



Modern Innovations and Traditions in Preschool Education

Yuldasheva Feruza Mamasakhatovna

Head of the Department of Preschool Education, Termez State University

Annotation: *The article is devoted to the problem of the correlation of traditions and innovations in the activities of preschool educational organizations. Innovative activity, having become an integral part of the process of preschool education, is based on traditional, well-established and significant principles for the system of preschool education, forms and methods of work on the development of the child. The article defines traditions and innovations, classifies innovations in preschool education, and highlights those positions that are really new today: inclusion, variable preschool education programs, and new technologies.*

Keywords: *traditions, innovations, innovation activity, classification of innovations, features of the modern socio-cultural environment, features of the psychology of a modern child.*

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Introduction. Preschool education is the first educational stage in the human education system. Difference from other levels of education - both in goals, and in content, and in forms [1, 2, 3]. The main task of pedagogical work with preschoolers is the development of the child, the formation of the foundations of intellectual activity, the experience of other activities, the foundations of personality, forms of social behavior [5, 6].

Of course, such tasks are also facing the school, but in childhood the foundation of personal and intellectual development is laid, the importance of which can hardly be overestimated. Therefore, the leading law of changes in the inner world of the child, its external manifestations is the law of integrativity and individualization of processes [4, 7, 9].

Taking into account the specifics of childhood, the most important principles of pedagogical work in preschool education are the principles of humanism, democratization, scientific character, consistency, the presence of perspective, rhythm, the reality of setting goals, dynamism, the principle of the main link. All these principles are reflected in the latest state documents regulating the activities of preschool educational institutions [8, 10], and, in fact, they have always been the pedagogical basis for working with young children.

But today, the functioning of the principle of historicism, introduced by L. S. Vygotsky, is becoming quite obvious. Today, the socio-psychological sphere of a person has changed, which is objectively related to changes in the cultural and historical environment, which, in the sense of personality development, plays the role of a source of development (L. S. Vygotsky). Many studies note the marketization of the environment (market orientation), the marginalization of society (unequal access to resources), the medicalization of the population (rejuvenation of diseases). Of course, a modern child also has its own characteristics: a high level of anxiety and fears, aggressiveness, and a decrease in control over one's own behavior [11, 12, 13]. Over the five-year observation period, the cognitive development of children decreased (a decrease in divergent

thinking, an increase in absent-mindedness), the arbitrariness of behavior and actions, and social competence decreased. There is a screen dependency. There is a shift in the emphasis on intellectual development to the detriment of the social, including personal [14, 15].

It is obvious that there is a need to update the quality of preschool education, to introduce a clear software and methodological support for preschool education, aimed at developing the creative and cognitive abilities of children, equalizing the starting opportunities for graduates of preschool educational organizations during the transition to a new age stage, socialization of the child.

Is it always connected with innovations in preschool education? And how are the innovations and traditions that have developed in recent decades in domestic preschool education related to each other?

Tradition is “historically formed and passed down from generation to generation ideas, views, tastes, customs, orders, rules of conduct” [2]. Innovation (innovation) is a complex process of creating, distributing, implementing and using a new practical tool, method, concept to meet human needs [2].

In the socio-psychological sense, innovation is the creation and implementation of various types of innovations that generate significant changes in social practice. We emphasize the key word in this concept - significant.

This is where the problem of correlation, combination of traditions and innovations arises. Is everything significant, positively significant for change, is everything in our practice so obsolete that radical innovations are required? I think the answer lies on the surface. A modern child, with all its features, remains a child, just in something else, therefore the fundamental provisions of child psychology, preschool pedagogy remain relevant today (the value of childhood, the development of all spheres of a child's life, his inclusion in society, the development of cognitive activity and creativity, emotions and higher senses, development of abilities) [16, 17, 18].

But innovations enter our lives, and teachers have always been receptive to everything new. Especially teachers of the preschool sphere - the child himself provokes, stimulates activity and creativity. Therefore, the reasons for innovations are varied: from the need to conduct a search, imitation of pedagogical models, dissatisfaction of teachers to the requests of parents, competition of kindergartens, the results of retraining of teachers.

Pedagogical innovations, as is known, can either change the pedagogical process or improve it. Transformations today are taking on a systemic character: new types, types and profiles of preschool institutions, new educational programs have been created, in which the emphasis is on the variability and individualization of the pedagogical process. At the same time, several types of innovations are distinguished in the pedagogical literature [5]:

- on the impact on the educational process (in the content, in the forms and methods of the educational process, in the management of institutions);
- by the scale of transformations (private, modular, systemic);
- by innovative potential (improvement, modification, new, radical);
- In relation to the subject (replacing, canceling, opening, retro-introduction).

Here are some examples of innovations.

In management - delegation of authority, development of the concept and work programs of a preschool educational institution, changes in the internal control algorithm, marketing research, networking.

The content includes new educational programs, special programs for preschool organizations, individual programs for teachers, additional services provided by kindergartens.

In technologies - problematic, developing, health-saving and health-forming.

In the work with personnel - continuous retraining, individual professional growth programs, master classes, pedagogical rings, pedagogical projects, competitions, interactive methods, tutoring.

In work with children - various forms of children's activities, individual training of children, individual routes for the development of the child, weekend groups.

In working with parents - interactive methods, press service, clubs.

In the subject-developing environment - enrichment of the environment, building the environment according to the principles of integration, gender approach.

Forms of presentation of innovations: teachers' councils, creative groups, methodical associations, publications, competitions, clubs of pedagogical innovators.

The development of innovative activity, in accordance with these documents, is one of the strategic directions in preschool education. At the same time, general trends in the implementation of innovative activities are identified:

- the requirement of humanization of the educational process;
- high level of education quality;
- orientation to cultural and moral values;
- competitive relations between educational institutions;
- focus on the needs of children and parents;
- Maximum use of the potential of teachers.

In this regard, let us return to the idea of correlation, a combination of traditions and innovations. All the listed types of innovations, forms of presentation of innovative experience, requirements, and principles of innovative activity in preschool education are not absolutely new. This has always formed the basis of the activity of a teacher of preschool education and institutions of the preschool sphere. Another thing is that today's emphasis on seemingly well-known positions allows you not to go into "originality" when introducing a new one.

Traditions and innovations are intertwined in the designation of current areas of activity of preschool educational organizations:

- supporting the diversity of childhood, preserving the uniqueness and intrinsic value of childhood;
- personality-developing and humanistic nature of the relationship between adults and children;
- respect for the personality of the child;
- implementation of the program in appropriate forms for the child;
- cooperation of the kindergarten with the family;
- introducing children to socio-cultural norms, traditions of the family, society and the state;
- age appropriateness of preschool education;
- Taking into account the ethno-cultural situation of children's development.

It is logical that, in accordance with these requirements, the standard of preschool education also identifies areas of child development: social and communicative development, cognitive development, speech development, artistic and aesthetic development, and physical development.

As you can see, in these areas there is a clear connection with the characteristics of modern children, which must be taken into account in pedagogical activity by teachers and, of course, parents.

In other words, new ideas are very closely intertwined with well-known ones that have found positive confirmation in the preschool education of previous generations of teachers, parents and children.

Conclusions. Of course, the implementation of innovative activities is not without problems and difficulties. Thus, the heads of preschool educational institutions note a significant expansion of the range of duties (both managers and teachers); insufficient resource provision of kindergartens; additional classes put a lot of stress on children. There are also problems in the field of correlating innovations at the level of practice of children's institutions and the training of teachers: more precisely, the mismatch between the standards of preschool education and the standards of higher, in particular pedagogical, education in time, and hence in content. Yes, and advanced training programs for teaching staff (both kindergarten teachers and teachers of higher education) are often focused on the "conjuncture", and not on improving the educational process.

At the same time, many problems are quite successfully solved on the ground, since the pedagogical community has a wealth of experience, on the one hand, in preserving the traditions of preschool education, and on the other hand, in implementing innovative projects that improve the system of upbringing and education of preschool children.

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