

Introducing innovations in The Preschool Education System With Talented Children

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ABSTRACT

The article provides information on how to work with children in preschool education, ways to work with talented children, and innovations that can be used in the educational process. There will be a discussion on how to apply them in practice and what benefits can be achieved in education.

Key words: *preschool education, talented children, innovations, educational process, mental and physical abilities, primary school, academic lyceums.*

1. I.Introduction

The more independent a person's thinking is, the more enterprising he will be. The freer a person thinks, the more inquisitive and creative he becomes. When a developing person gets rid of the authority of adults in the family, teachers in the school, and acts according to his mental, mental and physical abilities, the child develops a sense of responsibility for his actions. He will have his own opinion. The thinker always bases his point of view and defends it when necessary. Therefore, in our country, special attention is paid to the education of a harmoniously developed generation of independent thinkers. Bringing up our young generation, who will be our future generation, has been one of the most important issues for our people since ancient times. We can learn this from the scientific works of our medieval scholars.

III.Analysis

Content and directions of introduction of innovative innovations in the system of primary education.

Innovative pedagogy is now known as an informal science, but it is a rapidly evolving system of knowledge that is gaining more and more attention around the world. Recognizing its educational value, the pedagogical community is therefore critical of

existing traditional pedagogy. Serious opinions are being expressed about this new science, which is developing today. Its main task is to reorganize and master the theory of the entire educational system on the basis of innovation. Innovative pedagogy is the dominant theory based on the solution of theoretical and practical problems. According to the innovators, it is impossible to educate the current generation in this way in the new conditions, when the classical literary pedagogical theories are outdated. This is the general situation in the current pedagogical discipline. In this case, innovation is a very important pedagogical-knowledge system. Objectivity, expediency, consistency, non-contradiction are its main characteristics. The only requirement of objectivity is that the basic principles must be divided only by scientific purity, but not ideological. Ideology is always the one-sided social interests of one or another social group that force it on others as valuable guidance and ideas. The world pedagogical theory has already acknowledged what the ideas of the above people will be about the condition of the educational process.

The upbringing of the rising generation is a very serious matter and it cannot be left to chance. During the dictatorship, pedagogical guidelines for educating people in the spirit of communist ideas have long prevailed in our country. Despite its effectiveness, such as the implementation of various challenges, it can not be called scientific, because the organization of such ideas The system of rules about human nature and its development can be developed only with the help of objective foundations established by science and rules approved in practice. It turns out that one of the main shortcomings of our pedagogical theories in practice is the sharp exaggeration of the superiority of knowledge and education. Increased memorization of knowledge to the detriment of human spiritual labor education has become commonplace in school life. . It is clear that the current upbringing and the practice he leads are in crisis in all respects. Any attempt to get out of this situation is considered innovative, and in this case, they live up to their name. Innovative pedagogy is often referred to as traditional alternative pedagogy. It is impossible not to agree with this opinion, at least in the simplest terms, neither the class nor the teacher, the content of the lesson and the textbooks will be lost. If the pedagogical system survives, then we can only talk about improving it. it is our strategic approach to these actions that seeks to harmonize the emerging processes. Folk pedagogy in the broadest sense is a field that teaches nature in a broad sense, as a methodological basis for the creation of a didactic and pedagogical system based on the logic of the care of all development for their descendants.

How a child is born does not depend on anyone but his parents, but the sufficient development of each person to reach the level of a well-rounded person, to find a job and

a place in life, whether he spends his life worthy of the standards of life depends first and foremost on school. Every child should be loved, respected and created the necessary conditions for his development. If nature teaching did not require pedagogical adaptation, humanistic pedagogy demanded that the issue be placed at the center of the relationship and that all conditions be created for the child to develop normally. Humanistic pedagogy is often referred to as innovative, but its innovation is only relevant to certain education systems. For modern Western education systems, the humanities are already on the rise. Education is slowly becoming a new relationship. Humanistic pedagogy can be called in the full sense of the word innovative pedagogy, it does not require "injection" from the outside, it is achieved through the internal reorganization of the system of results of higher educational impact. Humanism is the only concept of the most valuable spiritual wealth in the world. The main principle of this concept is to protect the dignity of the individual, to create the necessary conditions for his freedom, happiness, development and expression of his abilities, the recognition of his rights. Humanism is a set of ideas and values that affirm that human life is unique and of particular importance to the individual. As a valuable system of guidance and direction, humanism takes on the meaning of a social idea. Humanistic pedagogical education is a scientific-theoretical system that plays a role in the development of an active educator with equal rights, who develops the participant in the educational process to the best of his ability.

IV. Discussion

In our country, where human dignity is paramount, the main goal of education from a humanitarian point of view is that every foster child becomes an independent and free person, a full-fledged subject of relations. The humane level of the educational process is determined and evaluated by the fact that the individual's ability to express himself, to reveal all his natural potential, and his ability to be free create the conditions for the disclosure of responsibility for creativity. Humanities pedagogy is person-centered. Its hallmarks are the focus on technical physical and intellectual development instead of acquiring information and developing a certain range of skills and abilities, focusing on the formation of a free independent thinking and moving personality by choosing a decision based on any life and learning situation, to provide the necessary organizational conditions for the successful reorientation of the educational process, the humanization of the educational process from authoritarian pedagogy to the pedagogical pressure on the individual and the student and the pedagogue. The establishment of a real human relationship between it should be understood as a transition to a person-centered pedagogy that plays a key role in student activity and personal brightness. The humanization of this process means the creation of conditions in which the student can

not be below the level of lack of knowledge, indifferent to educational work or become an observer in the transitional life of humanistic pedagogy”.

Here are some examples of the development of specific forms and methods of innovative activities of the practice of the School of Humanities:

1. Differentiation of educational activities;
2. Coordination of educational processes according to the personality of each person;
3. To create the necessary conditions for the development of each pupil and interest;
4. Organization of classes and the like;
5. Convenience of educational activities;
6. Psychological security to protect students;
7. Convince the student of his strengths and abilities;
8. Accept the student as he is;
9. Ensuring educational success;
10. Changing the direction of the school;
11. Substantiation of the level of development of each student;
12. Suspension, loss of distance learning due to the fact that the extranate "has no spiritual connection with the student";
13. Redirect the student's personal internal instructions;
14. Strengthening humanities education.

It is very difficult to statistically assess humanities pedagogy. However, it has been found that sympathy and unconditional approval for self-training are linked to student development and that discipline is poorly adapted to issues such as a negative attitude towards school. Addressing the problems of innovation and incorporating them into important areas of modern scientific thinking has been the result of an understanding of the growing dynamics of innovation processes in society. In our literature, innovation problems have long been established in the system of economic research.

V. Conclusion

The structure of any pedagogical system at the present time consists of a set of options of the following elements, the appearance of interdependence, the purpose of student education, the content of education, the educational process of organizational forms of educational work of students. Each of the components of this system can be described in detail at any level. We have reason to believe that a built system is not a structural system. An important component of the pedagogical system, which cannot be added to the above, as well as the results are the "Management of the educational process" technology. They are reflected in the method of the pedagogical system in the given picture, consistent with the goals, results and forming a continuous cycle. The full

alignment of goals with the results is a measure of the reliability of the pedagogical process. The pedagogical system is a relatively independent part of all the components that unite management because they have goals and structures.

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