INNOVATIVE TECHNOLOGIES OF MANAGEMENT OF THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract. The article is devoted to the management of the educational process of preschool education. The author presented his views and comments on the peculiarities of the management of the educational process of preschool organizations.

Key words. Innovation management, education, process, management, competence, creativity, creativity, knowledge, qualifications, skills.

Introduction

Scientific and practical research is being conducted around the world on the development of creative technologies aimed at increasing the psychophysiological, intellectual, creative and personal potential of children, the creation of an innovative person-centered learning environment in preschool education and improving the quality management mechanisms of preschool education. These studies include the improvement of information and methodological systems of preschool education management, diversification of quality educational services, the introduction of information and communication technologies, interactive and problem-based learning methods in the educational process, the development of effective forms and methods of professional and innovative competence of preschool education. Special attention is paid to the issues of implementation.
The main results and findings

Today, the country is carrying out conceptual reforms aimed at radically improving the regulatory framework in the field of preschool education, integration of advanced foreign experience, scientific developments and technologies in the activities of preschool education, support of scientific, innovative and pedagogical activities in early childhood development. The Action Strategy for the Further Development of the Republic of Uzbekistan states that “expanding the network of preschool institutions and radically improving the conditions for the full intellectual, aesthetic and physical development of children in these institutions, important tasks such as “upgrade” [1]. In this regard, the improvement of the management system of preschool education, the introduction of modern forms of management, the development of knowledge and skills of employees of the preschool education system on modern management and pedagogical technologies are among the urgent directions.

This, in turn, will improve the legal and regulatory framework for preschool education, expand the network of non-governmental preschools, as well as the state network of preschools, introduce advanced educational technologies, improve the system of teacher training and increase the coverage of children in preschool education. serves to meet modern requirements and needs for the harmonious development of the younger generation through the improvement of school preparation processes [2].

This, in turn, serves to develop children physically, mentally and socioemotionally and to protect their health, to develop children's free thinking, creative abilities, moral and spiritual development, as well as future independent and conscious thinking; serves to strengthen the foundation of the education system.

Pedagogical practice shows that the formation of independent and free thinking skills and a rich spiritual outlook in PEO students takes place not only in specially organized pedagogical processes, but also in the educational environment in which they live and learn, the interaction of members of the educational community and interpersonal relationships. In addition, the personal qualities,
behavior, worldview, experience, knowledge, skills and abilities of the leaders and educators of PEO have a unique impact on the development of the trainees' personality.

According to VA Slastenin and AI Mishchenko, teachers and learners as subjects of the pedagogical process are the main participants in this process, they describe the process of interaction of specially organized teachers and students as a pedagogical process [7; 19-p.].

Based on these considerations, we can say that the lessons organized in PEO, more precisely, the processes of education and pedagogical relations form a holistic pedagogical system. The processes of educational relations in all forms of activities (excursions, excursions, spiritual and educational activities, sports competitions, fairs, etc.) that have different effects on the personality of students are interrelated and interdependent, they have interactive properties. The interconnectedness and interdependence and unity of these constituent components represent the integrity of the pedagogical process.

V.A. Slastenin, A.I. Mishchenko distinguish the processes of education, upbringing, self-education, communication and development as components of an integrated pedagogical process [7].

According to ST Turgunov [8], the processes of education-independent education, upbringing-self-education and educational relations, which activate the internal capabilities of the subjects of the pedagogical process, promote the development of their understanding, complement each other, as well as each other, serves as a provider of the second-third for the development of the individual and the formation of personal abilities [8; 222-p.].

According to B.R. Djuraeva and H.M. To do this, a person must understand to which system and to which society he belongs [9; 68-p.].

The person involved in the process of interaction affects not only himself and his personal characteristics, but also the specific situation, the situation, in which the development of interacting subjects takes place, as well as the process of interaction.
According to A. Bodalev [34], interaction between people is the main factor in the development of human psychology and personality traits, and the equal interaction of participants in this process is a condition for the formation of interpersonal relationships [10; 73-p].

Thus, the scientific and practical significance of the interaction processes as a component of the pedagogical processes organized in PEO is also reflected in the development of the human personality. The following results, which can be achieved in the process of interaction as a component of the pedagogical process organized in PEO, are of particular importance in the development of the personality of students:

The pre-school education system teaches the child to be a free, independent person. At the same time, it does not mean equality of abilities, but equality of opportunities, which in the process of education and upbringing requires the creation of conditions for freedom and order, demanding and attentive to each child.

Therefore, the educational process in PEO as a complex, diverse and multi-level process can be considered only as a number of features: dialectical, periodicity, degree of validity, conflict, significance, risk, ability to describe teaching methods, relevance to situations, ownership (structural), manageability, social orientation, ability to differentiate, integrative.

One of the peculiarities of the educational process in PEO is dialectical, characterized by The emergence of a positive attitude and activity in the trainees determines the indicators of increasing the overall effectiveness of the process of educational and pedagogical relations.

Dialecticism, one of the peculiarities of the educational process organized in PEO, is inextricably linked with periodicity, which is another feature of it, and is explained by the purposeful ensuring their activity in the educational process based on the formation and development of students' interest in lessons and its content.

Another characteristic of the educational process in PEO is the level of validity of the lessons organized in preschool institutions and their content. The
level of validity is characterized by the novelty, reliability and validity of the information provided to students, as well as compliance with state requirements.

Conflict is another characteristic of the educational process in PEO, which is characterized by a negative attitude to the lessons, ie fatigue and boredom, as a result of which the content and methods used in the lessons are not updated gradually. Conflicts can arise when students are less likely to think freely and independently, to listen to and analyze educators' opinions, and to be less interested in the process. The fact that the majority of students do not have time to master the information provided by the educator, and the high level of pedagogical competence required from the educator, also indicates that the educational process in the PEO is controversial.

One of the features of the educational process in PEO is the importance of the ability to explain the content of the concepts studied in the lessons organized in preschool institutions, as well as to provide information about the concepts that are important in the process of personal relationships. In other words, the importance of creating a basis for the development of their activity in the process of training on the basis of explaining the meaning and significance of the concept under study in human life.

Another characteristic of the educational process in PEO is the possibility of risk, which creates a sense of risk and anxiety, which in turn affects the effectiveness of the pedagogical process.

One of the peculiarities of the educational process in PEO is the ability to describe teaching methods, the inability to apply a universal method of education in all situations in the educational process organized in PEO, that is, to claim universality. This, in turn, means that the effectiveness of the educational process in the PEO depends on the situation.

Another characteristic of the educational process in PEO is the need to have a clear structure, it is important that the educational process in PEO also consists of an introduction, introduction of new concepts and final parts. The need for a structured structure reflects the structural nature of the lesson, to identify and
objectively assess the initial concepts of students in order to form the interest and activity of students in the classroom, to justify the need to master the concepts to be studied, to summarize and conclude such that it has a structural structure.

In order to ensure the effectiveness of the educational process organized in PEO, the availability of opportunities to coordinate the activities of students on a case-by-case basis, based on the preliminary preparation of projects and models for improving and developing training processes on a case-by-case basis.

The need to coordinate the activities of educators and students based on the development of students' interest in the process of training, ensuring their activity, ensuring that the activities of educators and their functional responsibilities are consistent with the goals and objectives of preschool education means that the educational process.

The need to apply different approaches in the training process according to the age of the trainees, their psychological characteristics and the specifics of the groups characterizes that one of its distinctive features is the ability to differentiate. The peculiarity of this feature is that the excess of attention paid to a particular trainee or group of trainees during the training also affects the interest and activity of other trainees or trainees or the effectiveness of the training to some extent.

In our opinion, integrativeness is also one of the characteristics of trainings organized in PEO, as ensuring the interaction of internal and external factors that serve to ensure the active participation of students in the training process serves to increase efficiency.

In the organization of training in a particular direction in PEO, the training process is considered as a whole, a whole dynamic system, and in the preliminary design of the training process integrates the concepts formed in the trainees in a certain sequence, ie taking into account the need to study each concept. serves to ensure efficiency.

Pedagogical processes based on competency-based approaches are aimed at developing pre-formed basic concepts in students. It is important to create the necessary conditions for active participation of students in the training process, to
find a positive solution to the given tasks, to successfully communicate with participants and partners.

As a result of successful interaction in the classroom, students learn to use different methods of communication, master communicative skills, and most importantly, the breadth of opportunities to develop the skills of interaction in students can be cited as specific features of the educational process.

There is also interaction between the participants in the game-based activities, which directly contribute to the formation of communication skills as a result of their involvement in the process of interaction. confirms that creation is also one of its unique features.

**Conclusion**

Based on these ideas, it can be concluded that one of the peculiarities of the pedagogical processes organized in PEO is the development of the child's personality in the classroom, the emergence of self-education. Therefore, it is necessary to pay special attention to the effectiveness of self-education processes that arise directly in the process of all types of trainings organized in PEO, the main condition for ensuring the effectiveness of this process is to ensure the activity of students and the organization of independent thinking.

**References:**


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