Journal of Positive School Psychology http://journalppw.com
2023, Vol. 7, No. 5, 678-683

Pedagogical Technologies And Their Use At The Centers For The Development Of Preschool Educational Institutions

Nazirova Guzal Malikovna

Associate Professor, Candidate of Pedagogical Sciences (PhD) of the Kokand State Pedagogical Institute.

Annotation: Pedagogical teams of preschool educational institutions are intensively introducing innovative technologies into their work. Therefore, the main task of preschool teachers is to choose methods and forms of organizing work with children, innovative pedagogical technologies, their application in the Centers for the Development of preschool institutions that optimally correspond to the goal of personal development.

Keywords and expressions: Innovative technologies, advanced training, professional competence, effective methods and techniques, organizational and didactic system of the advanced training process, interactive methods, methodology of didactic research, system-integrated.

Introduction

Today we will talk about pedagogical technologies and their effective use in a preschool institution. First, let's remember what the term "technology" itself means.

Currently, pedagogical teams of preschool educational institutions are intensively introducing innovative technologies into their work. Therefore, the main task of preschool teachers is to choose methods and forms of organizing work with children, innovative pedagogical technologies that optimally correspond to the goal of personality development. Modern pedagogical technologies in preschool education are aimed at the implementation of state standards of preschool education. A fundamentally important aspect in pedagogical technology is the position of the child in the upbringing and educational process, the attitude of adults towards the child. An adult, in communicating with children, adheres to the position: “Not next to him, not above him, but together!”. Its purpose is to contribute to the development of the child as a person.

Technology is a set of techniques used in any business, skill, art (explanatory dictionary).

Pedagogical technology is a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, methods, teaching methods, educational means; it is an organizational and methodological toolkit of the pedagogical process (B.T. Likhachev). Today there are more than a hundred educational technologies.

Conceptuality is a reliance on a certain scientific concept, including a philosophical, psychological, didactic and socio-pedagogical justification for achieving educational goals.

Consistency - the technology must have all the features of a system:

- the logic of the process, - the interconnection of its parts, - integrity.

Controllability is the possibility of diagnostic goal-setting, planning, designing the learning process, step-by-step diagnostics, varying means and methods in order to correct results.

Efficiency - modern pedagogical technologies that exist in specific conditions should be effective in terms of results and optimal in terms of costs, guaranteeing the achievement of a certain standard of learning.

Reproducibility - the possibility of using (repeating, reproducing) educational technology in educational institutions, i.e. technology as a pedagogical tool must be guaranteed to be effective in the hands of any teacher using it, regardless of his experience, length of service, age and personal characteristics.

The structure of educational technology consists of three parts:

The conceptual part is the scientific basis of the technology, i.e. psychological and pedagogical ideas that are laid in its foundation.
The content part is the general, specific goals and content of the educational material.
The procedural part is a set of forms and methods of educational activity of children, methods and forms of work of the teacher, the activity of the teacher in managing the process of mastering the material, diagnostics of the learning process.

Thus, it is obvious: if a certain system claims to be a technology, it must meet all the requirements listed above.
The interaction of all subjects of the open educational space (children, employees, parents) of the preschool educational institution is carried out on the basis of modern educational technologies.
Modern educational technologies include:
health-saving technologies; technologies of project activities technology of research activity information and communication technologies; personality-oriented technologies;
preschooler and educator portfolio technology game technology "TRIZ", etc. The purpose of health-saving technologies is to provide the child with the opportunity to maintain health, to develop in him the necessary knowledge, skills and habits for a healthy lifestyle.
Health-saving pedagogical technologies include all aspects of the influence of a teacher on a child's health at different levels - informational, psychological, bioenergetic.
In modern conditions, human development is impossible without building a system for the formation of his health. The choice of health-saving pedagogical technologies depends on: the type of preschool institution,
on the length of stay in it for children, on the program on which teachers work, on the specific conditions of the preschool educational institution, on the professional competence of the teacher, and on the indicators of children's health.
The following classification of health-saving technologies is distinguished (in relation to preschool education): medical and preventive (ensuring the preservation and enhancement of children's health under the guidance of medical personnel in accordance with medical requirements and standards, using medical means - technologies for organizing health monitoring of preschoolers, monitoring children's nutrition, preventive activities, health-saving environment in the preschool educational institution); physical culture and health-improving (aimed at the physical development and strengthening of the child's health - technologies for the development of physical qualities, hardening, breathing exercises, etc.);
ensuring the socio-psychological well-being of the child (ensuring the mental and social health of the child and aimed at ensuring emotional comfort and positive psychological well-being of the child in the process of communicating with peers and adults in kindergarten and family; technologies for psychological and pedagogical support of the development of the child in the pedagogical process of preschool educational institutions); health saving and health enrichment of teachers (aimed at developing a culture of health for teachers, including a culture of professional health, at developing the need for a healthy lifestyle; maintaining and stimulating health (technology for the use of outdoor and sports games, gymnastics (for the eyes, breathing, etc.), rhythmoplasty, dynamic pauses, relaxation); educational (education of a culture of health for preschoolers, personality-oriented education and training); teaching a healthy lifestyle (technologies for the use of physical education, communicative games, a system of classes from the series "Football Lessons", problem-playing (game trainings, game therapy), self-massage); correctional (art therapy, technology of musical influence, fairy tale therapy, psycho-gymnastics, etc.)
Among the health-saving pedagogical technologies, one should also include the pedagogical technology of an active sensory-developing environment, which is understood as a system set and the order of functioning of all personal instrumental and methodological means used to achieve pedagogical goals.
The world in which a modern child develops is fundamentally different from the world in which his parents grew up. This makes qualitatively new requirements for preschool education as the first link in lifelong education: education using

modern information technologies (computer, interactive whiteboard, tablet, etc.). The informatization of society sets the following tasks for preschool teachers:
to keep up with the times,
become a guide for the child to the world of new technologies,
a mentor in the selection of computer programs,
to form the foundations of the information culture of his personality,
improve the professional level of teachers and the competence of parents.
The solution of these problems is not possible without updating and revising all areas of the kindergarten in the context of informatization.
Requirements for computer programs DOE:
Exploratory nature
Ease for self-study of children
Developing a Wide Range of Skills and Perceptions
Age Compliance
Amusement.
Program classification:
Development of imagination, thinking, memory
Speaking dictionaries of foreign languages
The simplest graphic editors
Travel Games
Learning to read, math
Using multimedia presentations
Computer advantages:
presenting information on a computer screen in a playful way is of great interest to children;
carries a figurative type of information understandable to preschoolers;
movements, sound, animation attracts the attention of the child for a long time;
has a stimulus for the cognitive activity of children;
provides an opportunity for individualization of training;
in the process of their activities at the computer, the preschooler gains self-confidence;
allows you to simulate life situations that cannot be seen in everyday life.
Errors when using information and communication technologies:
Insufficient methodological preparedness of the teacher
Incorrect definition of the didactic role and place of ICT in the classroom
Unscheduled, accidental use of ICT
Demonstration overload.
ICT in the work of a modern teacher:
1. Selection of illustrative material for classes and for the design of stands, groups, classrooms (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, acquaintance with periodicals, developments of other teachers in Russia and abroad.
4. Registration of group documentation, reports. The computer will allow you not to write reports and analyzes every time, but it is enough to type the scheme once and only make the necessary changes in the future.
5. Creation of presentations in the Power Point program to improve the effectiveness of educational activities with children.
Person-Centered Technology
Student-centered technologies put the personality of the child at the center of the entire system of preschool education, ensuring comfortable conditions in the family and preschool institution, conflict-free and safe conditions for its development, and the realization of existing natural potentials.
Student-centered technology is implemented in a developing environment that meets the requirements of the content of new educational programs.
There are attempts to create conditions for personality-oriented interactions with children in a developing space that allows the child to show his own activity, to realize himself most fully.
However, the current situation in preschool institutions does not always allow us to say that teachers have fully begun to implement the ideas of personality-oriented technologies, namely, providing children with opportunities for self-realization in the game, the mode of life is overloaded with various activities, there is little time left for the game.
Within the framework of personality-oriented technologies, independent areas are distinguished: humane-personal technologies,

distinguished by their humanistic essence, psychological and therapeutic focus on helping a child with poor health, during the period of adaptation to the conditions of a preschool institution.

It is good to implement this technology in new preschool institutions where there are rooms for psychological unloading - this is upholstered furniture, a lot of plants that decorate the room, toys that promote individual games, equipment for individual lessons. Music and sports halls, aftercare rooms (after illness), a room for the ecological development of a preschooler and productive activities, where children can choose an activity of interest. All this contributes to comprehensive respect and love for the child, faith in creative forces, there is no coercion. As a rule, in such preschool institutions, children are calm, compliant, not in conflict.

The technology of cooperation implements the principle of democratization of preschool education, equality in relations between the teacher and the child, partnership in the system of relationships "Adult - Child". The teacher and children create conditions for a developing environment, make manuals, toys, gifts for the holidays. Together they determine a variety of creative activities (games, work, concerts, holidays, entertainment). Pedagogical technologies based on the humanization and democratization of pedagogical relations with a procedural orientation, the priority of personal relationships, an individual approach, democratic management and a bright humanistic orientation of the content.

The essence of the technological upbringing and educational process is constructed on the basis of the given initial settings: social order (parents, society) educational guidelines, goals and content of education. These initial settings should specify modern approaches to assessing the achievements of preschoolers, as well as create conditions for individual and differentiated tasks. Revealing the pace of development allows the educator to support each child at his level of development.

Thus, the specificity of the technological approach is that the educational process must guarantee the achievement of the goals. In accordance with this, in the technological approach to learning, the following are distinguished:

setting goals and their maximum refinement (education and training with a focus on achieving results;

preparation of teaching aids (demonstration and handout) in accordance with the educational goals and objectives;

assessment of the current development of a preschooler, correction of deviations aimed at achieving goals;

the final assessment of the result is the level of development of the preschooler.

Personally-oriented technologies oppose the authoritarian, impersonal and soulless approach to the child in traditional technology - an atmosphere of love, care, cooperation, create conditions for the creativity of the individual.

6. Portfolio technology of a preschooler, Portfolio is a piggy bank of a child’s personal achievements in various activities, his successes, positive emotions, the opportunity to relive the pleasant moments of his life once again, this is a kind of development route for the child.

There are a number of portfolio functions: diagnostic (fixes changes and growth over a certain period of time), content (reveals the entire range of work performed), rating (shows the range of skills of the child), etc. The process of creating a portfolio is a kind of pedagogical technology. There are a lot of portfolio options. The content of the sections is filled in gradually, in accordance with the capabilities and achievements of the preschooler. Thus, the portfolio (folder of the child’s personal achievements) allows for an individual approach to each child and is presented upon graduation from kindergarten as a gift to the child himself and his family.

7. Technology "Portfolio of the teacher"

Modern education needs a new type of teacher:

creative thinking, owning modern technologies of education,

methods of psychological and pedagogical diagnostics, methods of independent design of the pedagogical process in the conditions of specific practical activities, the ability to predict their final result. Each teacher should have a dossier of

success, which reflects everything joyful, interesting and worthy of what happens in the life of a teacher. A teacher's portfolio can become such a dossier.

The compilation of game technologies from individual games and elements is the concern of each educator. Education in the form of a game can and should be interesting, entertaining, but not entertaining. To implement this approach, it is necessary that educational technologies developed for teaching preschoolers contain a clearly defined and step-by-step described system of game tasks and various games, so that using this system, the teacher can be sure that as a result he will receive a guaranteed level of assimilation. child of one or another subject content.

Conclusion: A technological approach, that is, new pedagogical technologies, guarantees the achievements of a preschooler and further guarantees their successful schooling.

Every teacher is a creator of technology, even if he deals with borrowing. The creation of technology is impossible without creativity. For a teacher who has learned to work at a technological level, the main guideline will always be the cognitive process in its developing state.

Literature:

1. Alvested M. Pedagogy and interdisciplinarity: Research on the reformed kindergarten teacher education (KTE) in Norway

2. Qodirova Dildora Najatbekovna. (2022). FORMATION OF INNOVATIVE THINKING SKILLS IN PRESCHOOL CHILDREN ON THE BASIS OF PERSONALLY EDUCATION. World Bulletin of Social Sciences, 7, 70-72. Retrieved from https://scholarexpress.net/index.php/wbss/article/view/581

3. G‘anieva Dildoraxon Muqimovna. (2022). THE IMPACT OF MEDIA ON THE FORMATION OF SOCIAL CONSCIOUSNESS IN OLDER PRESCHOOL CHILDREN. Conferencea, 129–134. Retrieved from https://conferencea.org/index.php/conferences/article/view/419

4. Ричардсон. Дж. Мысленные образы: когнитивный подход/ Пер. с англ.; науч. ред. А. А. Гостев.— М.: Когито-Центр, 2006. 174 б.)

5. Nazirova, Guzal Malikovna, and Dilgira Dilmurodjon qizi Gulomova. "CONTENT AND PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF PEDAGOGUES-EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS." International Academic Research Journal Impact Factor 7.4 1.6 (2022): 119-127.

6. Nazirova, G. "FORMATION OF A SENSE OF NATIONAL PRIDE AMONG IN OLDER PRESCHOOL CHILDREN THROUGH ORAL FOLK ART-AS A SOCIO-PEDAGOGICAL NECESSITY." Science and Innovation 1.8 (2022): 2067-2077.

7. Nazirova, Guzal Malikovna, and Dilgira Dilmurodjon qizi Gulomova. "CONTENT AND PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF PEDAGOGUES-EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS." International Academic Research Journal Impact Factor 7.4 1.6 (2022): 119-127.

8. Nazirova, G. "МАКТАБГАЧА КАТТА ЁШДАГИ БОЛАЛАРДА ХАЛҚ ОҒЗАКИ ИЖОДИ ВОСИТАСИДА МИЛЛИЙ ҒУРУР ҲИССИНИ ШАКЛЛАНТИРИШ– ИЖТИМОИЙ ПЕДАГОГИК ЗАРУРИЯТ СИФАТИДА." Science and innovation 1.B8 (2022): 2067-2077.

9.Raximova, F. M. "PROCESSES OF FORMATION OF INTELLECTUAL ABILITIES OF PRESCHOOL CHILDREN BY MEANS OF INNOVATIVE TECHNOLOGIES." Экономика и социум 1-1 (104) (2023): 54-57.

10. Mukhammadzhonovna, Rakhimova Feruzakhon. "PROBLEMS OF DEVELOPMENT OF CREATIVE ABILITIES IN PRESCHOOLERS." International Journal of Early Childhood Special Education 14.7 (2022).

11. Raximova, Feruzaxon Muxammadjonovna, and Zoya Mixaylovna Burdina. "ISSUES OF ORGANIZATION AND MANAGEMENT OF INCLUSIVE EDUCATION AND UPBRINGING IN UZBEKISTAN."

International Academic Research Journal Impact Factor 7.4 1.6 (2022): 112-118.
12. Mukhammadjonovna, Rakhimova Feruzakhon. "Development of pedagogical activites with preschool children in need of inclusive education." ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW ISSN: 2319-2836 Impact Factor: 7.603 11.12 (2022): 423-427.
13. Raximova, Feruzaxon Muxammadjonovna. "Problems with the social attitude of the individual." INNOVATIVE DEVELOPMENT IN THE GLOBAL SCIENCE 2.9 (2023): 112-121.