



THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN  
THE PROCESSES OF PRESCHOOL EDUCATION ORGANIZATION

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**Annotation:** *This article analyzes the role of information and communication technologies (ICT) in the effective organization of the educational process in preschool educational institutions. It highlights the opportunities for increasing children's interest in learning with the help of digital tools, developing their cognitive and communicative skills. It also considers ways to improve the skills of teachers in using ICT and enrich the teaching process with modern tools. The results of the scientific article serve to improve the quality of education based on ICT.*

**Keywords:** *preschool education, information and communication technologies, educational process, digital tools, interactive methods, teacher qualifications, quality of education.*

**Introduction:** In the conditions of a modern information society, the digitization of the education system and the introduction of advanced information and communication technologies (ICT) into the pedagogical process are recognized as one of the urgent issues. The preschool education system requires special attention in the process of these reforms, because it is at this stage that the foundation for the intellectual, moral and aesthetic formation of the child's personality is laid. Therefore, the effective use of ICT in the educational process serves as an important tool for increasing the interest of preschool children in learning, developing their logical thinking, speech activity and creative potential. The possibilities of organizing education visually and interactively through ICT tools, optimizing pedagogical activities and increasing the efficiency of the educational process are expanding. However, a systematic approach to the practical implementation of these technologies in preschool educational institutions, the level of information literacy of teachers, technical capabilities and methodological support are among the important issues that need to be addressed. Based on this, this article analyzes the possibilities, advantages and existing problems of using ICT in preschool educational institutions and puts forward proposals.

**Main part:** The use of information and communication technologies (ICT) in the process of teaching and upbringing in a preschool educational institution is one of the newest and most urgent problems of domestic preschool pedagogy.

What does the concept of ICT include? Information and communication technologies in education are a set of educational and methodological materials, technical and instrumental means of computer technology in the educational process, forms and methods of their





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application to improve the activities of specialists (administration, educators, specialists) in educational institutions, as well as to educate children (development, diagnosis, correction).

Modern information transmission technologies open up completely new opportunities for us in the field of education. Children's entry into the world of knowledge begins from preschool age. They compare objects by size, establish quantitative relationships, get acquainted with geometric figures, learn to draw and gain first knowledge about the world around them ...

A distinctive feature of the introduction of a personal computer into the process of educating preschool children is the use of a computer as a means of educating and developing the child's creative abilities, forming his personality, enriching the intellectual sphere of a preschool child and significantly expanding the capabilities of the teacher. Today, this is the only type of activity that is not regulated by a special educational program. Teachers must independently study the approach and apply it to their activities. However, the use of information and communication technologies is one of the promising tools for teaching older preschoolers. Where can ICT help a modern teacher in his work?

The selection of visual material for the teacher's activities organized together with children and the design of stands, groups, offices (scanner, Internet; printer, presentation).

The selection of additional educational material.

Exchange of experience, familiarization with periodicals and developments of other teachers.

Preparation of group documents and reports.

Creating presentations in the Power Point program to improve the effectiveness of activities organized together with children at parent-teacher meetings and the pedagogical skills of parents.

The teacher will have more free time by creating a single database of methodological and visual materials.

The use of ICT does not imply teaching children the basics of computer science and computing.

First of all, this is: changing the subject development environment,  
creating new tools for the development of children,  
using new visual aids.

The following convenient areas of using ICT in working with preschool children can be identified:

creating presentations;  
working with Internet resources;  
using ready-made educational programs;  
as well as developing and using our own programs.

The use of information and communication technologies in preschool education allows you to expand the creative potential of the teacher and has a positive effect on various aspects of the mental development of preschool children. With its use, developmental





activities become much brighter and more dynamic. The use of computer technologies makes the lesson attractive and truly modern, allows you to solve cognitive and creative tasks on the basis of visual aids. As a result of the work carried out on the introduction of information technologies, we can note their advantages over traditional teaching methods:

1. ICT allows you to expand the use of electronic educational tools, as they transmit information faster.

Movement, sound and animation attract the attention of children for a long time and help increase their interest in the material being studied. The high dynamics of the lesson contributes to the effective assimilation of the material, the development of children's memory, imagination and creativity:

2. It provides clarity, which is very important for preschoolers, taking into account the visual-figurative thinking of children, helping to perceive and better memorize the material. In this case, three types of memory are activated: visual, auditory, motor;

3. Slideshows and video fragments allow you to show moments from the world around you that are difficult to observe: for example, the growth of a flower, the rotation of planets around the Sun, the movement of waves, rain;

4. It is also possible to model life situations that are difficult or difficult to show and see in everyday life (for example, reproducing the sounds of nature; the operation of transport, etc.);

5. The use of information technologies encourages children to engage in research and search activities, including searching the Internet independently or together with their parents;

ICT can be used at any stage of jointly organized activities:

At the beginning, create a problem situation and show the topic using questions on the topic being studied;

As a supplement to the teacher's explanation (presentations, diagrams, pictures, video clips, etc.).

As an information and educational tool

Observing children's assimilation of the material.

While recognizing that the computer is a new powerful tool for the development of children, it is necessary to remember the commandment "DO NO HARM!" The use of ICT in preschool educational institutions requires careful organization of both the classes themselves and the entire regime in accordance with the age of children and the requirements of sanitary rules. When planning activities, it is necessary to take into account the conditions and requirements for the use of information and communication technologies in the educational process and avoid the following mistakes:

non-compliance with sanitary and epidemiological rules;

incorrect determination of the didactic role and place of ICT in educational activities;

randomness and randomness of the use of ICT;

often the saturation of animation, slides, drawings,





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not appropriate for the age of children.

The scope of use of ICT in the educational process is quite wide. One of the most successful forms of preparation and presentation of educational material for jointly organized events in kindergarten is the creation of multimedia presentations. This facilitates the process of perception and memorization of information using live images, since it combines dynamics, sound and image, that is, factors that hold the child's attention for the longest time. Simultaneous exposure to two important organs of perception (hearing and vision) allows you to achieve a very significant effect. As the English proverb says: "I heard and forgot, I saw and remembered."

Thus, the following conclusions can be drawn:

The use of information and communication technologies in preschool educational institutions is a factor that enriches and transforms the developing scientific environment.

When working with older preschool children, computers and interactive equipment can be used with strict adherence to physiological, hygienic, ergonomic and psychological-pedagogical restrictive and permissive norms and recommendations.

It is recommended to use computer games, developmental and educational programs that correspond to the mental and psychophysiological capabilities of the child.

All this can be provided to us through computer technology with multimedia capabilities. The use of information technologies makes the process of teaching and developing a child much more effective and opens up new educational opportunities not only for the child himself, but also for the teacher. However, no matter how positive and vast the possibilities of information and communication technologies are, they cannot and will not replace live communication between the teacher and the child. It is necessary to introduce modern information technologies into the system of kindergarten didactics, that is, to strive for an organic combination of traditional and computer means of developing the child's personality.

**Conclusion:** In conclusion, I would like to emphasize that the use of ICT in various educational activities in kindergarten is possible, necessary and appropriate. The activities organized by the teacher together with children have their own characteristics; they should be emotional, lively, using a large amount of illustrative materials, using audio and video recordings.

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