



The Need for Innovative Activity of Preschool Educational Institution Teachers in Educating a Healthy Generation

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Abstract: *In this article the need for innovative activities of preschool educators in raising a healthy generation, socio-cultural, intellectual and moral capabilities of the educator, regular self-development of the educator pedagogue and improvement of the preschool education system consists of forming nikma and skills. In this sense in the article the need for innovative activities of preschool educators purpose is analyzed.*

Keywords: *concept of preschool education, innovative activity, self-development, culture, understanding, education, upbringing, innovative research, scientific-pedagogical, scientific-research.*

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As stated in the concept of preschool education, qualified educators and pedagogues for the improvement of the preschool education system today must be in continuous innovative search, think, change their attitude to their profession according to the situation, as well as, in others, it is necessary to operate on the basis of the formation of innovative ideas.

Educators of preschool educational institutions should be specially prepared for such activities, which, in turn, will expand the scope of professional interests of educators, that is, from reading literature to theoretical psychological-pedagogical and fundamental research. also creates opportunities to carry out. Good scientific-pedagogical training ensures the effectiveness of innovative activities. An educator pedagogue actively participating in innovative processes becomes a catalyst for regular self-development and improvement of the pre- school education system, that is, plays an important role in the acceleration of these processes.

Reforming the preschool education system requires training and retraining of pedagogical personnel. Because the social and moral efficiency and reputation of the work of the kindergarten educator depends on the level of his training. This process depends on following the pedagogical rules of ownership of professional activity.

In the process of the above innovative systematic approach, it is not only the development of the child's personality and the educator's pedagogic activity, but also the development of the entire subject of the educational process. Such a systematic approach manifests itself in the content of holistic development of the subject, personal thoughts formed in the mind of the child, harmony in the educator's personal life activity and gives positive results when the educator is able to form the skills of scientific management of his activities.

Activation of pedagogical and scientific-research activities of kindergarten educators depends on the formation of innovative activity skills in them, and their professional competence develops mainly in pedagogical innovation processes.

There are many concepts of innovation in the literature. For example, it is divided into technical, economic, organizational, management and other types of innovation according to its content and essence, internal structure. As signs of innovation, its scope (global and local scope), dimensions of its life cycle (separation into stages and analysis), and the laws of the implementation process are distinguished.

The concept of "innovation" is not always defined in the same sense, in many cases it is considered as the concept of "innovation", and the concept of "innovation process" is the creation of innovations and their assimilation and effective in the practice of an educational institution. represents the application. Problems of the structural structure of the innovation process; the need for renewal; subjects; purpose; duties; content; methods; is the result.

Pedagogical innovations and their application in the activities of kindergarten and in achieving the intended results, first of all, to study and analyze the existing problems in the educator's activity, to determine the tasks and goals that must be performed in order to eliminate the existing problems, as well as the opportunities and needs of the educator To the extent that the quality and effectiveness of determining the content and essence of the innovative process depends on the activity of the leaders, achieving high results according to the goals set in the directions of the development of the professional competence of educators depends on their innovative activity and interest in innovative processes. will be

The subject of innovative activity at kindergarten is the pedagogue and his personal capabilities. In this case, the socio-cultural, intellectual and moral capabilities of the educator are of great importance.

In the conditions of the current society, culture and educational development, there was a need for the educator's innovative activity. Effective implementation of innovative activity of the educator depends on a number of conditions. It includes the appointed communication of the educator, impartial attitude towards opposing opinions, readiness to radiate recognition of the rational situation in various situations.

Because, at the current stage of development of the educational system, rapid changes are taking place in preschool education, which is considered its first link. In the preschool education concept of the Republic of Uzbekistan, they are explained as follows :

- the legal-normative basis of preschool educational institutions is improving;
- preschool educational institutions are moving to new types of financial and economic activity;
- the network of non-state preschool educational institutions is expanding;
- advanced educational technologies are being introduced;
- staff training system is improving;
- alternative forms of preschool educational institutions are being introduced based on short-term groups.

These changes play an important role in self-activation, creativity, self-awareness and creativity in the activity of a teacher of kindergarten. This gives an opportunity to form the creativity of the educator. An important condition for innovation is to create a new situation of communication. The new situation of communication is the educator's ability to strengthen his independent position, to create a new relationship to the world, to the science of pedagogy, to himself. The educator does not

get wrapped up in his own views, he opens up and improves through the rich forms of pedagogical experience. In such situations, the educator's ways of thinking, mental culture change, and emotional feelings develop. The next condition is the educator's readiness for culture and communication. The innovative activity of the teacher is aimed at changing the reality, identifying the solutions to its problems and methods.

A change in the pattern of communication between the educator, the leader and the student and parents is one of the conditions of innovative activity. New relationships should be free of elements such as demands and judgments, as in traditions. They should be built in the form of cooperation of equals, mutual management, mutual support. At this point, we should explain the following main functions of innovative activity:

- conscious analysis of professional activity;
- critical approach to standards;
- readiness for professional innovations;
- to be in a creative relationship with the world;
- to realize their potential, embody their lifestyle and aspirations in their professional activities.

So, the educator appears as the author, developer, researcher, user and promoter of new pedagogical technologies, theories, concepts.

In the conditions of the current society, culture and educational development, the need for innovative activity of the educator is measured by the following:

- Socio-economic renewal requires a fundamental renewal of the educational system, methodology and technology of the educational process. In such conditions, the innovative activity of the pedagogue consists of creating, mastering and using pedagogical innovations;
- humanization of educational content requires constant search for new organizational forms and technologies of teaching;
- change in attitude of the pedagogue towards mastering pedagogical innovation and its implementation.

In general, the modern socio-economic reforms implemented today have a direct impact on the education system. Updating and ensuring the integrity of education implies its democratization, socialization and humanization, abandonment of the administrative command system in management, strengthening of integrative processes, improvement of integration of education with production. These processes determine the need for innovative activities of this system in connection with the objective changes of socio-cultural situations.

Kindergarten activities are significantly different from other educational institutions. For this reason, the qualities of a modern kindergarten educator, who fulfills the requirements of the "National Personnel Training Program" and his creative activity, grow mainly in practical work, in the process of acquiring pedagogical experiences.

Pedagogical process aimed at ensuring comprehensive development of preschool children in preschool educational institutions is complex and colorful. The successful implementation of educational work depends on the correct organization of the pedagogical process and each type of activity by educators in preschool educational institutions.

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attitude towards opposing opinions, readiness to show recognition of the rational situation in various situations.

Objective and subjective factors are the reason for the organization of innovative activities of educators in kindergarten. Objective factors include the state's new educational policy, fundamental and practical research in the field of education, and the experiences of the educational institution in the direction of innovative activity. Examples of subjective factors are socio-territorial needs, the development process of kindergarten activities, the knowledge, skills and qualifications of educators, the development of scientific potential, the growth of the potential of the educational institution, and the change in management characteristics.

It is extremely important for a skilled pedagogue to have a sincere relationship with children and families regarding their behavior in preschool educational institutions. The kindergarten and the family are closely related, and the better the relationship between them, the more support the child will receive and the more likely his early learning experience will be successful.

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