW are:

- Improving the quality of training;
- Improvement of scientific and methodological literature;
- Improving the management of the educational process.

The creation of a full-fledged common information space for a preschool educational institution requires a combination of various approaches to computerization, with the obligatory consideration of the specifics of a particular preschool educational institution.

The informatization process in the preschool educational institution includes a number of indicators:

- Readiness and ability of teachers to work effectively in the new information environment and changing organizational conditions (pedagogical ICT - The competence of educators);
- Changes in the classroom co-organization of the participants of the educational process (changing regulations, procedures, work DOE);
- Changes in the methods and organizational forms of work of children, individual teachers and the teaching staff of the DOE as a whole (the spread of ICT methods and organizational forms of educational work).

It is impractical to start informatization of management without highlighting the tasks of organizing the educational process that most require the use of computer technology.

Holding pedagogical councils, meetings, meetings of methodological associations of teachers today is impossible without the use of computer technology - these are diagrams, graphs, summary tables, charts, presentations. Electronic reports on the quality of education and upbringing of children, which teachers fill out at the end of each quarter, make it possible to conduct monitoring studies of the quality of education and upbringing of children, predict results, and change ways to achieve their goals.

Various electronic publications, reference books, encyclopedias, are necessary for advanced training of the teaching staff. All this is possible thanks to unlimited access to the Internet. The use of the Internet, various databases, the processing of huge amounts of information - all this will make the work of the administration and preschool teachers more effective. And with regard to directly studying with children in preschool education: the use of ICT allows

to raise the process of training and education to a qualitatively new level: it is much more interesting for a modern child to perceive information in this form. The inclusion of animations, video fragments in multimedia makes it possible to enhance visual perception and facilitates the assimilation of educational material.

But despite all the positive impact of the use of ICTs, many preschool educational institutions are faced with the problem of technical equipment. Unfortunately, the use of computers in preschool educational institutions encounters problems: material and organizational problems, poor financial security of preschool educational institutions, primarily computers that can be successfully used in training, etc. Usually objective and subjective are among the main organizational problems of DOW computerization. The first include, first of all, material and technical problems (a small number of computers in a preschool educational institution, outdated equipment, and weak software).

Subjective problems associated with the introduction of computers in the educational process may include the reluctance or inability of teachers to work on the introduction of computers in the education and upbringing of children. Reluctance of educators to work with computers may depend on unpreparedness for any innovation, fear of computers, a low level of motivation for professional activity in general and other conditions.

The current generation of children lives and is being formed in an informative environment. In children, a computer game has long supplanted games by profession, ahead of the popularity of watching TV shows. Informatization of DOW is an acute requirement of reality, everyday life. Therefore, the specifics of the pre-school educational institution strictly regulates the use of computer technology and the time spent working on a personal computer to comply with one of the key areas - preserving the health of children. An invariable rule is compliance with the established time spent in front of the monitor screen, which, as you know, negatively affects the somatic health of the child. There are also consequences of a sedentary lifestyle, if any. And no less serious problems can arise with the psychological health of the child if he develops "computer addiction." As a result of prolonged immersion in the virtual world, socially adaptive personality opportunities in the main period of development of collective communication skills. Success in this direction can only be achieved if close cooperation with the parents of the children is achieved. Thus, it becomes important to inform parents about measures to prevent health problems, about the organization of the workplace of children, about the time restrictions on being in front of the screen not only of a computer, but also of a television. But if you do not take into account

material problems, as well as seriously approach the organization of the informatization process and observe all necessary measures to preserve the health of children, then the potential and benefits of using ICT justify all the work spent on this. Innovative activity, in the form of ICT implementation, improves the quality of knowledge; promotes the child in overall development; develops the ability of preschool children to navigate the information flows of the world; activates their cognitive activity; helps to overcome difficulties; brings joy to the life of a child; allows you to conduct training and education in the zone of proximal development; creates favorable conditions for better understanding between teachers and students and their cooperation in the educational process. Through the use of ICT the educator moves from an explanatory-illustrated way of learning to an active one, in which the child becomes an active subject of educational activity.

The introduction of innovative projects in preschool institutions helps to educate and train pupils in the spirit of the times. It helps prepare children for further difficulties associated with their educational level, each teacher must keep up with the times, so as not to lag behind their students. That is why he must be constantly looking for new and interesting ways of learning.

Thus, in the professional activities of preschool specialists, traditional forms of interaction with innovative ones are harmoniously combined and integrated. Particular attention is paid to the implementation of educational activities based on active interaction with society. The whole system of upbringing and educational activities of preschool specialists is systematic in nature, reflects a pronounced innovative course aimed at creating favorable conditions for a child to have a full preschool childhood, the formation of a basic personality culture, the comprehensive development of personal qualities in accordance with age and individual and ethnocultural characteristics, training child to life in modern society. The nature of the innovative activities of our teachers can be defined as combinatorial: traditional forms and methods of educational activities are combined with altered content, with the introduction of new educational technologies. The innovative activity of teachers plays the role of the starting mechanism of the DOE, becoming a condition for its development.

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