



ACTIVATION OF THE DEVELOPMENT OF CREATIVE COGNITIVE THINKING OF PRESCHOOL CHILDREN.

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ANNOTATION: *The development of preschool education with the transition to a new quality level cannot be carried out without the development of innovative technologies. The traditional methods are being replaced by active teaching and upbringing methods aimed at enhancing the creative cognitive development of the child. Therefore, it is necessary to introduce modern methods and technologies into the learning process, and also, in these changing conditions, the teacher of preschool education needs to be able to navigate in a wide range of modern pedagogical technologies.*

Keywords and expressions: *Socio-economic reforms, innovative technologies, creative development, pedagogical creativity, cognition, interactivity, project activities.*

Paying attention to the issues of education and upbringing, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said: "We all see how much attention is paid to preschool education, school and science. If we do not have a basis for this system, then, sorry, all reforms will be lost and we we won't succeed. Let's say we import the best equipment, the best technologies. Who will work on them? The equipment that should work for five years will not work even for a year. As an engineer, I'll tell you, we won't even be able to use it for a year. Who do we need? Who will teach? Who will train a competitive specialist for Uzbekistan? Nobody ever! Only ourselves! No matter how hard it is - if we cannot educate our youth - the future of our country, then tomorrow our society will not be able to achieve the great goals set for it. Remember that's all!"

Modern cultural and socio-economic reforms lead to the need for continuous improvement of the processes of education and upbringing of the younger generation. In this regard, educational institutions are in dire need of creative teachers, who play a leading role in the implementation of innovations in the education system.

However, the traditional level of implementation of the activities of a mass educator does not meet the modern requirements of society and a preschool educational institution in a



teacher-creator, which actualizes the problem of the formation of pedagogical creativity. Preschool education is the first link in the system of continuous education.

In the constantly changing conditions of the surrounding world, it is necessary to teach the child the ability to analyze the existing situation and make independent decisions. The current situation in preschool education in the Republic of Uzbekistan is characterized by an intensive search for ways to update its content, the creation of original methods and means of education and training, the use of new forms of organization of the pedagogical process.

The development of preschool education with the transition to a new qualitative level cannot be carried out without the development of innovative technologies. Traditional methods are being replaced by active methods of education and upbringing aimed at enhancing the cognitive development of the child. In these rapidly changing conditions, a preschool teacher needs to be able to navigate a wide range of modern pedagogical technologies.

All of the above made up the prerequisites for improving the professional skills of teachers in our preschool educational organization. The search for new forms and methods of pedagogical work that contribute to an increase in the level of professional competence has led to the fact that modern interactive, communicative and gaming technologies have become widely used in the practice of our preschool organization.

Practice shows that the introduction of new forms of methodological support for the educational process can improve the quality of education and the skills of teachers, who, in turn, widely use innovative educational technologies in their work.

There are many methods of teaching and raising children, it is necessary to choose more effective means based on modern methods and new integrated technologies. The introduction of the following educational technologies into practice is considered correct in a preschool organization:

- health-saving technologies;
- technologies for design and research activities;
- educational pedagogy and game technologies;



- critical thinking.

One of the promising methods is the project activity method. This method supports children's cognitive activity, which helps the child get a positive experience of implementing their own ideas, searching for new, non-standard actions based on the originality of thinking, supporting the child's initiative and shaping it into a culturally significant product. Any project is a product of cooperation between children, educators and parents. The project involves solving problems of a cognitive, creative nature, experimental activities and the development of communication skills.

In the practice of modern preschool organizations, various pedagogical learning technologies are being introduced. One of the methods by which it is possible to solve the tasks set in the standard is the technology for the development of critical thinking. This technique is a holistic system, it is not a criticism, but a perfect, complementary thinking that will teach children to collect information, analyze it, using the necessary information.

A preschooler should try to think critically, express and prove his opinion. This will give him the opportunity to broaden his horizons, think critically, think outside the box, show interest in the topic under discussion and allow him to improve his creative abilities. Along with this, individual, pair and group work with pupils has a beneficial effect on the expression of one's own opinion during the discussion, they teach to be able to listen and evaluate the opinions of others, to think before answering, to respect the opinion and rights of comrades, the team.

Modern teachers-educators of a preschool organization in organized educational activities use several innovative interactive methods-techniques.

Improving the quality of innovative activity in a preschool organization is directly dependent on the professional level of teaching staff.

The main features of the innovative activity of a teacher of a preschool organization are:

- Willingness of the teacher to improve their activities, innovative needs.
- The teacher must love children, his work, be a thinking person, capable of analyzing and creatively processing new knowledge.



- Creativity to design, model and produce new concepts and ideas in practical forms.

- In order to motivate teachers for professional development and increase of professional competence, summing up and revealing the results of their pedagogical activity, dissemination and generalization of pedagogical experience through competitions, seminars, master classes, etc.

Continuous improvement of the pedagogical process requires preschool teachers to continuously search for new methods and means of education and training.

CONCLUSION

Positive results in the upbringing of children are achieved with a skillful combination of different forms of cooperation, with the active involvement in this work of all members of the team of the preschool organization and members of the families of the pupils.

- a unified pedagogical position has been formed in relation to the child as a subject of his own development, a team of like-minded people has been created;

- a motivational readiness to test new forms, types and content of children's activities has been formed;

- Qualified pedagogical, stable personnel potential, passed certification of the kindergarten and courses on new technologies;

- study and selective introduction of innovations into the life of a preschool organization: new forms of work, alternative educational and methodological complexes, technologies, programs;

- innovative pedagogical technologies allowed teachers to achieve learning goals through the development of the personality of each preschooler, and further contribute to their successful learning at school;

- Innovative learning tools make it possible to rationally and effectively use study time: to increase the interest of children and the activity of a preschooler;

- a system of interaction with the family, school teachers, and other social institutions has been defined.



Thus, it must be remembered that the activity of introducing various educational changes is the activity of developing the preschool organization itself. Since, “This process requires comprehensive knowledge and skills from the mentor. In this regard, a thorough study of the psychology of children is especially important.

The innovation space is one of the most important elements in the education development system, it improves the quality and efficiency of educational and upbringing processes.

It can be said with confidence that at present preschool educational organizations of our republic are at the stage of active formation and implementation of innovations.

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