PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF THEIR AGE IN THE FORMATION OF INTELLECTUAL ABILITIES OF STUDENTS ON THE BASIS OF INNOVATIVE TECHNOLOGIES

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ABSTRACT

It focuses on the age-specific psychological characteristics of preschool children in the formation of their intellectual abilities on the basis of innovative technologies. The psychological readiness of a child is inextricably linked with the change in his social status in society and the specificity of children's learning activities in the early school years.

KEYWORDS: *Innovation, Technology, Intellectual, Ability, Innovation, Culture, Education, Generality, Pedagogy, Competence.*

INTRODUCTION

In our developing country, special attention is paid to the education of the younger generation, opening the door to a wide range of opportunities for them to grow up, to master the secrets of modern and classical science and to embody the features of perfection. given. In particular, as noted by President Shavkat Mirziyoyev: "An important issue that always worries us is the morality, behavior, in short, the worldview of our youth. Young people are the ones who feel the changes around us the most[5].

May the youth meet the requirements of their time. But at the same time, don't forget about yourself. May the call of who we are and what kind of great people we are, always resonate in their hearts and motivate them to remain true to themselves. " Indeed, young people are the generations that define the future of every country, forming the foundation of a great future. Abdulla Avloni, the pride of our nation, explains upbringing as follows: "Education means pedagogy, that is, the science of raising a child. to adopt from bad habits. "

Materials and methods

Of course, the harmonious upbringing of the younger generation begins with the process of pre-school education. Therefore, on January 4, 2017, at the initiative of the President, a resolution was adopted "On measures to further improve the system of preschool education in 2017-2021." The resolution provides for the development of preschool education, strengthening the material and technical base, providing qualified teachers, the introduction of modern educational programs and technologies in the educational process, the comprehensive intellectual, moral, aesthetic and physical development of children[13]. The goal is to create psychological conditions and conditions for It is known that one of the main requirements of the school for the child's personality is psychological preparation. The psychological readiness of a child is inextricably linked with the change in his social status in society and the specificity of children's learning activities in the early school years[6].

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It should be noted that a certain psychological content in school is not always constant, but it is constantly changing and enriching. The components of psychological training are: intellectual, spiritual and volitional.

In most cases, when talking about a child's level of mental development, more attention is paid to the amount of mental knowledge that is determined by his vocabulary reserve. Parents, and even some educators, think that the more a child knows, the more developed he will be. In fact, it is not so, because of the proliferation of science, technology, and the media, today's children seem to be floating in the ocean of information[14]. That fact must be taken into account. "

One of the psychological features of the intellectual (mental) readiness of 5-7 year old children for school is that their figurative worldview is highly developed. Based on these, the child will be able to distinguish the most important features and relationships between things in the environment. Here children will not only understand the drawings, but also be able to use them successfully.

As a preschooler, a child should be prepared for the learning activities that will be the leading activity of the junior high school. It is important that the child develops certain relevant issues. One of the key characteristics of such skills is the ability of the child to separate learning tasks and turn activities into independent goals. The intellectual preparation we discussed above is not the only basis for a child to succeed in school[15].

This means that if a child has the necessary knowledge, skills and abilities, he or she has a high level of intellectual development, but is not personally prepared for the social status of the student, it will be difficult for him or her to attend school. If a teacher or parent is not interested in reading it, they will perform the learning tasks in a violent, low-quality, hand-to-hand manner. In such cases, it will be difficult to achieve the desired results[16].

There are also stubborn children at this age who do not want to go to school. The refusal of a 5-7 year old child to go to school is mainly the result of a mistake made by the parents in raising him. Some parents also bully their preschoolers into school.

"If you can't speak correctly, what school will you go to?"

"You don't know how to write, you don't read, you don't count, and they don't admit you to school."

"If you go to school, your friends won't like it!"

"If you don't know, if you don't know anything, if you go to school, you will be ashamed," he said. Such attitudes can make a child afraid of school. Therefore, it takes a lot of effort, time, hard work, patience, perseverance, attention to change the attitude of children who go to school, to instill in them self-confidence[7].

Parents need to keep in mind that each child has unique characteristics in their mental development, and these characteristics are reflected in the way they engage in a particular type of activity. The manifestation of a child's potential in the educational process is to some extent related to hereditary factors. Children also differ in their temperament[17].

Children who are cheerful, lively, cheerful, and able to adapt quickly to the changing conditions of life - have a sanguine temperament.

Children who are often in a bad mood, impressionable, weak, sluggish - have a melancholy temperament.

Calm, indifferent, inactive, speechless children are phlegmatic.

Irritable, restless, irritable, active children are considered choleric.

Children also differ in the way they need adult help. Some children have to demonstrate, explain, and follow through on an action over and over again. For other children, it is enough to show them the work once. There are also children who perform the assigned task independently[18].

Children also differ in their curiosity and mental activity. Some kids ask a lot of questions and are active, and some kids are not interested in anything.

The more parents know about their children's uniqueness, the more successful they will be in teaching them [19].

The role of the educator in the development of children's personality through ethical qualities such as diligence, meticulousness, intelligence, diligence, responsibility is invaluable. Because such a responsible position allows them to fully develop their students and prepare them for school activities [8].

It is known that the conflict between the need to accelerate the development of the educational process in educational institutions and the unwillingness of educators to implement it, the lack of modern equipment and the need to use innovative technologies.

Indeed, the concept of "innovation" is used in society in a broad and narrow sense. Thus, innovation is studied as a new scientific, practical tool for better meeting a new social need, that is, as a complex process that includes the creation, dissemination and application of innovation[20]. In addition, "Innovation" is introduced to improve the process of any team or educational process, and this innovation is considered a novelty, based on new tools, methods, approaches to ensure the full intellectual development of participants in the educational process. are investigated.

RESULT AND DISCUSSION

The content and essence of innovative technology To date, various definitions have been developed by scientists, and based on their analysis, we felt the need to determine our direction of research.

According to S. Turgunov, innovation is a goal-oriented change that creates new, relatively stable elements in a particular social unit - institutions, associations, communities and groups, in general, the spiritual development of the people. is to introduce innovations that are inextricably linked with cultural relations and the socio-economic development of the country.

According to M. Jumaniyazova, who has conducted research on the preparation of history teachers for innovative activities in professional development courses, innovation is the result of creative work, which is manifested in the form of improved products of advanced technological processes. It is an important part of practice and theory, a system of action of social actors aimed at improving the qualities of the socio-cultural object, while it is a mechanism of controlled and controlled change [9].

According to N.Mamadov, innovation is the end result of the introduction of innovations in certain areas in order to change the object of governance and achieve high socio-economic, scientific and technical results.

Sh. Zufarov defined the concept of "innovation" as follows: "The concept of innovation is not exactly the concept of" new "," novelty ". Any innovation can be called a real innovation only when it gives a comprehensive effect in practice and becomes an object of wide-ranging needs. "

It is known that innovations are manifested in various forms in connection with technology, economy, trade, social system: pedagogical, economic, organizational, and technological and others [22]. Or, depending on the field of application of innovations, they are divided into technical, organizational, methodological, economic, social and legal groups. Among the various types of innovations, pedagogical innovations are of particular importance and are an important

tool in shaping the intellectual abilities of students [10].

Pedagogical innovations are the study, mastering, evaluation, use and application of pedagogical innovations. In turn, there are several types of pedagogical innovations: modified, corrective, modifying, local, modular, systemic, and others. However, the more generalized classification of pedagogical innovations reflects the following:

1) Innovations in the goals and objectives and content of education and upbringing;

2) Innovations in methods, techniques and technology of the educational process;

3) Innovations in the organization of the educational process.

M.V. Clarin distinguishes two types of innovative approaches to education: 1) modernized innovations aimed at achieving guaranteed results within the traditional reproductive orientation of the educational process; 2) transformed innovations aimed at reorganizing the traditional learning process. The scientist calls the first approach a technological approach and the second a research approach.

OG Homeriki distinguishes the following types of innovations related to this or that component of the educational process:

1) innovations in the content of education;

2) innovations in methods, techniques and technology of the educational process;

3) innovations in the organization of the educational process;

4) innovations in the management of the education system.

Pedagogical innovations, in turn, lead to changes in the parameters of the organization of the educational process[11]. First, while modern education requires constant updating of the purpose, content, form, methods and tools of education in connection with the development of science and technology, secondly, the indicators of comparative models of variability of educational institutions are also complicated is growing

In addition, interactive lessons, which are widely used in the education system today, are important. It is based on a set of interactive exercises. They are performed independently by the trainees[21]. Interactive exercises and tasks differ from ordinary exercises in that in the process of performing them, children's cognitive activities develop, they develop the basic skills of completing tasks, speech and communication skills. Such qualities as intelligence, agility, intelligence, quick-wittedness, concentration are formed.

Teachers have a professional idea that a number of interactive methods can be used in preschool education. They are:

1. Completion of creative tasks;

2. Continuous work with small groups;

3. Organization of educational games, role-playing games, imitations, business games;

4. Use of additional opportunities, including the organization of trips, participation in competitions;

5. Design lessons and use other activities;

6. Regularly conduct fatigue writing exercises with educators;

7. Organize minutes to work on new assignments and build on existing skills;

8. Encouraging students to small debates;

9. Creating problem situations with students and directing them to the right solution.

CONCLUSION

All of these interactive methods, first and foremost, create a lively dialogue based on mutual trust between educators and students. This allows them to effectively prepare children for school education by developing their cognitive activities and shaping their intellectual abilities. The basis of interactive lessons is a set of interactive exercises[12]. They are performed independently by the trainees. Interactive exercises and tasks differ from ordinary exercises in that in the process of performing them, children's cognitive activities develop, they develop the basic skills of completing tasks, speech and communication skills. Qualities such as intelligence, agility, quick-wittedness, concentration are formed.

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