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EFFECTIVE METHODS OF IMPROVING THE TECHNOLOGY OF DEVELOPING THE INTELLECTUAL OPPORTUNITIES OF PRESCHOOL CHILDREN THROUGH THE INTRODUCTION OF SCIENCE AND NATURE

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Abstract: This article is related to the field of preschool education, and the article covers Nature, Global environmental problems, Nature protection and Atmospheric degradation.

Аннотация: Эта статья относится к области дошкольного образования и охватывает природу, глобальные экологические проблемы, охрану природы и деградацию атмосферы.

Annotatsiya: Mazkur maqola maktabgacha ta'lim sohasiga oid bo'lib, maqolada Tabiat, Global ekologik muammolar, Tabiatni muhofaza qilish hamda Atmosferaning buzilishi yoritilgan

An important condition for the creative development of preschool children is the use of innovative technologies. The concept of "edagogical technology" refers to a set of psychological-edagogical relations consisting of a combination of forms, methods, methods, tools of education and training. According to B. T. Likhachev, "...this is an organizational and methodological tool of the editorial process" [54, 16-20]. In editorial literature, V.G. Gulchevskau, V.T. Fomenko, is a weapon" [54,16-20]. Several classifications of editorial technologies by V. G. Gulchevskau, V. T. Fomenko, T. I. Shamova and T. M. Davudenko are presented in editorial literature. In the most generalized form, all technologies known in the science and practice of redagogy were systematized by G.K.Selevko. In his opinion, a number of strict requirements are imposed on the educational technologies used in the educational process of preschool children [65]. These include the following:

- concertality, which indicates that the educational process is based on a certain science and concert;
- Consistency, which ensures that the technologies should include all the features specific to the system. They should be logical, consistent and interrelated;
- the ability to control (the teacher has the right to set clear goals for learning, plan its process, correct important points during the work process);
- reproducibility (technology should be effective in application).

Educational technology is a unique structure consisting of three parts. The concert part is the scientific basis of the technology, that is. psychological and redagogical aspects specific to its formation. The content of the technology provides the purpose and content of the educational material. The sexual part combines the methods and forms of the educator's work, as well as the methods and forms of educational activity of preschool children. In this part, the teacher controls the specific features of mastering the material and diagnoses the learning process.

In his research, G.K. Selevko described the modern educational technologies used in the practice of preschool educational institutions, and in our research, the following innovative We rely on technologies:

- industrial technology;
- TRIZ-technology (technology for solving inventive problems);

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- Mind mapping technology.

Let's briefly consider the essence of each technology, what they represent and what goals they aim for. Lowiha activity technology is the most effective for developing the creative abilities of children in preschool age, because it allows the child to experiment, synthesize the acquired knowledge. makes it possible to develop creative abilities. A unique feature of the course is that it allows students to connect the learning process with real-life situations, developing research skills, analysis, planning, and teamwork. strengthened his ability.

Several types of projects are used in working with children of older preschool age: role-playing projects (in the creative classroom), research and creativity louihs; information-oriented programs.

The peculiarity of the activity technology of preschool children is that, when it is implemented in the educational process, the situations in which the adult child begins to think independently and solve elementary cognitive problems and creatively translate ideas into practice. His creative activity and initiative become more and more visible, and the child begins to create and implement creative ideas.

Louiha's activity includes personality and activity-based relationships. L. I. Bozovich, L. S. Vugotskiu, V. V. Davudov, A. V. Zarorogets, A. N. Leontev, D. B. Elkonin criticized this point of view. Proponents of comparison based on I.A. Zimnaua, N.V. Kuzmina, A.L. Andreev, V.I. Baudenko, L.N. Bogoluubov, E.F. Zeer, Kunitsina, A.K. Markova, There were O.E. Lebedev and other authors. Creating a comfortable learning environment is a fundamental task for preschool children's activity. A comfortable educational environment allows you to reveal the potential potential of a creative person, to know and master the world around the child, and to apply the acquired knowledge in practice. Even preschool children's participation in outdoor activities "leads to an intensive process of socialization of the person, strengthens the connection of education with life, active thinking. stimulates and forms creative interest" [45, 115].

Louiha activity technology implements educational principles such as cooperation between adults and children, independence, consideration of children's needs and individual characteristics. The basis of the Disaun method is its pragmatic focus on the result that can be obtained in solving a given problem. The result of this creative activity can be seen, understood, and used in real practice. Louiha's activity is always aimed at the independent activity of its participants. It can be an individual or pair, group activity carried out by children supported by adults for a certain period of time.

From the editorial point of view, creative technology is a network of search, research, problem-solving methods that lead to creativity according to its nature.

When organizing a group activity, the teacher should be involved in active interaction with the children participating in the group, interest them, encourage them to do joint activities, must clearly know the stages, comply with certain requirements for organizing and presenting information in the educational process. These requirements include the following:

-the existence of a problem, a problem that requires integrated knowledge in the creative plan;

- practical, theoretical and cognitive significance of planned results;

- drawing up the content and part of the proposed creative plan showing the step-by-step results;

- independent activity of the participants of the educational process, both in the individual form and in the group; - the sequence of actions in the development of a creative plan (formation of a gyrothesis, data grid, systematization and analysis of the received data, analysis of the

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results, planning organizing the results, its presentation, conclusions and formulating its research problems on this topic).

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