



INFORMATION AND COMMUNICATION TECHNOLOGY IN THE EDUCATIONAL PROCESS OF PRESCHOOL EDUCATIONAL ORGANIZATION

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ABSTRACT

The article provides information on the use of information and communication technologies in preschool education, their specifics, and the improvement of the effectiveness of ICT-based learning. The reason for using information technology in modern preschool education is the rapidly developed information society, the widespread use of multimedia technologies, electronic information resources, network technologies as a means of training and education. The introduction of information and communication technologies in preschool educational organization (PEO) helps participants in educational relations to improve the quality of the educational process. The use of information technologies in education makes it possible to significantly enrich, qualitatively update the educational process in the PEO and increase its effectiveness

KEYWORDS: *ICT, Uzbekistan, Adobe Flash, electron book, interactivity, game forms and teaching methods, educational computer games, preschool teachers, preschool education, comparative study*

The Republic of Uzbekistan has identified priorities for improving the quality of education in preschool education, and practical work has begun in this direction. Work on modern domestic education based on international best practices to improve the quality of education and parenting using modern means. It is planned to implement e-learning projects to ensure quality education in the country. Of course, the successful use of electronic software will improve the quality of the educational process.

The methods and tools used to improve the effectiveness of preschool education presented in the article represent the tasks outlined in paragraph 62 of the State Program “Healthy Child” adopted in 2014, in particular, the widespread use of information and communication technologies and advanced countries to adapt children to life. Ensuring the implementation of a radical improvement in the educational process, taking into account the country's experience.

The relevance of using information technology in modern preschool education is the rapid development of information technology, a wide range of multimedia and interactive technologies, electronic resources, etc. as a means of training and education.

The purpose of this article is the introduction of information and communication technologies to create a single information space of a preschool institution, a system in which all participants of educational relations are involved and at the information level to improve the quality of the educational process.

Thus, the use of information technologies in education makes it possible to significantly enrich, qualitatively update the educational process in the preschool educational institution and increase its effectiveness

The literature [1] contains materials on the creation of projects on the topic "Creating interactive teaching materials for preschoolers and elementary school students in Adobe Flash". In the process creating projects applied programming environment Action Script 2.0

The literature [2] contains materials on the creation of projects on the topic "Creating animated and developing games for preschoolers and elementary school students in Adobe Flash". In the process creating projects applied programming environment Action Script 2.0

In the work [3] contains materials about the use of Information and Communication Technology (ICT) in preschool education is an important research issue, and accordingly a wide range of research results have been published. This paper analyzes and compares the research findings on ICT use in preschool education in the past decade in Greece and China. The main analysis framework of this paper focuses on three aspects: (i) access to and use of ICT in preschool; (ii) ICT and preschoolers; (iii) ICT and preschool teachers. Finally similarities and differences of the ICT usage in preschool settings in the two countries are discussed and concluded.

In the work [4] contains materials about to better prepare early childhood teachers for computer use, more information about their current skills and classroom practices is needed. Sampling from a large metropolitan public school system in the USA, the study surveyed 297 state pre-kindergarten teachers, gathering information about their attitudes, skills, and instructional methods related to computer use. Statistically significant relationships indicate that attitudes, skills, and practice are interrelated variables. Results also suggest that aspects of teacher technology competence vary as a function of number of years teaching, role as lead or assistant teacher, home computer access, and length of in-service training. Implications for increasing training effectiveness for early childhood teachers include increasing support for classroom implementation, extending in-service training, and diversifying training to accommodate varying levels of teacher expertise.

In the work [5] contains materials about with the widespread use of the internet, more and more children get acquainted with its various uses at a young age while an increasing number of teachers are designing learning activities that utilize various internet services. Toward this direction, teachers need practical examples of pedagogically verified learning activities. This paper presents an experimental case study of a learning activity meant for teaching preschoolers geometric concepts, which uses communication tools from the internet. The activity constitutes a developmentally appropriate adaptation of a successful model, known as "Monster Exchange", to kindergarten. The paper presents the proposed adaptation, the experimental findings regarding the errors children mad, the difficulties they encountered, and finally, the drawings that children produced, with the aim of evaluating the appropriateness and the learning value of the activity.

The purpose of using ICT in a preschool educational organization (hereinafter referred to as PEO) is to optimize and improve the quality of education, the formation of sustainable positive motivation of preschool children to the educational process. Thus, in the organizations of preschool education, creating an information and communication environment, it is allowed to use ICT in the educational process with children, in the process of interaction between preschool education and parents, in organizing methodological work with pedagogical staff.

The following ICT categories are used in preschool education- resources of educational portals, educational electronic publications on CD, resources developed by educators (presentations), computer, flash

drive, SD card, mobile HD, smartphone, tablet, TV, video, DVD, multimedia projector, projection screen, interactive whiteboard and etc.

Communicating in forums with colleagues from all over the country, you can declare your activities to the pedagogical community. Creating a site will help to present the accumulated experience to colleagues, parents and children. Communicate on site forums, use e-mail. ZOOM or other distance learning platforms will help with video conferencing with colleagues. Using the Internet, you can keep abreast of all the events in the world by reading electronic media - magazines, newspapers, articles of official sites, etc.

A computer makes it possible to actively use access to the global Internet, efficiently search and process information, use Internet mail services, maintain contacts and conduct business communication.

Using the Internet to find new information, study the opinions of other educators on various issues, get acquainted with new technologies, share our experience in the field of education. Teachers actively using publish their author's presentations, articles, annotations, pedagogical projects on Internet portals.

For get new professional information teachers use search engines (WWW.uz, Google, Yahoo, Yandex, Rambler). The use of modern technologies, in particular the Internet, allows you to increase work efficiency, get acquainted with the latest in education, achievements and experience of colleagues. The global computer network for the educational process is a powerful tool with which to organize the process of broadcasting pedagogical experience and self-education.

ICT is used in work with parents: for communication, counseling. To do this, you can use the site of the preschool institution, e-mail, web page, electronic newspaper. A digital camera and camcorder can be used for presentations, virtual tours, as well as for sharing photos and video files with parents.

New modern technologies allows parents to record morning performances, joint events on the camcorder and, together with the child, viewing the material, analyze it. In parent meetings, the presentations used make the information more aesthetic, interesting and visually tangible. It should be noted that one of the innovative forms of working with parents is the use of the official site of the kindergarten, where parents can familiarize themselves with the conditions, dynamics and identity of the implementation of educational work with children in kindergarten. Parents are informed of the necessary information on ensuring the protection of the rights of the child, his upbringing, preparation for school, and the development of his abilities. To involve parents in the educational process, information technologies also help. Using digital equipment and photo editing programs, we create collages, photo reports on past holidays, activities with children, posters, photo exhibitions on various topics and place them in the information corner for parents.

From the pages of the site, parents receive information about methods of preserving the health of children, their safety, the rules of behavior of the child in the family and in society, useful tips on training and education of preschool children. Many parents are curious about the materials on the site. Using a video camera and related programs is a fundamentally new way to view, store and share all video material for general access. Interesting stories we show to parents at parental meetings.

By introducing various forms of communication and information technologies into practice, the degree of parents' participation in the educational process has significantly increased.

Educational materials include textbooks, books, teaching aids, equipment (smartphones, tablets, reading devices, computers, etc.), dictionaries, visual aids. They can be used for various educational purposes.

This allows the activity to achieve the goal. Using various tools can change the structure of teaching methods. For example, adding video clips to the teacher's story can change the activities of the teacher and student.

In the educational process, the explanation is often expressed in words and using the observation method. When verbal narration is used in a presentation or observation method, the effect of the word will be even greater, it occupies a strong place in memory. For example, in a story about domestic animals, the use of additional videos depicting the behavior of domestic animals helps strengthen children's imagination about pets.



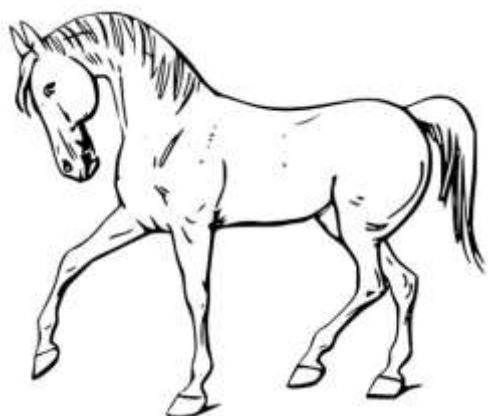
Form 1. Project "Domestic animals"



Form 2. Project "Domestic animals sounds"

The use of computer tools in demonstrations removes the barrier between verbal stories and imagination in the minds of children. Also, objects, drawings, diagrams, educational films, experimental demonstrations, etc. can be used as a means of demonstration. Observations can also be made by distributing objects to children during the demonstration. What is not possible to show, is done with the help of drawings

and diagrams, as well as video. The varied use of colors in drawings and diagrams is one of the ways to positively influence the minds of children. Diversity increases their chances of remembering.



Form 3. Image for coloring

“Virtual excursion” allows students to visit inaccessible places, allows for a unique tour of nature or attractions, etc. Excursions require preparation and planning. During the virtual tour process, the educator must select an item and find out its value, familiarize it with it, determine the content, and conduct an accompanying text. In a virtual tour, the child will be an active participant in the tour.



Form 4. Video tutor “Image for coloring”

Forms of virtual tours are divided into:

- Use PowerPoint multimedia presentations;

- Video tours (Shakhrisabz tours, etc.);
- Interactive communication using the Distance Learning Platform Program (ZOOM) will expand the opportunities for the development and implementation of a series of events that enrich the gaming activities of senior preschoolers in the process of acquaintance with professions. Children have the opportunity to take a virtual tour of the workplace of their parents, etc.

The use of virtual excursions creates the need for children to obtain information using accessible means, increases the motivation for learning, and forms an active personal position in the world.

During virtual excursions, the interaction of the teacher with the pupils changes: his activity gives way to the activity of the pupil, the adult's task is to create conditions for their initiative. Pupils act as full participants, their experience is no less important than the experience of an adult, encourages pupils to search independently, to research.

Virtual tours can be used in their work by teachers, preschool specialists, parents. The local history orientation of virtual excursions contributed to the formation of moral and patriotic qualities among preschoolers, fostering love for the motherland.

Flash clips can be used to make your presentation more interactive. That is, the child can control what is happening in the film. For example, you can see dogs like barking, cat meowing, nightingale singing, etc. which they cannot see at home. You can hear them over and over again. The teacher must provide an explanation during the screening of educational films. Otherwise, children do not notice the main purpose of the film. After the demonstration, children express their opinions between themselves and strengthen their knowledge.

Audio books (mp3) with simple tales and stories also play an important role in the learning process. Uzbek audio books (in mp3 format) are also popular. Audio books can be played by most modern equipment available in every family (smartphone, TV tuner, etc.). With their help, it is easy to play materials by placing audio books in their memory.

As a result of the use of information and communication technologies in the educational process, children develop life skills, initiative, activism in the educational process, the educational process will be interesting and significant, the effectiveness of training is directed expediently.

Specialists have developed rules for using ICT tools. Use a computer for children 5-7 years old should be no more than once during the day and no more than three times a week on days of highest working capacity. After classes, children do gymnastics for the eyes. The continuous duration of work with the computer in the classroom for children of 5 years should not exceed 10 minutes and for children of 6-7 years - 15min.

Based on the foregoing, it follows that the use of this development will help to increase the professional level of teachers, it requires the search for new non-traditional forms and methods of teaching and to show creative abilities. Meaning ICT cannot be excluded from the process of teaching preschool children, but proves the need for the active inclusion of these technologies in the educational process.

The analysis of educational activities on the use of ICT in working with preschoolers obtained the following results:

- the quality of students' knowledge varied;
- the level of education and upbringing has changed;

- changed memorization of content in memory;
- changed the development of interest in educational activities.

The computer is a new powerful tool for the intellectual and creative development of children, it must be remembered that its use for educational purposes in preschool institutions requires careful organization of both the classes themselves and the entire regime as a whole.

In modern education a computer does not solve all problems, it remains only a multifunctional technical training tool. The use of information technology will make the process of education and development of children simple and effective.

Thus, the use of ICT in working with preschoolers can expand the horizons of the child, enrich the pedagogical process, stimulate individual activity and the development of cognitive processes of children, educate a creative person adapted to life in modern society.

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