

THE USE OF ICT IN PRE-SCHOOL EDUCATION

Salima Kuziboyevna Kholmatova

Teacher of Chirchik State Pedagogical Institute, Uzbekistan

ABSTRACT

The development of modern society is inextricably linked with scientific and technological progress. Information and communication technologies are firmly included in all spheres of human life; it also affects the educational process of preschool institutions. The main goal of the introduction of information and communication technologies (ICT) is to create a single information space of an educational institution, a system in which all participants in the educational process are involved and connected at the information level: administration, teachers, children and their parents.

Keywords: ICT, methodology, theory, technique, activity, formation, development, pre-school education.

INTRODUCTION

ICT tools help the teacher to diversify the forms of support for the educational process, improve the quality of work with parents of pupils, as well as mastery of these technologies helps the teacher to feel comfortable in the new socio-economic conditions. Of course, much attention is paid to working with parents at the preschool educational institution; the existing system allows them to be involved in the process of raising children in accordance with the objectives of the institution. For this, various forms are used: open days, parent meetings, visual information, leisure activities, parent clubs, contests

I really want to build work with parents so that they are interested in the success of their children and strive in every possible way to help the preschool educational institution in creating a single educational space through the organization of cooperation between the family and the kindergarten. Analyzing the activities of preschool institutions, I would like to note that the use of ICT by teachers in working with parents is not at the highest level.

Possession of techniques for the use of information and communication technologies and the creation of electronic didactic resources, the ability to plan and model classes using ICT helps teachers solve specific educational problems, increase the cognitive activity and motivation of preschoolers.

As you know, teaching methods for preschoolers can be divided according to the source of knowledge and the nature of cognitive activity. As methods of teaching preschoolers according to the source of knowledge, we recommend using the method of demonstrations, the method of illustrations, exercises.

The demonstration method should be used to visualize the studied objects, phenomena, processes for the purpose of their study by preschoolers.

LITERATURE REVIEW

The problem of using information and communication technologies (ICT) in teaching has long been occupied by psychologists and teachers (Uvarov A.Yu., Trainev V.A., Sovetov B.Ya., Andreev A.A., Medunitsa T.N., Dovgopol I. I., Dzyubenko A.A., Grigoriev S.G., Volosova A.V., Andersen B., and others). The role of information and communication technologies in teaching children mathematics was discussed in a number of works: Entina S.B., Fedina O.V., Soboleva S.Yu., Murashova L.D., Korotkova N.A., Kameneva T.A., Zakharova T.L., Beril S.I., Gaidarzhi G.Kh. and others. All researchers note the importance of information and communication technologies in teaching mathematics.

G.I. Shchukina understands cognitive activity as a valuable personal education that expresses a person's attitude to activity.

N.G. Morozova writes that the basis of the development of cognitive activity is the child's overcoming of the contradictions between the constantly growing cognitive needs and the possibilities for their satisfaction that he has at the moment.

V.N. Druzhinin considers cognitive activity as an active state that manifests itself in the child's attitude to the object and process of this activity.

E.V. Proskura understands cognitive activity as the natural human desire for knowledge, the characteristics of activity, its intensity and integral personal education.

METHODOLOGY

The method of illustrations involves showing objects, processes, phenomena in their symbolic representation (photographs, drawings).

Practical methods are aimed at the formation of skills and abilities, these include exercises. Exercises contribute to the development of speech, attention, memory, cognitive abilities, personal qualities and the development of skills for their application, for example, as exercises, you can give an assignment to create and edit a

picture in the Paint graphics editor, as well as assignments to create animated cartoons in GIF Animator, Adobe Flash.

By the nature of cognitive activity, the following teaching methods can be used: explanatory and illustrative, involving verbal explanations with the involvement of visualization; method of problem presentation, partial search method, method of computer didactic games. When using problem statement, children are encouraged to find ways to solve problems. The partial search method involves the solution of the task by the teacher together with preschoolers.

The choice of teaching methods is determined taking into account the capabilities of preschoolers, their age and psychophysiological characteristics.

In teaching preschoolers, you can use multimedia software, children's electronic presentations, didactic games, electronic encyclopedias containing a database with multimedia information, computer games. The teacher can use Microsoft PowerPoint to create presentations, slide shows to use them as visual and didactic material ... To prepare presentations, it is necessary to determine the genre of the presentation, select the content, create a slide layout: insert a title, text, pictures into a slide, create a slide background, set up animation for text, pictures. The presentation must be interactive. For this, it is necessary to change the sequence of presentation of the slides during the presentation of the presentation.

To create a didactic game in PowerPoint, an educator must:

1. To develop rules that are clear for preschoolers and an exciting plot of the game (to provide an opportunity to choose options for the content of the material being studied, to choose an operating mode).
2. Make a synopsis, where he must describe the algorithm of actions (show all actions with arrows, flashing icons, highlighting, increasing the size of the object. This will allow the child to focus on the desired object, remember the procedure)
3. Determine the goal and learning objectives of the game.
4. Determine the actions of the preschooler in the game aimed at solving the learning problem.
5. Set game motivation (what we will do, for whom and for what).
6. Show preschoolers how to complete the assignment (how to do it).

A child who has learned the rules of the game well and wants to repeat the game should be given the opportunity to go to the start slide.

The competent use of modern information technologies can significantly increase the motivation of children to learn. Allows you to recreate real objects or

phenomena in color, movement and sound. That contributes to the broadest disclosure of their abilities, activation of mental activity.

RESULTS AND DISCUSSION

Research shows that computers can aid in the development of mathematical representations of even very young children - provided that educators are able to select environments and tools that are appropriate for learning mathematical concepts and relationships and use them in ways that support and develop the thinking of young children. especially their metacognitive skills.

For example, such products and how they are used should:

- allow children to create, modify, save and find ideas;
- stimulate reflection and motivation;
- show how to compare concepts from different fields, such as mathematics and art;
- form situations with a clearly defined changeable and measurable structure, as well as ask for feedback,
- the results of which students can interpret independently.

So the tools and ways to use them should allow children to seriously interact with ideas, think about them, play with them, in some cases even with limited adult participation. While the educational benefits of involving children in problem solving activities are well known, organizing these activities effectively often presents challenges for educators, in particular:

- for solving problems to be a serious matter, they must be difficult enough, therefore children often need very significant help from a qualified teacher;
- children's approaches to solving the problem naturally differ, and a large variety of directions and necessary actions are very difficult to manage, it is difficult to provide them with resources;
- solving open problems is difficult to fit into a clear time frame; the time it takes for children to complete specific tasks may fluctuate unpredictably;
- solving a problem often requires testing ideas in practice; due to a lack of experience, children can sometimes insist on the implementation of an initial, non-working idea for a long time, and then experience severe disappointment;
- solving problems requires hard work and interest from children in this matter, therefore, in order for the solution process to be effective, problems must occupy the imagination of children; As a result, simple tasks with obvious solutions often fail

when faced with spontaneous “real” problems, which, in turn, require great organizational and creative efforts from teachers.

ICTs provide a much broader and richer context for children to solve open-ended math problems, work on projects that integrate math skills and experimentation. New technologies are also useful for expanding school mathematics, going beyond arithmetic and simple geometry towards mathematical thinking, communication, the kind of mathematics that is used in computer disciplines. Such mathematics can be given to children in visual and tangible forms, using the capabilities of objects shown on the screen, manipulating them, processes and microworlds. In general, ICT significantly expands the opportunities for preschoolers to learn modern mathematics, offering them educational activities in the visual mathematical microcosms.

CONCLUSION

Thus, information technologies, in conjunction with pedagogical teaching technologies, create the required level of quality, variability, differentiation and individualization of teaching and upbringing. At the same time, a computer does not solve all problems, it remains only a multifunctional technical means of teaching, pedagogical technologies and innovations in the learning process are no less important. Which allow you to bring a certain stock of knowledge into each child and create conditions for the manifestation of his cognitive activity.

In conclusion, I would like to note that in a kindergarten, it is possible, necessary and appropriate to use ICT in various types of educational activities. The joint organized activity of a teacher with children has its own specifics, it should be emotional, vivid, with the involvement of large illustrative material, using sound and video recordings. All this can be provided to us by computer technology with its multimedia capabilities.

However, no matter how positive, enormous potential information and communication technologies have, they cannot and should not replace live communication between a teacher and a child.

REFERENCES

1. Айдашева Г. А., Пичугина Н.О. Дошкольная педагогика. М: Феникс, 2005.
2. Abdijalilova Z. D. (2007). Formation of the discursive competence of law students in teaching writing in a foreign language. BBC 94 Z 40, (41-S), 244.

3. A.A. Abdullayev. System of information and communication technologies in the education. Science and world International scientific journal 2 (№ 5), 19-21
4. Акрамов, М.Р. (2013). Психологические аспекты формирования экологического сознания личности. Science and World, 80.
5. Акрамов, М.Р. (2020). Талабаларда матнларни идрок этишда психоллингвистиканинг ўрни. Сўз санъати халқаро журналы, 3 (3).
6. Бабанский Ю. К. Методы обучения в современной общеобразовательной школе. – 2-е изд., перераб. и доп. М: Просвещение, 2009.
7. Yusupov O.N. Cognitive semantics in context. Wschodnioeuropejskie Czasopismo Naukowe 7 (2), 84-87.
8. Юсупов О.Н. Ўзбек адабиётининг инглиз тилидаги таржималарининг лингвокогнитив тадқиқи. Сўз санъати халқаро журналы. 3 сон, 3 жилд. Б.102-105.
9. Юсупов О.Н. Анализ проблемы стиля в художественном переводе. The Way of Science, 94. 2014.
10. Юсупов О.Н. Специфика художественного перевода. Наука и Мир 2 (3), 170 - 172. 2014.
11. Mirzaakhmedova M.Yu. Approaches to science and education in the east and in the west. International journal of science and research (ISSN 2319-7067).
12. Zoyirova, D.A. (2018). Forming Discursive Competence of Law Students. Eastern European Scientific Journal, (6).
13. Zoyirova D.A. (2019). Effective teaching of the English language based on the communicative-cumulative method in the process of education using modern technologies. Сўз санъати халқаро журналы, 1(5).
14. Zoyirova D.A. (2019). features of translation from English to Russian. Экономика и социум, (10), 71-73.
15. Yuldashevna, M. M., & Abdijalilovna, Z. D. (2019). The impact of the East in Shakespeare's tragedies. Journal of Critical Reviews, 7(3), 2020.
16. Формирование интеллектуальной готовности старшего дошкольника к учебе в школе. // Балтийский гуманитарный журнал. – 2013. – № 3. – С. 5-7.
17. Zheleznyak Yu.D., Portnov Yu.M., Savin V.P., Leksakov A.V.; Ed. Yu.D. Zheleznyak, Yu.M. Portnova Sports games: Technique, tactics, teaching methods: C 73 Textbook. for stud. higher. ped. study. institutions /. - 2nd ed., Stereotype. - M.: Publishing Center "Academy", 2004.
18. Portnov Yu.M. Fundamentals of management of the training-competitive process in sports games. - M., 1996.

19. Gamaliy V. Modeling of motor actions technique in sport // Science in Olympic sport. 2005. - No. 2. - S. 108-116.
20. Knizhnikov A.N., Knizhnikov N.N. Volleyball: history of development, methods of organizing, conducting and judging competitions. Nizhnevartovsk region .: Priob'e, 2001 .-- 192p.
21. Oinuma S. Volleyball lessons. Per. from Japanese. - M.: Physical culture and sport, 1999. - 112p.<https://doi.org/10.37547/tajssei/Volume02Issue12-17>.
22. Abdullayeva, M. (2020). Bo'lajak tarbiyachilarning qobiliyatini rivojlantiruvchi asosiy omil. *Zamonaviy fan va talim-tarbiya: muammo, yechim, natija*, 1, 112-114.
23. Abdurashidovna, M. D. (2020). Idea of philosophy and sufisis in poetry (On the example of Z.Mamadaliyeva's work). *International Journal of Word Art*, (2).
24. Atabekov, F. O. (2020). Boshlang'ich sinf o'quvchilarida jismoniy hattiharakatlarni mustaqil egallash ko'nikmalarini shakllantirish. *Zamonaviy fan va talim-tarbiya: muammo, yechim, natija*, 1, 229-231.
25. Gimazutdinov, R. G. (2020). Theoretical basis of physical education of children of preschool age. *Academic Research in Educational Sciences*, 1(4).
26. Kholmatova, S. K. (2020). Didactical principles of initial teaching in mathematics. *Academic Research in Educational Sciences*, 1(4).
27. Mahmudova, D. B. (2020). Teaching applique for older preschool children. *Academic Research in Educational Sciences*, 1(4).
28. Narimbaeva, L. K. (2020). The Development Of The Preschool Education System Is A Requirement Of The Times. *The American journal of social science and education innovations*, 2(11), 108-111.
29. Nosirova, R. K. (2020). Methodology for teaching outdoor games in preschool institutions. *Academic Research in Educational Sciences*, 1(4).
30. Sanakulov, X., & Sanakulova, A. (2020). Boshlang'ich texnologiya ta'limining muhim omillari. *Zamonaviy uzluksiz ta'lim sifatini oshirish: innovatsiya va istiqbollar*, (3), 66-68.
31. Shukurovna, B. L. (2020). The importance of literary tales in national education. *International Journal of Word Art*, (2).
32. Soatov, E. M. (2020). Psychological properties development of volitional qualities in pupils. *Academic Research in Educational Sciences*, 1(4).
33. Solizhonovich, M. R., Turdievich, Z. A., Bahromovich, J. A., & Erkinovna, K. M. (2020). Features and application of the cluster method of its organizations in lessons in secondary school and higher pedagogical institutions. *International Journal on Integrated Education*, 3(3), 90-94.

34. Xatamjanovna, N. Z. (2020). Critical text of the codex cumanicus manuscript. *International Journal of Wort Art*, (2).
35. Xurramov, E. E. (2020). Ajdodlarimiz bolalarda ijtimoiy sogʻlom muhitni shakllantirish xususida.
36. Yuldoshevna, S. Z. (2020). History of the prophets and judges - light of spirituality. *International Journal of Word Art*, (2).
37. Муталова, Д. А. (2020). Мактабгача таълимда интерактив методлар – сифат ва кластер самарадорлик омили. *Муаллим ва узлуксиз таълим*, 1(1), 131-133.
38. Тешабаева, З. С. (2020). Олий таълим жараёнида бўлажак тарбиячиларни инновацион фаолиятга тайёрлаш. *Замонавий таълим*, 1(86), 30-34.
39. Шонасирова, З. Ю. (2020). Психолого-педагогическая компетентность учителя начальных классов. *Научный вестник ТГПУ*, 10, 198-201.