

Technology Of Organizing The Activities Of A Teacher

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Abstract: This article talks about modern approaches to organizing the activities of a preschool educational organization and the trends encountered along this path, as well as measures to eliminate them.

Key words: preschool education, trend, conflict, problem, innovative approach, independent thinking, form, method, tool

Introduction

Historically, the preschool education system has been based on various methods and approaches. Today, the application of innovative technologies in this field is of critical importance. Utilizing modern pedagogical methods and psychological approaches to ensure the intellectual, psychological, and social development of children is essential. For example, the theory of constructivism helps children independently develop their experiences, while the pedagogical significance of play activities is highly valued.

It is known that pedagogy often incorporates terminology from other fields, highlighting its deep interconnection with other sciences. Many of these terms come from technology and economics, as these fields greatly influence the development of social thought. For instance, concepts such as the efficiency of teaching, rationality, technology, educational economics, and computerization of education are frequently discussed today.

Materials And Method

The education system is a multi-component and complex structure characterized by multifaceted interactions. As a result, classifying innovations within education is a challenging task. Innovations introduced into one component of the system can have an immediate impact on other components. However, this does not mean that innovations must simultaneously be applied to all components, as this is practically impossible. Instead, it is essential to focus on specific components and aspects of education to classify innovations effectively.

Researchers argue that the classification of innovations in education is not limited to the content and structure of curricula and programs but also encompasses organizational methods and forms. Incorporating innovations into all components of education is neither feasible nor necessary. Consequently, defining a unified classification of innovations remains a complex task. Innovations in the content of education inevitably influence the organization and methodology of teaching. For instance, the introduction of new technical tools and information technologies into education imposes new requirements on educators' work and teaching methods.

Despite the challenges, it is necessary to rely on specific criteria for classifying innovations. According to R. Marklund, "The sole criterion for classification is the level at which the process of introducing new standards and practices in education is implemented." These criteria include:

The domain of innovation implementation: The field or aspect where the innovation is applied.

- The method of implementing new standards and practices.
- The scope and depth of the innovations.
- The basis for implementing the innovation process.

K. Rogers defines innovation as "an idea that is new to a specific individual, whether or not it is objectively new. The time elapsed since the idea was first created or used is irrelevant."

S. Miles describes innovation as "a specific novelty or change introduced systematically to achieve goals more effectively."

The Role of Educators in Innovative Activities

The innovative activities of educators involve the dynamic interaction and enrichment of diverse perspectives. The successful implementation of innovative activities depends on several conditions, such as open communication, unbiased attitudes towards opposing viewpoints, and the ability to recognize rational solutions in different situations. This enables educators to develop a comprehensive motivational framework that supports their professional and scientific growth.

Educators must engage in self-activation, creativity, self-awareness, and innovation in their work. These factors contribute to fostering creativity and originality in their professional activities. In early childhood education, it is important to recognize the key directions for organizing activities based on innovative technologies, including:

Reforming the content and structure of education.

Transforming the management of education and upbringing processes.

Creating a market-oriented mechanism in education.

Establishing new perspectives on education for parents, educators, and learners.

Implementing modern pedagogical technologies in practice.

Today, educators are seen not only as providers of knowledge but also as specialists who develop children's creative and individual abilities.

Core Competencies of Modern Educators

The primary competencies of contemporary preschool educators include:

Creativity and adaptability: Tailoring approaches to meet the needs of each child.

Technological proficiency: Utilizing information and communication technologies in the educational process.

Psychological expertise: Understanding and supporting children's psychological development.

Ongoing professional development and retraining of educators are crucial for improving the quality of early childhood education.

Results And Discussion

Based on the above considerations, the following innovative approaches can be recommended for early childhood educators:

STEAM Education: STEAM (Science, Technology, Engineering, Arts, Mathematics) in early childhood education fosters analytical thinking and early interest in science and technology. It enhances logical reasoning, problem-solving, creativity, and research skills. Key components include:

Science: Observing natural phenomena and conducting experiments (e.g., observing plant growth or the boiling of water).

Technology: Introducing basic technological tools through play and hands-on activities.

Engineering: Developing engineering skills through construction toys like LEGO.

Arts: Enhancing creativity through crafts and musical activities.

Mathematics: Teaching basic counting, shapes, and logical problem-solving.

Play-Based Learning: Play is a natural activity for children. Modern play-based methods encourage creativity, social communication skills, and problem-solving abilities. Role-playing games and construction activities enrich educators' lessons.

Information and Communication Technologies (ICT): Digital tools like interactive whiteboards, multimedia resources, and online platforms enhance the efficiency of educational activities.

Individualized Approaches: Recognizing each child's unique abilities and needs is a fundamental principle of early childhood education. Educators should pay individual attention to each child, taking their developmental pace into account.

Practical Recommendations

Training for Educators: Organize workshops and courses to teach innovative methods and technologies.

Integration of Interactive Tools: Incorporate advanced digital technologies into the education process.

Strengthening Collaboration: Foster close relationships with parents and involve them in the educational process.

Monitoring and Evaluation: Establish systems to regularly evaluate and encourage educators' performance.

Conclusion

Organizing the pedagogical process according to modern requirements and social-educational needs requires addressing existing challenges and defining key directions for development. It is essential to inspire educators to approach their work with creativity, critical thinking, and innovation. Selecting effective teaching methods and systematically planning the educational process—while drawing from both national and international experiences—can lead to significant improvements in early childhood education.

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