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CONDITIONS FOR EFFECTIVE IMPLEMENTATION OF INNOVATIVE ACTIVITIES IN A PRESCHOOL EDUCATIONAL ORGANIZATION

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ABSTRACT

The article addresses issues such as the effective conditions for the implementation of innovative activities in preschool education and their content. The ongoing seminars were devoted to identifying the optimal forms of interaction, developing the content of activities that would enrich the knowledge of parents on the issues of psychosocial development of the child. The effectiveness of the work, expressed in the intermediate results of monitoring, was coordinated by constant and purposeful psychological and pedagogical support of the participants of the innovation project. During the implementation of the innovation project, constant monitoring of the results of innovation activities was carried out. The effectiveness of the work, expressed in the intermediate results of monitoring, was coordinated by constant and purposeful psychological and pedagogical support of the participants of the innovation project.

KEYWORDS: *Innovative Activity, Creative Process, Preschool Organization, Innovative Project, Educator, Parents.*

INTRODUCTION

In pedagogy, the concept of "innovative activity" has a wide semantic range. This is a purposeful pedagogical activity based on comprehending one's own pedagogical experience by comparing and studying the educational process in order to achieve better results, obtain new knowledge, introduce new pedagogical practice; it is a creative process for planning and implementing pedagogical innovations aimed at improving the quality of education. This is a socio-pedagogical phenomenon that reflects the creative potential of a teacher-educator. Currently, innovative activity is one of the decisive factors in the development of a modern preschool education

institution. Each teaching staff has the right to such activities. But in this case, he must take on certain obligations for the preparation and organization of the innovation, since children become the object of the pedagogical initiative.

State of preschool educational organizations in Tashkent is working in an innovative project "Implementation of a model for the formation of effective parenthood as a condition of social well-being of pupils of preschool educational organizations. institutions ". The work on the innovative project is carried out in the "teacher-child-parent" triad. The implementation of an innovative project involves the gradual formation of all structural components of the parental position in the families of pupils: from a conscious through a responsible one to an effective parental position. According to the general opinion of experts, family education is unique and unique in its effect. It is interfamilial relations that mediate the social well-being of the child, since they are primary, long-lasting, related by kinship and affect the age sensitivity of children. At the same time, modern teachers and psychologists emphasize that a preschool institution is the first institution that enters into open interaction with the families of pupils. And the teacher often becomes a socially significant adult for the child. Based on the fact that the social well-being of a preschool child is directly interconnected with the characteristics of child-parent interaction, the goal of teachers was to establish close and trusting (partner) interaction with various categories of families of pupils. Large, young, single-parent families, as well as families in a socially dangerous situation have become participants in our innovative project. Building interaction with this category of families has a number of specific features due to the low quality and content of family education, the manifestation of alienation of parents and children, the family's unpreparedness for a healthy lifestyle, and a low level of pedagogical culture. At the same time, the use of the experience of a family with positive parent-child relationships contributes to the prevention and correction of social ill-being.

MATERIALS AND METHODS

During the work on the innovative project, methodological, psychological and pedagogical support of all participants was carried out. Diagnostics of teachers at the preparatory stage revealed that among the project participants there is an innovative personality potential associated with the following main parameters: creative ability to generate and produce new ideas and ideas, and most importantly - to design and model them in practical forms; openness of the personality to a new one, different from one's own ideas, which is based on personality tolerance, flexibility and panoramic thinking; cultural and aesthetic development and education; willingness to improve their activities, the presence of internal means and methods that ensure this readiness; developed innovative consciousness (the value of innovative activities in comparison with traditional ones, innovative needs, motivation for innovative behavior).

By the teacher's readiness for innovative activity, it is customary to understand the formation of the personal ones necessary for this activity (great working capacity, the ability to withstand the action of strong stimuli, high emotional status, readiness to creativity) and special qualities (knowledge of new technologies, mastering new teaching methods, the ability to develop projects, the ability to analyze and identify the causes of shortcomings) [1, p. 17]. In the work on the project in a preschool institution, a special place was given to increasing the level of professional competence of teachers as one of the criteria for the effectiveness of project activities. An important direction in the implementation of project activities is working with

teachers through constructive communication in the implementation of individual research activities. Collective discussion of the content side of pedagogical research allowed us to determine a wide field for research activities, where attention is paid to organizational and managerial support, methodological support, psychological support, provision of social, pedagogical and legal assistance, the formation of partnerships, the preservation of family traditions, the activation of paternal and grandparent education.

RESULT AND DISCUSSION

Methodological support for the professional growth of educators using the ideas of tutoring has also yielded positive results; all teachers have acquired the skills to work with e-mail, educators and specialists have created individual methodological piggy banks; members of the creative group are more involved with colleagues. The ongoing seminars were devoted to identifying the optimal forms of interaction, developing the content of activities that would enrich the knowledge of parents on the issues of psychosocial development of the child. At the round table meetings, teachers analyzed the results of monitoring innovative activities, shared their experience in interacting with parents, and creative ideas. At the meetings of the creative group, which we held once a quarter, the project participants discussed aspects related to individual research activities, determined the priority areas of pedagogical diagnostics and correction within the designated topics. Scientific and methodological support of teachers' activities is of particular importance in the work on an innovative project. Participation in various kinds of conferences, seminars, webinars, the possibility of online communication with scientific consultants, raises the efficiency of work to a new level.

During the implementation of the innovation project, constant monitoring of the results of innovation activities was carried out. The effectiveness of the work, expressed in the intermediate results of monitoring, was coordinated by constant and purposeful psychological and pedagogical support of the participants of the innovation project. This type of support in the "parent-teacher" dyad allowed us to vary pedagogical techniques to improve the psychological culture of parents, as one of the criteria for effective parenting, as well as outline further promising areas of methodological work with teachers based on the results obtained.

The effective solution of problems aimed at creating conditions for the successful socialization of pupils by increasing the psychological culture of parents in the process of partnership between the preschool institution and the family and the implementation of activities, the content of which contributes to the formation of effective parenting, is facilitated by the reference to the following criteria: social well-being of preschool children; manifestation of effective parenting; increasing the level of professional competence of teachers; increasing the social activity of participants in innovative activities; improving the quality of management of innovative processes in the institution of preschool education. In this aspect, promising is the innovative transformation of the educational process of a preschool institution through the optimization of all its subjects of interaction [2, p.194].

CONCLUSION

Thus, the priority conditions for the effective implementation of innovative activities in a preschool institution are the validity and relevance of the project topic, taking into account the

specifics of the educational process as a whole; the use of effective management mechanisms of coordination and leadership in the implementation of innovation; purposeful increase in the professional competence of educators by achieving the goals and objectives of the innovative project, taking into account individual interests and needs.

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