



# **THE IMPORTANCE OF ORGANIZING INNOVATION ACTIVITIES OF TEACHERS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS**

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**Annotation:** Today, this article describes the requirements of the state and society for teachers of preschool educational organizations, problems in implementing the assigned tasks and their solutions. Aspects that should be paid attention to when organizing innovative activities of teachers of preschool educational organizations are discussed.

**Key words:** teacher, educator, organization of preschool education, preschool age, pupil, preschool education system, state requirements, innovation, values, individuality, psychological preparation, development.

Taking into account the socio-economic reforms carried out in our country, the advanced experience of foreign countries and the achievements of science and modern information and communication technologies, today's preschool education system is mentally, physically, and intellectually perfect in all aspects tasked with raising a developed person.

Taking into account these tasks, the State requirements for the development of primary and preschool children of the Republic of Uzbekistan are implemented based on the following principles:

- the uniqueness of each pupil;
- The role of the student in creating the concept of "I";
- the importance of protecting and ensuring the rights of the student;
- the role of adults in the education and development of the child;
- due to the existence of individual differences in the development of pupils, approach to each pupil on the basis of flexible, individual variability.

In the state requirements, the concept of preschool education is defined as: "a holistic process aimed at the comprehensive development of preschoolers, taking into account their interests, talents, individual mental and physical characteristics, and cultural needs, as well as the formation of spiritual standards, the acquisition of life and social experience in the pupil",



defined in the style. In order to organize and carry out this process at the level of demand, the State curriculum of the preschool education organization "Ilk qadam" has been developed.

- The purpose of the "Ilk qadam" State Curriculum is to create appropriate conditions for the formation of common basic competencies and competencies of development areas in students, as well as physical, mental and social-emotional development and health protection of students; is to create the necessary conditions for free thinking, development of creative abilities, morally and spiritually perfect, as well as for growing up as a perfect person who will live independently and consciously in the future.

- The changes taking place in the preschool education system determine the need for quality changes in the work of pedagogues.

- Today, the teacher-educator is becoming important in the development of the student's personality as a creator of conditions that serve to freely express himself in various activities, taking into account his individuality. The educator, as a person close to the student, should take into account that the person and activity of the student in the system of various regional factors affecting his development is one of the leading conditions that allow his full development.

- The teacher's world of values is reflected in the content of his professional activity, which covers all aspects of the student's development and prepares him for a changing life.

- The modern preschool education system needs a specialist who "steps up" along with the changes taking place in modern society and has the following qualities:

- openness to news and new results, ability to perceive existence along with ongoing changes;

- who has professional potential and can connect theoretical knowledge with practice;

-methodological culture that gives the opportunity to build a system of educational work with the student in a holistic, clear and scientifically based way and to implement it from the beginning to the end;

- it is necessary to have pedagogical skills based on fundamental theoretical knowledge and creative initiative, as well as be able to reasonably analyze socio-pedagogical situations from the point of view of modern science and practice.

- The participation of pedagogues and specialists in innovative activities requires them to master varied educational programs and pedagogical technologies, as well as to develop original pedagogical technologies based on modern methodologies and theoretical approaches.

- The innovative process begins with determining the need to make changes in some part of the educational process. This is the result of the analytical work of leaders and pedagogues. Creative pedagogues who are not satisfied with their work methods create innovations, and then these innovations are widely distributed in educational practice.

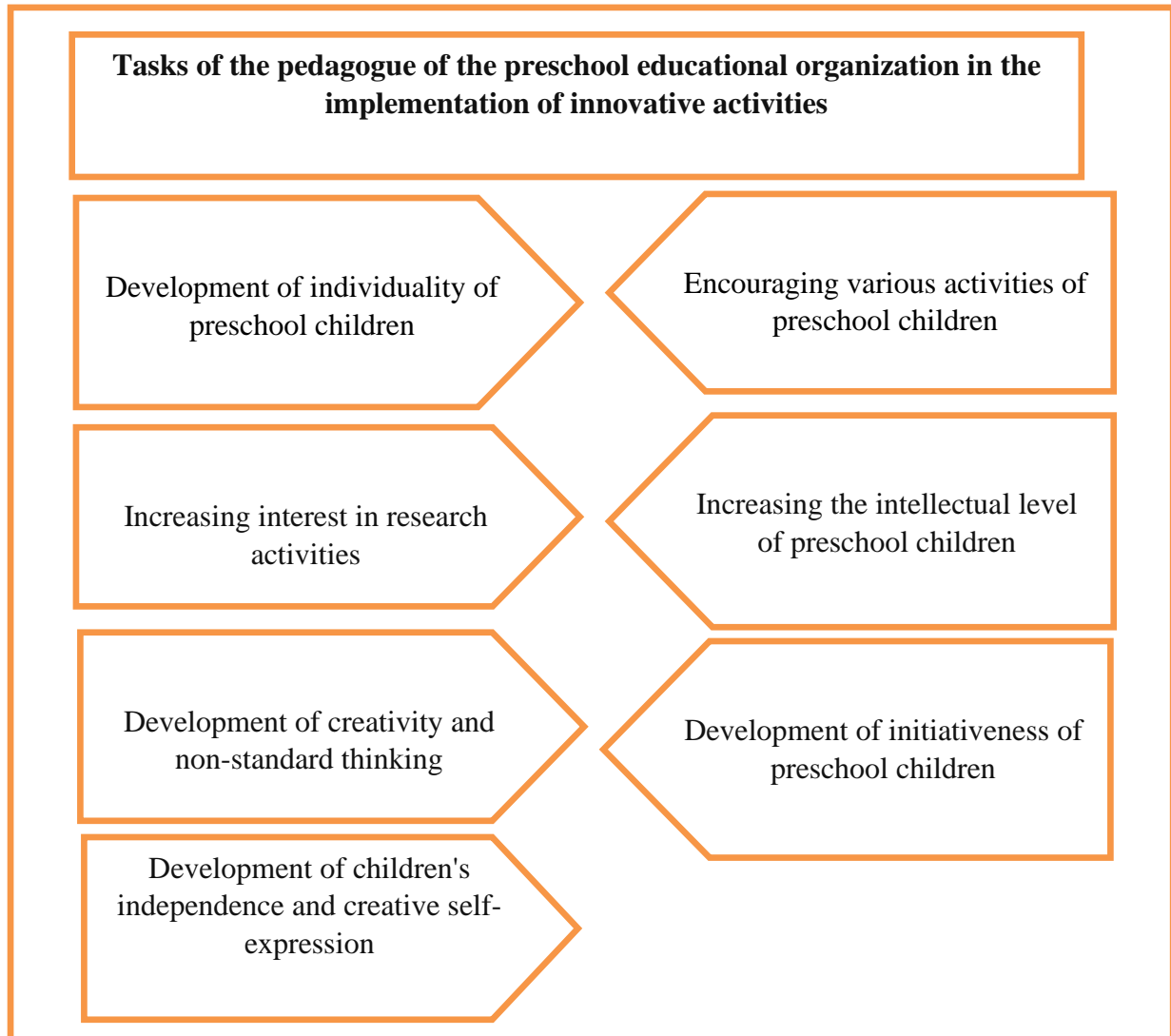
- The innovativeness of the pedagogical process in preschool educational organizations should consist in the purposeful introduction of new technologies that contribute to the effective development of preschoolers, as well as increasing the effectiveness of the educational process and achieving high results.



-The difference between innovative activity and traditional activity is that the pedagogue does not play the role of a teacher, but plays the role of a partner in the process, and he adheres to the position "not next to, not above, but together". Thus, the student feels more freedom, which encourages more creative activity. Also, knowledge is not given to the student in a ready-made form as before, but the student himself receives it during the research activity.

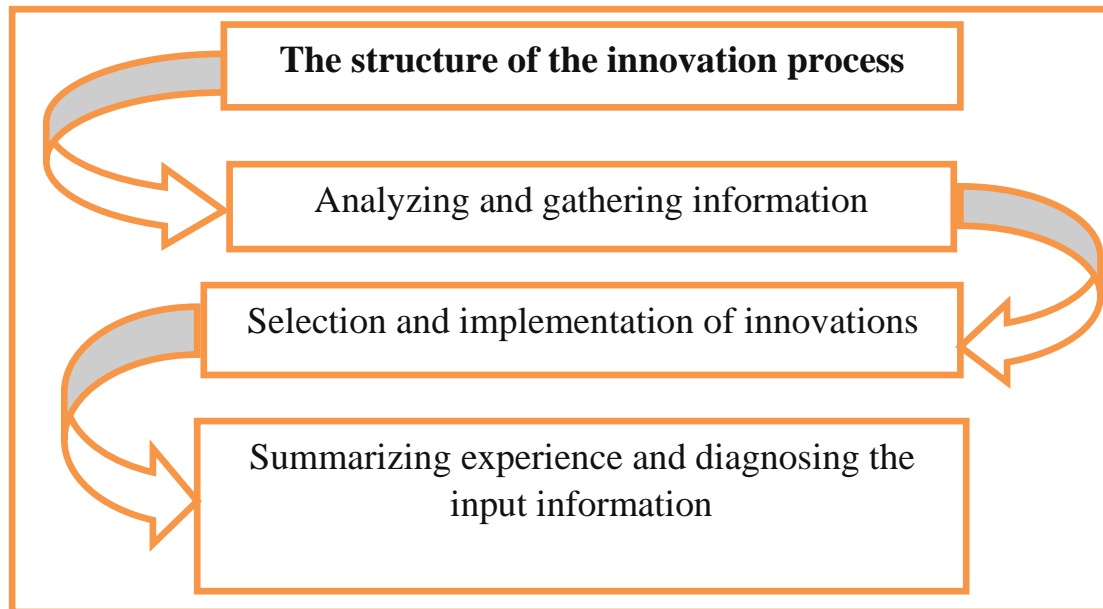
- In the implementation of innovative activities, the following tasks are assigned to the pedagogue of the preschool educational organization (Figure. 1):

- development of individuality of students;
  - development of students' initiative, their independence, ability to express themselves creatively;
  - increasing interest and interest in research activities;
  - encouraging various activities of students;
  - increase the intellectual level of students;
  - development of creativity and non-standard thinking.
- The structure of the innovation process (Figure 2):
- Analysis and collection of information.
  - Selection and implementation of innovations.
  - Summarizing the experience and diagnosing the entered data.



**Figure 1. Tasks of the pedagogue of the preschool educational organization in the implementation of innovative activities**

But it should be considered that even the best pedagogue and the best relations of the educator with the students are not equal: adults educate, teach, the student follows, learns. In small and medium groups, students perform the tasks given by the teacher, and in large and preparatory groups, students can independently come up with actions or guess what to do. Which work option the teacher chooses depends on the goals and tasks of the future work.



**Figure 2. The structure of the innovation process**

Innovative methods include the following components:

- modern pedagogical technologies for development of leadership and dialogue skills;
- pedagogical aspects of creative activity;
- methods of developing interpersonal communication in the team;
- integration in the process of creating the team's creative product;
- methods of creating a creative environment through activity.

Of course, innovation as a new way of working with children has certain risks. These risks can be minimized when the pedagogue develops all the following components in the preparation of the upcoming activity.

For this, the pedagogue should consider the following:

- choosing an innovative work direction;
- development of the concept and program of innovative activity;
- creation of conditions for the implementation of an innovative project;
- preparation and competent implementation of documents on innovative activities.

In short, the task of the innovative pedagogue should be to create motivation for the group to participate in joint training, taking into account the individual characteristics of each pupil, his psychological readiness.

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