

**FUNCTIONS OF ORGANIZING INNOVATIVE ACTIVITIES IN PRESCHOOL
EDUCATION****G.T.Bakhronova***Bukhara State Pedagogical Institute
Teacher of the Department of Preschool Education*

Abstract: This article discusses the role of innovative activity in the preschool education system, the formation of practical skills through a deep analysis of the essence of innovative activity in preschool education, the effective use of innovative approaches in solving problems in the educational process.

Keywords: Innovation, technology, socialization, radical, modified, combined, local, modular, systematic, innovative activity, subject, search, creation.

Preschool education is the initial foundation of the continuous education system. Therefore, the main task is to provide knowledge to students from preschool age and use effective methods to prepare them for school education. Abstract: This article discusses the role of innovative activity in the preschool education system, the formation of practical skills through a deep analysis of the essence of innovative activity in preschool education, the effective use of innovative approaches in solving problems in the educational process.

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Preschool education is the initial foundation of the continuous education system. Therefore, the main task is to provide knowledge to students from preschool age and use effective methods to prepare them for school education. Nowadays, the rational use of new pedagogical technologies in preschool education creates favorable conditions for linking upbringing with education, integrating both in terms of structure and content, embodying the activity of the pupil, and directing him to independent thinking. Classes conducted on the basis of pedagogical technology turn the younger generation into independent-thinking, spiritually mature, and harmonious individuals. Therefore, the importance and role of modern teaching methods - interactive methods, innovative technologies in the educational process in educational institutions is incomparable. One of the pressing issues of pedagogical science is to equip any future professional who is studying in the higher education system and preparing for the specialty of a teacher-mentor with scientific, theoretical and practical knowledge, skills and qualifications in their specialty. Today, as a result of the emergence of a new scientific direction in the field of pedagogy - pedagogical innovation and ideas for updating the educational process, a new direction in the pedagogical activity of the educator has also appeared - the concept of "innovative activity of the educator". Concepts such as innovation in pedagogy, innovative activity, innovative pedagogy, management of innovative processes in education first appeared in the 60s of the 20th century, when the concept of "educational technology" was recognized in the USA and Western European countries. At that time, a center and institute of pedagogical innovations were established in Europe. An analysis of sources providing information about the emergence of these concepts and the creation of the theory of innovative education shows that these concepts arose as a result of the technologization of the education system, reforming the

education system by introducing pedagogical technologies into the education system, increasing the effectiveness of education, ensuring the socialization of the individual, and forming friendly relations with the child in the educational process in order to achieve certain successes in this regard. This made it possible to analyze the process of formation and development of innovative pedagogical activity of a teacher-educator. General and specific aspects of innovative activity of a teacher-educator were widely covered by such scientists as K. Angelovsky, G. I. Gorskaya, V. A. Kan-Kalik, S. L. Kuzmina, V. A. Slastenin, L. M. Fridman in their scientific and theoretical ideas. In our country, many works have been carried out on the problems of development of pedagogical innovation by such pedagogical scientists as N. Azizkhodjaeva, Zh. Yoldoshev, B. Farberman, U. Nishonaliev, N. Sayidahmedov, M. Ochilov. Russian scientist V. I. Slobadchikov writes: "First of all, innovative activity cannot be likened to activity in the field of scientific creativity, since such an analogy would shallowly reduce the meaning of the term "Innovative activity". In general, any scientific and technical activity is innovative by its nature. Therefore, it is necessary to consider innovative activity in the context of a specific social practice. Any activity that leads to significant changes in this practice from the point of view of a specific subject and in relation to the existing tradition can be considered innovative. From this point of view, in the 80s, an initiative was raised to implement pedagogical activity in accordance with the ideas of a previously developed program and organize programmed independent advanced training. As a result, the creation of a system of distance training of teachers became the main issue on the agenda. Innovative activity implies a creative approach to mastering existing forms and means of improving the profession of a preschool educational institution teacher.

It should also be recognized that stable and universally acceptable scientific concepts and classifications of innovations in education and innovative pedagogical activity have not yet been fully formed. One of the main reasons for this situation is the difficult-to-overcome gaps between the systems of scientific knowledge aimed at education. An even greater reason is the gap between educational knowledge and practical pedagogical activity. The preschool educational organization teacher, as a subject and organizer of innovative activity, participates in the creation, application and popularization of innovation. He must be able to analyze the content and essence of changes in knowledge and traditions in science. The concept of innovative activity is closely related to such concepts as innovation and innovative process. Therefore, it is impossible to understand the content of innovative activity without explaining the content of these concepts. Nowadays, innovations are also gaining importance in the preschool education system. They serve to develop the content of preschool education based on initiatives and innovations. They also have a positive impact on the development of the education system as a whole. In a word, innovation means a new approach to solving a problem in a particular field of activity.

Not every innovation in the education system can be an innovation. Therefore, it is necessary to indicate the main differences between the concepts of "novation" and "innovation". For this, the specific form, content and scope of the activities of a preschool educational organization serve as the basis. If the activity is short-term and does not have the character of a holistic system, but aims to change only some elements of a particular system, then we are dealing with innovation. We can call it innovation only if the activity is carried out on the basis of a certain conceptual approach and its result leads to the development of that system or its fundamental change. The criteria for both concepts are as follows: innovation is carried out within the framework of the current theory, is limited in scope and time, methods are updated and, as a result, the previous system is improved. Innovation, on the other hand, is systematic, holistic and continuous,

designs a new system of activity in a certain practice, completely renews the positions of the subjects of practice.

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