

APPLICATION OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE PRESCHOOL EDUCATION SYSTEM

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Abstract

One of the main ideas of modern specialists in pedagogical sciences is the need to study new methods of conducting educational work, taking into account the full range of trends, optimal needs, and cognitive needs of parents. Innovation in preschool education is characterized by methodological practices and the uniqueness of the form, which are sought everywhere on the experimental and creative understanding of established educational traditions, the problem of "pseudo-nuclear" is acute, characterized by the originality of the form. Therefore, even teachers with many years of experience find it difficult to ensure consistent innovation in the activities of experimental pedagogical sites and preschool organizations. This article discusses the use of innovative technologies in the preschool education system.

Keywords: Preschool education system, child psychology, development, education, upbringing, innovative technologies.

Introduction

Preschool education specialists agree that the creation and implementation of innovative ideas in the education system is a prerequisite for the development of a modern kindergarten. The inclusion of innovative organizational solutions in the daily routine of state institutions "When money goes to the preschool teacher" will significantly increase the prestige of the institution and determine further directions of development. The introduction of innovative technologies into the educational process is always positively perceived by preschool teachers, who, taking into account psychophysical age characteristics, easily change activities. In turn, the initiative is of great importance for the pedagogical composition of



the Parent Community, the need to improve the mechanisms of interaction of the kindergarten with the families of students. Experts say that innovative technologies in the states are not only possible, but also necessary. However, it should be remembered that pedagogical technologies that can be used in the educational process of preschool children have several strict requirements. These include:

- Conceptuality means that the learning process should be based on a certain scientific concept
- System-specific technologies, these technologies must have all the characteristics inherent in the system. That is, they should be holistic, logical and components of their elements - interrelated.
- Processing - the pedagogical team should be able to set specific goals, plan the learning process, and understand the possibility of correcting one or another moment in the process.
- Reproducibility - this is the ability of the technology to be equally effective regardless of the teacher who applies it to the demand.
- Preschool age is the period when a child actively explores the world around him. Preschool children have their own psychological development characteristics. When you start walking, the child makes a lot of discoveries, gets acquainted with what is located in the room, on the street, in the kindergarten. Collecting various objects, studying them, listening to sounds from the subject, knows what qualities and properties this object has. During this period, the child's visual perception is reduced to - figurative and visual. Effective forms of thinking are created. At the age of 5-6, a child, like a sponge, absorbs all the information. Scientists have proven that during this age, a child remembers this information, and then he never remembers it in life. This is a period when a child is interested in anything that can expand his horizons, and this supports the world around him.

In general, preschoolers are characterized by a sense of calm. They do not have conflicts over minor reasons and strong affective epizootics. However, this does not mean that the saturation of the child's emotional life decreases. After all, a preschooler is filled with so many emotions during the day, so by the evening the child comes home tired and completely exhausted. During this period, the structure of emotional processes also changes. Previously, motor and vegetative reactions were included in the emotional processes that were preserved in preschool children, but the external expression of emotions takes on a more

restrained form. Schoolchildren are disappointed and happy not only about what they are doing today, but also about what they will do in the future. Everything that belongs to the Presedr - painting, playing, making a mold, helping mom, doing housework - must have a bright emotional color, otherwise things will quickly fall apart or not happen at all. Because a child of this age cannot do something that is not interesting to him. In this age, the attitude of preschoolers towards others and themselves is an important indicator. Preschoolers often criticize their shortcomings, give personal characteristics to their peers, and note the relationship between children and adults, as well as between adults and adults. However, parents can serve as an example for children. Therefore, parents should not include positive information in the child, whether it is personal or intellectual, that will bring fear, anxiety, and humiliation to the child.

When a child reaches the age of 6-7, he remembers himself in the past in order to realize himself in the present in order to manifest himself in the future. In this respect, this stage accounts for almost 70 percent of a child's life. That is, during this period, a child receives more than half of the information about the world around him throughout his life. As the Japanese say, at this age, a child should be treated like a king. Because this stage is full of important events for a child's psychology.

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