



ORGANIZATION AND MANAGEMENT OF PRESCHOOL EDUCATION ORGANIZATION BASED ON INFORMATION COMMUNICATION AND DIGITAL TECHNOLOGIES

Nabiev Erkin Esanovich,

Manager of Preschool Education Organization named BOSS BABY, Sergeli district, Tashkent city

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Abstract:

Today, it is impossible to imagine the development of any field without information and communication technologies and innovations. One of the most urgent tasks is to use modern information technologies and introduce innovations in the field, especially in the education and upbringing of the young generation. This article talks about the organization and management of Preschool Education Organization based on information communication and digital technologies.

Keywords: education, training, game, information technology, interactive technology, preschool education, communication

The introduction of modern information technologies into the field of education, educational methods and teaching allows to qualitatively facilitate and change the forms of organization based on a new and creative approach to the process. Information and communication technologies are the most important part of the process of modernization of the educational system. On the one hand, it is possible to increase efficiency in the educational process through the use of information and communication technologies, on the other hand, through technologies aimed at developing a creative personality. Among other areas, the introduction of advanced information and pedagogical technologies in the field of preschool education and the development of ICT competence of teachers, it is important to improve the knowledge and skills of the employees of the preschool education system in the field of innovative information-communication and pedagogical technologies. The relevance of the use of software products in the educational process in the training of future educators for preschool educational institutions is that the role of software products in the education of preschool children in the current globalization era is invaluable. A modern educator not only gives the child basic knowledge, but also makes him independent should be directed to mastering. The use of software products as the main tool for this is the need of the hour. Educators must make great efforts to develop cognitive interest in children. The greatest achievement of digital technologies is the ability to dramatically increase economic efficiency by saving organizational and financial costs. Nowadays, digital technologies are widely used in various fields and industries. One of the most relevant areas for our

country is agriculture. At present, great positive changes are taking place in this field. At present, proposals for the establishment of a geo-information center for the reception and processing of space images taken by remote sensing satellites of foreign companies are being studied. This project covers the transfer of geo information technologies and the training of local experts at the international level. As a result, geodesy, cartography and cadastral lines, as well as the prevention of illegal constructions, are ensured through the reception and processing of space photographs. He has the task of making the lesson interesting and rich, which encourages children to learn actively. Research on the subject has shown that an appropriate use of information technology develop skills such as language development and literacy, written language, mathematical concepts, cognitive abilities, stimulate imagination and creativity, develop collaboration, fine motor skills, among other areas. The internet and e-mail have also been referenced by many authors as valuable communication tools and information production. ICT can be defined as anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment. In early childhood education (ECE), the term ICT could include computer hardware and software, digital cameras and video cameras, the Internet, telecommunication tools, programmable toys, and many other devices and resources. The study suggests at least three reasons why ICT matters in early childhood education. First, ICT already has an effect on the people and environments that surround young children's learning. Second, these technologies offer new opportunities to strengthen many aspects of early



childhood education practice. Third, there is support and interest across the whole education sector for the development and integration of ICT into education policy, curriculum, and practice. However, there is a clear consensus in the literature that the introduction and use of ICT in early childhood education should be grounded in a clear understanding of the purposes, practices, and social context of early childhood education. There is a growing recognition of the many different ways that ICT can contribute to, or transform, the activities, roles, and relationships experienced by children and adults in early childhood education settings. The literature indicates the importance of practitioners and other adults in early childhood education settings having guidance and opportunities to become capable, competent, and informed about the educational role and potential of ICT, and support to use ICT to strengthen many aspects of early childhood education practice. However, in the last few years there has also been a growth in research and descriptive literature about the use of other kinds of ICT in early childhood education, including digital cameras, digital video, closed-circuit television, videoconferencing, programmable toys, robotics, and electronic musical instruments. There is also a growing focus on teachers using ICT with children, or on their own, as a tool to support and scaffold children's early childhood education experiences, to investigate and build learning experiences from children's interests, or to strengthen relationships between children, practitioners, and families. Case studies and examples of the use of ICT in early childhood education settings are becoming more and more common. These are often written by early childhood education practitioners, and provide recommendations, suggestions, or guidelines for other practitioners based on what the authors have learned in their own centers. That is, the material offered by the educator during the training should contain elements of extraordinary, surprising, unexpected information, which arouse the interest of preschool children in the learning process and help create a positive emotional environment. In the process of informatization, it is becoming one of the priority tasks to adequately equip the preparatory group rooms in the preschool educational organization, to solve the issues of adaptation for multimedia equipment, and to increase the ICT literacy of the pedagogical staff working in the preschool educational organization. The use of information and communication technologies in the preschool education system is expressed in several directions:

- a) use of information and communication technologies in the distance education process with children;
- b) use of information and communication technologies in the process of cooperation of pedagogues with parents in distance education;
- c) use of information and communication technologies in the process of working with educators in the organization of methodical work, improving the quality of education.

Modern information society sets a number of tasks for pedagogues of preschool education organization. First of all, the pedagogue should guide the child in choosing computer games and educational programs. For this, it is necessary for the educator to acquire computer literacy, as well as to be able to effectively use the resources of the global Internet network directly in the educational activities conducted with children of preschool age. In the life of a preschool child, play is considered the most important type of activity, and it is of great importance for the formation and development of the child's personality. When it comes to computer games, the educator should take into account whether the games are appropriate for the child's age and moral standards. The use of computer games (using multimedia) has a positive effect on the development of the child's mental and creative abilities, while increasing the effectiveness of teaching children. In the Paint program, the child chooses colors for the object or animal, natural scenery or human picture depicted in the process of drawing, differentiates the existing colors, uses them in place, and as a result evaluates his work, his individual characteristics and interests are better than drawing on ordinary paper is more clearly expressed. At the same time, ICT as a means of interactive education allows the child to quickly acquire new knowledge and expand his worldview. These interactive computer games must be created by the educator in accordance with the state requirements in the Power Point program and to play with the children in the lesson. If we compare computerized pedagogical technologies with traditional forms of education in the education of preschool children, computerized technologies show effective results. The display of information on the computer screen in the form of a game arouses children's attention and interest in this type of activity; images of movement, sound, and multiplication leave a long-lasting impression on the child's memory. Setting problems and finding their correct solutions through the computer has a positive effect on the development of children's ability to think logically. As shown in the concept of preschool



education of the Republic of Uzbekistan, the computer creates an opportunity for a special approach to the child, in this process, each child will be able to complete the task based on his intellectual level and personal characteristics. On the other hand, it is necessary to form children's skills of using computers and smartphones correctly, to consider the positive possibilities of these technical tools as well as the negative ones. It should serve only to ensure the efficiency and modernity of education. The use of software products not only helps to organize the educational process, but also helps to develop children's mental abilities in independent game activities. In fact, the organization of education through animated, sound, moving elements at the same time awakens the child's thinking and serves to keep the received information in his memory for a long time. Information and communication technology (ICT) is often used as a synonym for information technology (IT), although ICT is a general term that includes the role of integrated technologies and telecommunications (telephone networks and wireless connections), computers, software, storage and audiovisual emphasizes the integration of systems and allows users to create, access, store, transfer and modify data. With the correct methodological use of ICT, the educational process changes, it is focused on learning during the project, the main focus is on the organization of various types of active cognitive activities of children, education is correct information about will be a means of organizing project activities, and not only the goal of education, but also personal development will become one of the main things. Use of information technologies in preschool educational organization, information society rapid development, significantly increasing children's interest in learning natural. A creative approach to the use of ICT is the color of things or events, movement and to create a new sound, creative products, didactic support in a creative way allows to develop. Today in any preschool education organization the educator should organize and conduct training using ICT. Creative competence of educators of future preschool educational organizations. The role of ICT technologies in the development is incomparable. Some authors have expressed the view that computer/ICT use is not appropriate for young children's cognitive, physical, social, and emotional development. However, there is no clear evidence to support this claim, and this view has increasingly been replaced by the view that, when used appropriately, ICT can be a useful tool for supporting

young children's learning and development. Most authors note the need for practitioners to be aware of health and safety issues around children's use of ICT, and for these to be attended to in early childhood education center ICT policies and practices. This includes: attention to children's physical safety and ergonomic issues; being mindful against children's exposure to inappropriate content e.g. games or Internet-based material of violence or of sexual nature, or containing undesirable gender or cultural stereotypes; and protection of children's privacy e.g. in online environments, or when information is published on the internet. Studies suggest that ICT use can provide a context for collaboration, co-operation, and positive learning experiences between children, or between children and adults. However, this will not necessarily happen of its own accord. Research indicates that practitioners must be conscious of the kinds of learning interactions they would like to occur in the context of ICT use including between adults and children, or between children, and adopt pedagogical strategies to support these. Case studies show how ICT can be used to support aspects of learning, including language development and the development of mathematical thinking. ICT also provides unique opportunities for scaffolding and supporting learning for children with special learning needs, and children from culturally or linguistically diverse backgrounds. ICT provides a variety of ways for children to weave together words, pictures, and sounds, thereby Information Communication Technology for Enhancing Childhood Learning Environment Studies which explores how ICT can enhance the learning environment in early childhood education suggests that the value ICT can add to young children's learning environments depends on the choices practitioners make about which tools to select, and when and how to use these; and their understandings about how these tools can support children's learning, development, and play. To make these choices, practitioners need to be familiar with various tools and what they can do. They also need to be familiar with contemporary theories about learning and development, and recognize how these can be linked to the use of ICT. New kinds of practices may be needed, for example, to support young children to develop information and communication illiteracies necessary for learning in ICT-enriched environments. Case studies show how early childhood education practitioners have used ICT to support a range of practices they believe to directly or indirectly support children's learning and development. These include:



directly supporting and scaffolding children's use of ICT; using ICT to document and assess children's learning and activities; using ICT to reflect on children's and educators' interactions in the early childhood education setting; using ICT to build curricula from children's interests, ideas, and experiences; and using ICT to strengthen and support family involvement in children's learning. Therefore, higher education ICT in the development of creative abilities of future educators in institutions it is desirable to organize effective use. Information technology, one on the other hand, it is a powerful tool for students to quickly receive various information if, on the other hand, it is the interest to study the information or the problem increase, as well as stimulation of visualization, scientific character and features is an effective tool. Modern information and communication technologies education presents new perspectives of development and didactic approaches, as well as qualitatively and radically changes the methodological foundations of educational organization.

The main pedagogical goals of using ICT in working with preschool children:

- development of the child's personality, preparation for independent production activities;
- development of constructive, algorithmic thoughts;
- development of positive thinking by reducing part of the reproductive activity;
- development of communication skills based on final joint projects;
- forming the ability to make optimal decisions in difficult situations;

The information environment is a means of effective interaction between the participants of the educational process: children, educators, parents. It is worth noting that information and communication technologies can be successfully used in the educational activities of teachers, as well as in management and methodical work, as well as by practical psychologists, speech therapist teachers and nurses. Innovative pedagogical technologies belong to the system of general scientific and pedagogical knowledge. General innovations, methodology, theory and history of pedagogy, psychology, sociology and theory of management, education economy are developing at the threshold. Innovative pedagogical technologies are one of the most important directions in human development. Informatization of education is a wide field for the creativity of educators, encourages the search for new, non-traditional forms and methods of interaction with children, and also helps to increase children's interest in learning, activates cognitive

activity, and makes the child every develops side by side. Access to new information technologies will help educators feel comfortable in the new socio-economic environment. The use of computer, multimedia and other technical tools in the group in order to educate and develop the child's creative abilities, to form his personality, to enrich the intellectual potential of preschool children allows to expand the opportunities of the teacher. Children like to work in such groups, actively participate in the completion of tasks, because technical tools allow to include sound, movement and animation in the learning process, which increases children's interest and attention. The introduction of information and communication technologies affects the education system, which has led to significant changes in the content and teaching methods. A modern educator is faced with the problem of finding a new pedagogical tool. Therefore, taking into account the great and serious interest of children in computers in pedagogical activities, it will be possible to use ICT as a powerful tool for the development of motivation in the educational process. Informatization is one of the main directions of the modern scientific and technological revolution, based on it, the transition from the industrial stage of society's development to information. It is a process of reconstruction of the life of society through the use of reliable, comprehensive and timely information in all types of socially important activities. However, it should be remembered that information and communication technologies, despite their great positive potential, cannot replace and change the live communication of the educator with the child. Only clear comprehensive planning, implementation of systematic work on the introduction and development of ICT, personnel training [8-30] and constant monitoring of the implementation of such innovations in the educational process will allow the modernization of the preschool education organization. The use of information and communication technologies in the educational process of preschool education is one of the newest and most urgent problems in pedagogy. Modern preschool education system requires constant introduction of innovative technologies into the educational process. Computer technology should be an integral part of the overall educational process, which significantly increases its effectiveness. Together with the personnel and methodological support of the educational process, this is a decisive measure of assessing the legal capabilities of not only a modern school, but also a preschool educational institution is an indicator. Another urgent problem in introducing



ICT to preschool education is insufficient competence of pedagogical staff in the field of modern information technologies. Today's pedagogues need to independently improve their knowledge and skills in line with the times.

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