

**OPPORTUNITIES FOR AN INNOVATIVE APPROACH TO IMPROVING THE
QUALITY OF EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS**

Gaynazarova Gulbaxor Abdullayevna
Scientific supervisor, PhD, associate professor

Kadirova Gulnoza Bakhtiyorovna
Second year master`s student, Bucheon University in Tashkent

Annotation

This article examines the pedagogical and psychological significance of innovative approaches in improving the quality of education and upbringing in preschool education. The study analyzes the role of innovative methods, digital technologies, STEAM approach, art pedagogy, and a developmental learning environment in fostering children's intellectual, emotional, and social development. Based on national and international experiences, effective ways of integrating innovative approaches into preschool education practice are identified. The findings contribute to enhancing the quality of preschool education in Uzbekistan.

Keywords

preschool education, innovative approach, quality of education, art pedagogy, STEAM, digital technologies, developmental environment, pedagogical innovations.

Introduction

Today, improving the quality of education in the preschool education system is one of the priority areas of state policy. Because it is during the preschool period that the child's personal development, interest in learning, socialization, and readiness for the future educational process are formed. Therefore, innovative approaches play an important role in increasing the effectiveness of the educational process, developing creativity, independent thinking, cooperation, and communicative skills in children [1].

One of the priority tasks of the education system in the 21st century is to improve the quality of education through innovative approaches. In this process, first of all, the preschool education system plays a special role, since the intellectual, emotional and social development of a child is formed from an early age. According to the research of psychologists and educators, the child's subsequent life success largely depends on the knowledge, skills and upbringing acquired during preschool education [1]. Therefore, one of the urgent tasks is to study the possibilities of innovative approaches to improve the quality of education on a scientific basis and apply them in educational practice.

The importance of innovative approaches in improving the quality of education is also emphasized in the resolutions and decrees of the President of the Republic of Uzbekistan. In particular, the Resolution of May 8, 2019 Resolution No. PQ-4312 stipulates the gradual introduction of modern pedagogical technologies, STEAM education, information and communication technologies, and inclusive education in the concept of developing the preschool education system until 2030 [2].

The possibilities of an innovative approach are manifested in several main areas:

1. Person-centered education is the organization of education based on the child's individual needs, abilities, and level of development.

2. Use of information technologies - increasing children's interest through multimedia tools, electronic learning resources, and interactive game programs.

3. The STEAM approach is to develop scientific and creative thinking in children through the integration of science, technology, engineering, art, and mathematics.

4. Inclusive education - creating equal conditions for children with disabilities and ensuring their social adaptation.

5. Partnership with family and community – ensuring the active participation of parents and the local community in the educational process.

International experience also shows an important role for innovative approaches to preschool education. For example, the Reggio Emilia approach, which is widely used in Italy, serves to develop creativity and initiative in children, while the Montessori system focuses on the formation of independence, order, and self-management skills [3; 4]. Scientific research conducted at the PINA Institute in Germany and the International Hellenic University in Greece also confirms the effectiveness of implementing innovative methods in the preschool education process [5].

Therefore, the use of innovative approaches in preschool education creates important opportunities for the comprehensive development of children, their social adaptation and successful education in the future. In this regard, the consistent implementation of these approaches in national educational practice is urgent as a strategic task.

One of the main factors determining the quality of education in the 21st century is an innovative approach. The concept of innovation is derived from the Greek word “innovatio”, which means “introduction of newness”. Pedagogical innovation refers to the introduction of advanced methods, technologies, approaches and tools into the educational process. This process not only increases the effectiveness of education, but also ensures the intellectual, social, emotional and physical development of students.

The theoretical foundations of innovative approaches in preschool education are based on the scientific views of such scientists as LS Vygotsky, J. Piaget, A. Bandura. Their ideas about organizing educational activities in a person-oriented manner, based on social experience and active communication have not lost their relevance today. For example, Vygotsky, through the theory of the “zone of proximal development”, emphasized the importance of cooperation with adults and peers in the development of a child. From this point of view, innovative approaches require an individual approach to the child, taking into account his interests and abilities, as well as the use of interactive methods in the educational process.

International reports on education by UNESCO and OECD also highlight innovative pedagogical approaches as a key tool for improving the quality of global education. In particular, the Education 2030 concept emphasizes the personalization of the educational process, the use of digital technologies, creativity and competency-based approaches.

After Uzbekistan gained independence, the modernization of the education system became one of the priority areas of state policy. In particular, fundamental reforms are being carried out in the preschool education system. Numerous laws, resolutions, decrees and orders aimed at developing the sector have set the tasks of expanding the scope of preschool education, improving the quality of education and upbringing, and introducing modern pedagogical technologies. Resolution No. PQ-4312 of May 8, 2019 noted the issues of further developing the preschool education system, implementing innovative programs, and promoting the intellectual and spiritual development of children.

Also, the new edition of the Law "On Education", adopted in 2020, specifically emphasizes the need to use modern pedagogical and information technologies to improve the quality of education. This law serves as a legal basis for the introduction of innovative approaches in the education system of Uzbekistan. Opportunities for the introduction of innovative technologies

Today, various innovative technologies are being introduced in preschool educational organizations. Examples include information and communication technologies, interactive methods, developmental games, the STEAM approach, and centers established based on the "First Step" state curriculum.

The use of ICT makes the learning process of children more interesting and effective. For example, interactive educational programs, audio-video materials, electronic textbooks attract children's attention, increase their motivation to learn. Also, cooperation between parents and educators is being effectively established through digital platforms.

Creating a nurturing environment is another important aspect of the innovative approach. The centers for "Science, Technology, Art, and Sports and Movement" organized in MTTs play an important role in developing children's skills and abilities. In these centers, children develop their creativity and independent thinking skills through experimentation, construction, drawing, singing, and dancing.

The use of art-pedagogical methods in working with preschool children is giving effective results. Art-pedagogy is the discovery of the inner world of children through art, the development of their creative potential and the balancing of their emotional state. In recent years, experimental work has been carried out in Uzbekistan on the introduction of art therapy methods into the preschool education system.

For example, in experimental MTTs in Tashkent, Samarkand and other regions, music therapy, sand therapy and imago therapy methods are being used. Music therapy raises children's mood, develops speech, and forms musical taste. Through sand therapy, children get rid of stress and develop creative thinking. Imago therapy, on the other hand, expands the child's imagination with the help of fairy tales and imagination, ensuring emotional balance.

Local methodologies based on our national values are also being developed. In particular, methodological guides such as "Education based on Uzbek folk tales" and "Development through national dances and melodies" serve to form national identity and develop creative potential in children.

Innovative approaches are having a significant impact on the quality of preschool education. Firstly, the process of intellectual development in children is accelerating. Secondly, their social skills, communication culture, and teamwork skills are being formed. Thirdly, emotional development is ensured, and stress management and self-expression skills are being strengthened. Innovative approaches are also opening up new opportunities for educators. They are effectively organizing the educational process by mastering new methods, using digital technologies, and strengthening cooperation with parents. As a result, the quality of education is increasing, and children are being thoroughly prepared for school.

Based on the above, it can be said that the introduction of innovative approaches in the preschool education system is an important condition for improving the quality of education. Innovative methods, art pedagogy, digital technologies, a developing environment and modern pedagogical approaches ensure the comprehensive development of children.

Conclusion

Uzbekistan shows that the consistent educational policy pursued by the state, the adopted regulatory and legal documents and strategic programs in the field of preschool education create a solid legal and organizational basis for the implementation of innovative approaches. These processes serve to improve the quality of education in preschool educational organizations, improve the activities of teachers based on modern requirements, and form a competitive, comprehensively developed personality.

REFERENCES

1. Law of the Republic of Uzbekistan "On Education". – O'RQ–No. 637, 23.09.2020.
2. Law of the Republic of Uzbekistan "On Preschool Education and Upbringing".
3. Resolution of the President of the Republic of Uzbekistan No. PQ-4312 "On the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030" – 08.05.2019.
4. Decree of the President of the Republic of Uzbekistan No. PF-158 "On the Strategy of Uzbekistan - 2030". - 11.09.2023.
5. Goleman D. *Emotional Intelligence* . – New York: Bantam Books, 1995.
6. Drucker P. *Management Challenges for the 21st Century* . – New York: Harper Business, 2001.
7. Vygotsky LS *Mind in Society: The Development of Higher Psychological Processes* . – Cambridge: Harvard University Press, 1978.
8. Djurayev RX, Turgunov ST *Educational Management* . – Tashkent: Voris Publishing House, 2006.
9. Turgunov ST *Pedagogical management and leadership culture* . – Tashkent: NMIU "U'zbekiston", 2021.
10. Komilov B. *Fundamentals of Preschool Education Management* . – Tashkent: Zarqaynar Press, 2020.
11. Karimova DA The image of a teacher is a requirement of modern education // *Pedagogy and psychology* . – 2022. – No. 2.
12. Jabborova G.Sh. The importance of the image of the leader in management // *Management in Education* . – 2021. – No. 1.
13. OECD. *Leadership for Quality in Early Childhood Education and Care* . – Paris: OECD Publishing, 2021.
14. UNESCO. *Early Childhood Care and Education Leadership Training Manual* . – Paris: UNESCO Publishing, 2020.
15. Gaynazarova GA, Baratova Sh.M. Requirements for the image of a modern leader. Collection of materials of the international scientific and practical conference Digital pedagogy: status and development prospects No. 2 Tashkent – 2024, P. 81-83