



INFORMATION AND COMMUNICATION TECHNOLOGIES IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article discusses the importance, relevance, tasks, and goals of using information and communication technologies in a preschool educational institution.

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Formation of a perfect generation is carried out first in the family, and then in a pre-school educational institution. Today, realizing the intellectual potential of young people and bringing them to adulthood as well-rounded individuals has become a priority of our state's policy in raising a mature generation. Because only physically healthy and spiritually mature individuals create a great future.

The introduction of information and communication technologies into the field of preschool education, along with a great responsibility for pedagogues, requires them to work on themselves and increase the level of knowledge about ICT, as well as their inquisitiveness and creativity. The results expected from the use of information and communication technologies in the preschool education system are evident in the following: firstly, the improvement of the quality of education in the field of preschool education and the effectiveness of preparing children for school; secondly, the scope of children's free thinking and expansion of worldview; thirdly, increasing the level of intellectual, social-emotional and creative development of children; It is preferable to further strengthen the cooperation between parents and the preschool education organization and ensure convenience.

Article 10 of the Law of the Republic of Uzbekistan "On Education" lists the types of education, and it is noted that the first type is "Pre-school education". Also, in Article 11: "Preschool education aims to form a healthy and mature personality of a child, prepared for school studies. This education is provided in the family, in a kindergarten, regardless of the form of ownership, until the age of six or seven. "The examination will be conducted in other educational institutions," it was said. Special attention is paid to continuous education in the national personnel training program, and paragraph 3.3 points out that the initial stage of continuous education is pre-school education.

In fact, the earlier the education starts, the earlier its effect will be manifested and it will have a positive effect on the whole way of life of a person. The term "preschool education" was introduced in 1997 by the decision of UNESCO and constitutes the first stage of the continuous education system.

This is certainly a good thing. Since our current era is the age of technology, in order to keep up with the times of every student, Article 9 of the "National Personnel Training Program" states that "Computerization and informatization of educational processes at all stages will be implemented." Also, in the "Child-oriented education program" of the UNICEF organization, it was emphasized that the use of new pedagogical technologies in the educational process of primary schools is an urgent issue.

The above-mentioned evidences show that forming computer literacy in children of MTS, teaching them to deal with computers in an elementary way and preparing them for school education is one of the urgent issues. Computer games increase the curiosity of students. As a result, their mental development takes shape. Multimedia computer games increase the curiosity of students based on the following: 1) that the game objects displayed on the screen are given the effect of animation and they are constantly moving and shining;

2) in sound; 3) in music; 4) in animation; 5) in multiplication.

The method of preparing multimedia tools and forming children's computer literacy is the main technical tool of multimedia technology of personal computers. In the educational process of pre-school educational institutions, additional tools are required - CDs, various presentations, slides, etc. Educational materials in multimedia tools have a dynamic character and are presented with animation. Traditional visual materials used in the educational system are static in nature. For example, during the traditional method of teaching the letter A, the teacher shows the child its form made of paper or cardboard (static tool). The letter A vibrates on the computer (monitor) screen when it is shown in the multimedia tool, attracting children's attention (dynamic tool). Currently, the development of various multimedia educational tools and their implementation in the educational process is developing rapidly.

The modern information society puts a number of tasks before the pedagogues of the 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 carried out with children of preschool age.

One of the main requirements for the implementation of multimedia computer education in MTMs is to form children's computer literacy and ensure their independent work on the computer. Since the main purpose of forming the computer literacy of the students is to use the computer in the educational process, the teacher can perform various educational games, mathematical operations, environmental tasks and similar tasks with the help of "Mouse" under his control. Trainees will begin to work independently after gaining full practical skills and experience in using the "Mouse". Even in this case, the educator constantly monitors their work.

Another convenient aspect of the formation of computer literacy in students of MTM is that in the process of using multimedia technology, the evaluation of students' knowledge is carried out through test questions, pictures, games, exercises, presentations entered into computer memory. In this case, students must find the correct answers to the given questions.

In the process of informing, solving the issues of adequately equipping the preparatory group rooms in the preschool educational organization, adapting them for multimedia equipment, teaching staff working in the preschool educational organization

Increasing ICT literacy is becoming one of the priority tasks. 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 process of distance education 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.

It is known that the main goal of preschool education is to form a child's personality in a healthy and mature way, prepared for studying at school. In order to achieve this goal, it is necessary to introduce information and communication technologies to the educational process in preschool educational institutions, based on the fact that the current age is the information age.

Today, the main tasks of educators of preschool educational institutions are to further develop children's talents and abilities, to develop their educational prospects.

Accordingly, if the educator uses various pedagogical programs, electronic manuals, and pedagogical games in the training sessions, the barrier between the educator and the student will disappear, and the children's character will be more open. Children's observation and memory focus increase because there is no mandatory teaching of knowledge in training, positive results are achieved by voluntary acceptance of knowledge. The use of pedagogical and information technologies in educational institutions is one of the urgent problems of the day.

Observations show that 80-90% of children are interested in playing computer games. This shows that it is possible to form young children's worldview and moral culture by showing them various games, activities, and colorful drawings based on their interests. This article clarified these issues and tried to illuminate its theoretical aspects.

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