

THE OPPORTUNITIES OF APPLYING INNOVATION TECHNOLOGIES IN THE IMPROVEMENT OF THE CONTENT TO DEVELOP THE PROFESSIONAL COMPETENCES OF PEDAGOGUES OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article discusses the opportunities of using innovation technologies to improve the content of the professional development process designed for the teaching personnels of pre-school educational institutions and points out that a pedagogue is a key factor in the set of practical procedures of novelty modernizations. First of all, in the system of professional development of teachers, it is important to create specialized didactic tools on the basis of computing machines. Practical approaches and ideas about the need to carry out the relevant activities, the broader use of new procedures such as teaching software, computer programs focusing on teaching objectives are presented theoretically. Moreover, the article analyses the legal framework for the reformation of preschool educational institutions.

Keywords: Executive and teaching personnels, innovative education, education, science, professional development, pedagogue, modernization, continuing education system, pre-school education, society, reformation, upbringing, education, healthy gene pool, social atmosphere, computer programs.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The Institute of Retraining and Professional Development of Executive and Teaching Personnels at Preschool Educational Institutions has been working since December 5, 2017 on the Decree of the President of the Republic of Uzbekistan № PD-5198 dated September 5, 2017 "On measures to radically improve the system of pre-school education management in the Republic of Uzbekistan" and in accordance with the Resolution of the President of the Republic of Uzbekistan № PR-3305 dated September 30, 2017.

Adoption of the Presidential Resolution "On measures to improve the management of preschool education" of the President of the Republic of Uzbekistan № PR-3955 dated September 30, 2018 that is based on the continuous improvement of the professional level and qualification of specialists in the sphere of higher education, based on the introduction of a well-developed system of regular retraining has become an important foundation for radically changing the quality of professional development of qualified personnel.

In this resolution, the priorities for further improvement of the system of retraining and professional development of pedagogical staff of preschool educational institutions are as follows:

- through improving the quality and effectiveness of retraining teachers of preschool educational institutions, as well as in the field of developing conceptual theoretical foundations

of new pedagogical technologies within the framework of the study and dissemination of advanced pedagogical experience, to achieve in studying their legislative norms, theoretical, scientific and practical innovations in research, technological advancement and teaching, as well as recent achievements in modern teaching methods in a thorough manner;

- radically upgrade qualification requirements, curricula, programs and methods for re-training and professional development of principals and educators, with broad introduction of high-end modern education and innovation technologies, advanced international experience;

- the application of the global Internet network, and multimedia systems for distance learning using modern, innovative pedagogy, information and communication technologies in place and effective implementation of the educational process by executive and teaching personnel of the preschool educational institutions;

- to increase the level of foreign language of executive and teaching personnel of the preschool educational institutions acquired by practical application and continuous improvement of professional skills, educational and scientific activities for the use of a wide set.

It is worth noting that for the further improvement of the system of pre-school education as an integral part of the continuing education system, providing them with qualified pedagogical staff, the introduction of modern educational programs and technologies of children's intellectual, spiritual and aesthetic as well as physical development into educational process, the special attention is paid to the use of advanced pedagogical and information technologies in the process of teaching, as well as the field of preschool information management information system white.

Our observations and analyzes have shown that in terms of improving the quality and effectiveness of retraining and professional development, as well as learning and disseminating advanced pedagogical experience, the conceptual and theoretical foundations of new pedagogical technologies are also being implemented. For this purpose, it is important to develop an innovative activity infrastructure, i.e., to improve the activities of pedagogical procedures that offer the services needed for innovation activities to the subjects of innovative activity. At the same time, it is necessary to develop theoretical and pedagogical foundations of the use of innovative technologies in the educational process and create a common model. The model of the use of innovative technologies in improving the content of teaching staff of pre-school educational institutions includes:

- preparation and production of media content for the use of training executive and teaching personnel of the preschool education system and the dissemination of various telecommunication channels;

- preparation and production of educational and methodical, didactic materials for preschool educational institutions;

- conducting research on early childhood development;

- development and implementation of modern standards of preschool management;

- analyzing and evaluating the effectiveness of teaching methods and programs introduced in the system of preschool education.

The willingness of the pedagogues to use innovative technologies in the learning process and their willingness to innovate have specific criteria that are reflected in the following:

- widespread use of achievements of world science and innovation in modern conditions;

- development of innovative curricula that promotes the quality of education through introduction and direction of innovations in the education system, including modern, interactive and creative teaching methods;
- providing preschool teachers with the necessary methodological materials, development and publication [1] of a pedagogical support package for the new educational program "First Step" with the support of UNICEF's International Children's Fund, establishment of the Concept for Preschool Education Development by 2030
- the development of innovative competencies based on the improvement of new knowledge, skills and abilities of executive and teaching personnel in organizing and managing scientific research.

Now, let's take a look at different definitions given for the notion of "innovation". "Innovation" (novelty) is defined differently in dictionaries and encyclopedias. For example, "innovation" (Latin: inovatis) is a novelty, a new order, a change. Innovation means something new and introduces a rule, which comes from the Latin language: novelty and newness, revolution, change. The term "novelty" is understood as novelty, updating. The novelty is practical use of technological inventions and achievements. It introduces innovation as a pedagogical category. Innovations typically belong to the introduction and implementation of a new method, approach, tool, new concept or software. The term "novelty" refers to the concept of modernization or reformation of education. In most definitions, the idea that "innovation" really means "change". But some of these imply new developments, others are quantitative changes, and the third is a process of introducing something new - quality and model [2].

What is the main purpose of investment, reform, modernization and innovation? Because of the continuity of implementing innovative technologies in the educational process, as part of the social system, it should take into account the developments that follow the course of society in its development. In this context, innovation is one of the key conditions for successful implementation of the tasks facing education. Therefore, it is impossible to imagine that the success of innovations in other areas will not be realized without new rules in the field of education.

It is important to note that pedagogical teachers remain the central part of the complex of practical procedures of modernization of all educational processes. In the system of upbringing, first of all, the teacher's work requires the use of technical achievements, primarily computer technology achievements, as well as the need to work on the creation of specialized didactic tools on the basis of computing machines, pedagogical programming tools in the educational process, and computer programs focusing on teaching tasks. - wider use of rules requires special technical, pedagogical, psychological and economic training of specialists .

Accordingly, professional development and retraining courses require the development of innovative skills of pedagogues on the basis of new knowledge, skills and abilities. This is due to the fact that the design and technological mapping of each lesson based on innovative educational technologies requires special training, great effort and time. Thus, the introduction of innovative processes in education, in addition to ensuring the quality and effectiveness of the education, creates a basis for the success of the teacher's role and mission. For each pedagogue, as well as being aware of the science of the subject, it is also possible to have theoretical and practical knowledge of pedagogical, psychological, economic and educational technologies, professional competence, professionalism and self-improvement. Professional development of a teacher implies combining the skills, abilities, professional knowledge and skills that are of professional and personal importance in pedagogical work.

As a direct organizer of the educational technics of teaching innovation technologies in improving the professional development of pedagogical staff of pre-school educational institutions, the new rules must be carefully prepared, directed, adapted, inspired and inclined. After all, it can be impossible to expect positive results to succeed in introducing and disseminating news in the learning process if the educators have a negative attitude toward innovative technologies (if they prefer the traditional way of teaching).

From the analysis of pedagogical literature, it has been clarified that the classification of new regulations and innovations in education is a very complex task because the education system is multifaceted, complex, and interconnected. Since, the innovation introduced to one of the components of this system is immediately visible in other components. This is not to say that innovation should be included immediately in all components, because it can never be accomplished. Of course, the groups, types, and categories of innovation that are included in different components covering certain aspects of education need to be talked about, namely, the classification of innovation in education [3].

An innovative approach to the professional development of executive and teaching personnel of pre-school educational institutions has allowed them to arrange the teachers into the following categories depending on their competence and effectiveness: a) innovators; b) executors; c) the first majority; d) the second majority; e) hesitators.

Based on the opinions of the scientists, the establishment of the educational process using innovative technologies is aimed at ensuring the effectiveness of the training, which is achieved through a successful solution of the following tasks:

- adoption of new management and new methodology of analytical innovation, organization of new social methods for joint implementation of projects and schemes;
- expanding access to services required for innovation activities through the development of innovation technologies;
- Strengthening the motivation, mobility and reflexion of the trainees' professional development and the improvement of individual learning trajectory design skills;
- effective use of educational-methodical; organizational-technological; technical means;
- attraction of experts - specialists who are able to evaluate the methodological and programmatic introduction of technologies;
- organization of imitation of social and role-based conditions mobilizing personal functions in internal conflicts of professional development of executive and teaching personnel of preschool educational establishments (technology of imitation games);
- viewing elements of the meaning of education in the form of multidimensional matters (problem-solving technology);
- in a didactic-communal environment; to promote meaningful communication, reflex development, a meaningful mastering of individual mobilization in the form of dialogue (interactive teaching technology).

It is also possible to use the above-mentioned innovative experiences, to improve the pedagogical self-esteem, to strengthen the independent education of the teacher, to increase the level of professional skill, and to use addressing various educational technologies.

As a result of the analysis of pedagogical literature, we concluded that the most important requirements for pedagogical research are:

- manifestation of new forms of educational and teaching work;

- the presence of a teacher in any form of creativity and simultaneously reflect the character of all its species;
- a means of revealing objects of nature and society in radically new ways, that is to clarify the subject matter of teaching, to develop new forms of natural fertility, to fully embody the mechanism of development, to define all contradictions of the teacher's creative search.

To sum up, the analysis of the above-mentioned pedagogical research requirements and their classifications allowed us to emphasize that the phenomenon of the pedagogical creative work of the teacher in the context of the social gnoseological (logical-psychological) mechanism of development of the innovation, in other words, identifies the objects of the educational process in new qualities. The main thing in the content of this mechanism is the integrity and structure of any pedagogical research and its stages (branches, sections), and its infringement results in the loss of ability to open objects in a new context.

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