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# WAYS TO ORGANIZE AND DEVELOP KNOWLEDGE OF PRESCHOOL CHILDREN

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**АННОТАЦИЯ:** В данной статье быстрым проникновением инновационных педагогических технологий на этапы образования, созданием педагогом инновационных педагогических технологий при постоянном совершенствовании своего профессионального мастерства, уровнем подготовки педагога к инновационной деятельности являются важнейшие показатели профессиональная квалификация, инновационная деятельность педагога, творческие исследования, создание передовых идей по совершенствованию формы и содержания образования, креативность, креативность, самостоятельное мышление студентов средствами инновационных педагогических технологий речь идет о развитии способности достигать образовательных целей посредством самоисследования, сознательного творческого отношения.
**Ключевые слова**: качество образования, инновационные педагогические технологии, образование, эффективность, информационные технологии, инновационная деятельность, креативность, креативность, результативность.

**ABSTRACT:** This article discusses the rapid introduction of innovative pedagogical technologies into the stages of education, the creation of innovative pedagogical technologies by the teacher along with the continuous improvement of his professional qualifications, the most important indicators of the professional qualifications of the teacher's level of preparation for innovative activities, the creative research of the teacher's innovative activities, the creation of advanced ideas for improving the form and content of education, and the formation of creativity, creativity, independent thinking, the ability to achieve educational goals through his own research and conscious creative attitude in students through innovative pedagogical technologies.
**Keywords**: quality of education, innovative pedagogical technologies, education, efficiency, information technologies, innovative activities, creativity, effectiveness.

The rapid introduction of innovative editorial technologies into the educational process is explained by the fact that the fast information technologies of the 21st century have covered all fronts. Today's editor is required to continuously improve his professional skills, as well as to create innovative editorial technologies and be competent in using them in the educational process. The level of readiness of the editor for innovative activity has become the most important indicator of professional competence. After all, the editor's innovative activity demonstrates the ability to creatively search for, create progressive ideas for improving the form and content of education, and discover innovations. Through innovative educational technologies, it is intended to develop in students the ability to be creative, imaginative, independent thinkers, and achieve educational goals through their own research and a conscious creative attitude**.**

“Innovation” is a Latin word that means renewal, “newness”. Innovation involves the creation of new ideas that improve the form and content of the educational process. Innovative ideas are rapidly entering today's educational practice. Pedagogical innovations help to increase the quality and efficiency of education. At the same time, any renewal processes in society are inextricably linked with the essence of reforms. The ongoing renewal of state educational standards; the improvement of the content and essence of educational and methodological literature, textbooks, programs, and classifiers of educational fields are giving impetus to new editorial concerts. Such

innovations require the rapid introduction of editorial innovations into educational fields and the continuing education system.

The active work of modern editors within the current processes requires a number of professional qualities, a level of readiness for innovative activity. The level of competence for such activity is clearly reflected in the educational technology project and the editorial idea at its core. The quality and effectiveness of education are guaranteed if the creator of educational technology - the editor - possesses theoretical knowledge, practical experience, and the skills to apply advanced teaching methods and techniques.

Any educational technology is aimed at a specific didactic goal, and its basis is a clear editorial idea. Since the essence of educational technologies is the idea of developing the student's personality in various aspects, educational technologies on various topics work on the same idea. However, in what form, with the help of what methods and how should this idea be implemented? - every time an attempt is made to find a new, original answer to the question. It is from this "answer" that the essence of the editorial idea that drives technology is understood.

The "National Encyclopedia of Uzbekistan" explains that "An idea is a thought that arises in human thought and guides society and people towards a goal. It embodies the goals of knowing and changing the world, as well as the ways and means to achieve them." If we apply this definition to editorial technologies, we get the definition of "the study of additional options for creating, using, and integrating teaching and learning methods into a single system." Variants of editorial technologies aimed at developing students' speech are the result of the creative activity of the teachers-editors who developed them. At the heart of this activity is a specific vision and the idea of ensuring the effectiveness of education.

Anatoly Gin, who has made interesting observations about modern educational technologies, said: "Such technologies free students from a single frame of mind and allow them to soar freely in the sky of thought." In creating such conditions, the scientist recommends using "open challenges. In this way, students are encouraged to think creatively, to find solutions to problems through various methods and research. The solution to "open problems" is blind.

Considering that "the average teacher explains, the good teacher explains, the great teacher demonstrates, the great teacher inspires" (William Arthur Ward), in an era of increasing information flow, it is increasingly being said that educational effectiveness can be achieved by shifting students from teaching to learning, from imparting knowledge to acquiring and assimilating knowledge. This paves the way for the dominance of the cognitive approach in education.

"Cognition" means knowledge, understanding, while the English word "cognitive" means "learned", that is, a person's own acquisition of knowledge, the formation of skills and abilities. A conscious-verbal-cognitive teaching method that applies the cognitive principle.

A market economy based on constant competition requires active individuals who are quick, enterprising, and able to act according to circumstances and quickly innovate the means to achieve goals. Therefore, in Western countries, there has been a noticeable shift in the educational system from a behavioral approach to a cognitive approach. In assessing human activity, cognitivism differs from the behaviorist approach that dominated pedagogy and psychology until the 1960s in the following ways:

a) in the behaviorist approach, human behavior is understood as a set of unconscious reactions, determined by the influence of the external environment;

b) in the cognitive approach, the dominance of consciousness in these behaviors is recognized - skills and abilities acquired through education.

The famous editor-methodist D. Ozbel, who laid the foundation for this direction, emphasized that the leading method in the educational process is discovery. The essence of the discovery method of education is that the learner, in the process of completing each task, is engaged in discovering new materials or creating something. Therefore, consciousness leads the educational process.

Modern society is characterized by rapid and profound changes, and such changes are clearly visible in the structures of society, including independent states, relations between individuals and society, demographic policy, and urbanization processes. Education, as a separate component of the global social structure, must take into account all the changes taking place in society and, accordingly, change its structure and content of activities. Today, the problem of education lagging behind the pace of social development and the failure of the technologies used in the educational process to fully meet modern requirements is increasingly being recognized by the world community. Because education, as a socializing agent, must keep pace with changes in society and have an impact on its development. However, the relationship between social development and the education system is complex and highly dynamic. Education does not absorb the influence of all active and passive changes, but rather influences the events taking place in society. From this point of view, changes in education are not only a result, but also a condition for the future development of society.

It is known that in today's rapidly developing science and technology, the volume of scientific knowledge, understanding and ideas is increasing sharply. On the one hand, this ensures its differentiation due to the development of new areas and departments of science and technology, and on the other hand, it creates a process of integration between disciplines.

It is known that today all states strive to introduce as much blind innovation as possible into education. Today's innovations require a coordinated, planned, mass approach to them. Innovations are long-term investments for the future. In order to arouse interest in innovation, to educate a person who aspires to create innovation, education itself must be rich in innovations, and a creative spirit and atmosphere must prevail in it. It is from such a background that today an independent field of editorial work - innovative editorial work - is developing rapidly.

The main goal of innovative education is to form a sense of responsibility for the future and self-confidence in learners. A group of scientists led by J. Botkin, in their report to the “Club of Rome”, described innovative education as the main type of knowledge acquisition, as an alternative to traditional, or “normative” education. While normative learning is “aimed at internalizing rules of behavior in repetitive situations,” innovative learning aims to develop the ability to act together in new situations.

The effectiveness of the use of innovative technologies in education depends largely on the teacher's thorough preparation for the lesson, otherwise it is natural that the expected result will not be achieved.

To this end, the teacher:

• Be aware of the development of his discipline and the achievements made, identify ways to appropriately and effectively use scientific innovations in the educational process:

• Be aware of the development and achievements of their discipline, identify ways to effectively and efficiently use scientific innovations in the educational process:

• Constantly study the work experience of advanced teachers, use them in their editorial activities, share their experiences with others, and be a caring teacher for young colleagues;

• To acquire and apply the methodological knowledge, skills and competencies necessary for the harmonious use of innovative technologies in the educational process;

It is necessary to develop its own methodology to increase the efficiency of the educational process.

The use of innovative technologies plays an important role in solving these problems.

In short, today's teacher achieves the intended goal and efficiency when he chooses which technology to use on a scientific and methodological basis, taking into account the educational, educational and developmental goals of the topic being studied in the lesson and the didactic functions of editorial technologies.

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