# THE IMPORTANCE OF USING INTERACTIVE TECHNIQUES IN PRESCHOOL EDUCATION SYSTEM

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## ANNOTATION
*Innovative technologies in the field of education originated at the beginning of the twentieth century on the basis of the idea of humanizing the educational process. In this focuses on the issues of satisfying the interests of children according to their desire, respecting each child, creating all conditions for love, development of his personality, being at the center of the educational and educational process of the child's personality. In this article, the significant aspects of the use of interactive techniques in the educational process in preschool organizations are revealed. In particular, the possibility of using "Smart attack", "Role play", "Work in small groups", "Discussion", "Travel to the gallery", "Cluster", "Boomerang", "Energizers" in the drilling process is systematically illuminated.*

**KEY WORDS:** *innovation, technology, interactive,child personality, education, pedagogical technology.*

## DISCUSSION

In recent years, attention has been paid to the updating of the content, form, means and methods of education, innovations in preschool education, the importance of the system of professional development in its introduction into the educational process, pedagogical activity of educators. In particular, the implementation of advanced pedagogical technologies in the pedagogical process, the introduction of innovations, the use of modern methods of teachers and educators, the arming of teachers with skills and qualifications are carried out in the framework of tasks set before the system of professional development.

An important issue that should be applied in the direction of pedagogy is to ensure that educators are methodically organized by being able to predict the pedagogical process purposefully, systematically and results on the basis of modern methods. It is permissible to admit that interactive methods are currently a priority aspect in educational reforms and their role in solving pedagogical problems, one of the important factors that ensures the effectiveness of education. An important aspect of the theory of pedagogical technology is determined by the effective use of interactive techniques in the educational process in order to increase educational activity, taking into account the peculiarities of each educator at the level of his or her own capabilities, as well as the characteristics of Education recipients of different ages.

At the moment, as noted by world psychologists, "indigo" children quickly notice the events taking place in the world in adults. Therefore, today's educators face a number of urgent tasks. One of them is the use of interactive methods in the educational process.

"What interactive methods will PEI educators be able to use?" the right question arises.

"...We demand that educators give our children modern knowledge. But in order to give modern knowledge, first of all, the coach himself must have such knowledge .

Teaching educators to use interactive methods wisely, in accordance with goals and conditions, based on didactic principles is one of the most important issues of modern pedagogy today.

PEI educators try to implement modern methods of their activities by studying scientific articles, brochures, local advanced experiences on preschool education. Sometimes, they apply interactively, without fully understanding the essence and purpose of the methods. Therefore, if an interactive learning environment is created in the process of professional development and educators become a direct participant in it, that is, they pass each interactive method directly through themselves, it will be so easy and convenient for them to adapt these methods to preschool education and apply them to practice.

In preschool institutions, interactive methods can be used: "Smart attack", "Role-playing", "Work in small groups", "Discussion", "Travel to the

gallery", "Cluster", "Boomerang", "Energizers". It is worthwhile for the educator to use the method of clever attack in the process of conducting the lesson to determine the concepts of children on the subject at the beginning and at the end of the lesson, as well as to strengthen the acquired knowledge. "Working in small groups" is based on children's interaction and exchange of views. In the group, the subject given on the basis of analysis, examination will be developed. In "role-playing" children are given a problematic situation. Children animate Real life situations with the help of this method. In the discussion method, children are given a topic the day before. Children will be asked questions from their parents and find answers, and the answers to the questions will be conducted on the basis of "discussion".

Although now there is a clear understanding and reflection of pedagogical technology, such problems as the inability to distinguish technology from methodology in the pedagogues of preschool institutions are meet. However, there are serious differences between them, and below is theoretical information about them.

Pedagogical technology is a process that guarantees the child to independently create, acquire knowledge, teach thinking.

Methodology-depends on the knowledge, skills, skills, personal qualities, temperament of the educator, is a set of teaching methods and ways that are convenient for a particular person, educator. It is divided into separate methods. The science of pedagogy studies the laws of teaching certain educational sciences. For example, the methodology of languages, the methodology of arithmetic, etc.

It is required to understand the difference of methodology from pedagogical technology and in practice to be able to use both efficiently. The differences between them are presented in Table 1.

Cases where the concept of "pedagogical technology" is consistent with the concept of teaching methods in the private Sciences and at the local level, belong to pedagogical technologies at the private level.

The more processual, scaled, and computational components are expressed in technology, the more objective, content, quality, and variant orientation aspects are expressed in the methods. Technology has its own resurgence from the methods, stagnation of the results, a lot of "if" (the educator is talented, if the children are talented, if there are good parents...) is different in the absence. That is, the technology differs from the method, which is very individual in that it can be restored and applied by all specialists who have the appropriate training.

Method-the way, method or appearance of performing an action.

Pedagogical technology is most closely connected with the educational process (that is, with the activity of the educator in the child), its composition, tools, methods and forms.

Pedagogical technology is a guarantee of full mastering of state requirements, the level of quality.

Pedagogical technology is such a project of the educational process that it is developed by one person or another creative group, from which all educators can use it.

Knowledge is not given to the child in readiness, he is taught in the future to be able to independently acquire knowledge from sources, to be able to think, to stand in an independent position.

It is guaranteed that all children will definitely master their abilities at the level of their needs.

The use of the above interactive methods and techniques plays an important role in achieving the quality and effectiveness of preschool education.

Preschool, which is the initial stage of the continuous education system and forms its foundation, currently occupies a key place in determining the quality and effectiveness of education. Therefore, it is of serious importance to have preschool education on the basis of modern requirements.

Therefore, in the educational process, it is important to familiarize the educator with the methods of using the training preparation module. It is worth saying that at the beginning of each lesson the educator will answer the question "What can I teach children in today's pedagogical time? "it is necessary that he put the question before himself and set a clear goal. Therefore, every educator should clearly set the approximate time that goes for the pedagogical situation in the creation of the preparatory module.

Proceeding from the above, we will draw conclusions from the work of the training.

Subject: Introduction to air.

The course of the training:

Educator: Children today I will give you the opportunity to fulfill the role of scientists engaged in research. Now I'll tell you a riddle. If you find the answer to the riddle, you will find out what the research will be conducted with.

Children: Air.

Educator: Tell me, do we see the air around us?

There are no children, we do not see.

Educator: To see the children's air, we go to the laboratory (children hang a white apron around the table). We need to catch it in order to know the weather.

Experience 1. "Catch the invisible".

Tutorial: Take your hands on a polyethylene bag all over the table, what's in it?

Children: It is empty.

Educator: We take it and blow it a couple of times, now we twist it, the bag is filled with air, the bag is like a pillow in a bag filled with air. The air settled on the whole pillow and took over the bag. What if we take it off?

Children: The air in the bag goes out, the item returns to its condition.

Educator: As long as we have to hold it to feel the air, we have achieved it. We caught the air.

Experience 2. "Blowing exercise".

Tutorial: You have a glass of water in front of you, we blow the tube into the glass and observe what happens.

Children: Small bubbles are formed.

Educator: When we blow out the air, bubbles are formed in the water. So we watched the weather once more.

Experience 3. "Flying balloons".

Educator: Look at the children, today we come to the training with flying balloons. One is cheerful, full and Crimson, the other is pale, lean and sad. What do you think the second orb why him?

Children: There is no air left in it, it is necessary to blow it so that the balloon is round.

Educator: What do you think if we blow the balloon, what will appear inside the balloon?

Children: Air.

Educator: Now we put our palms in our mouth and breathe, what did you feel?

Children's answer: Air knocks on our palms.

Didactic game. "Crumbles-does not crumble"

Children, respectively, see throwing stones, boards, other small objects from the crate into the water in the trough.

Educator: Children, you see, objects that have air in them rise above the water.

The Energizer. "Cheerful bubbles".

The course of the game. For this game you will need 6 spheres. Participants are divided into 3 or 4 groups by saying "sanama". Each group members round completed they hold each other's hands tightly. The educator gives each group a number of pellets. Their task is to play the balloons as much as possible in the air without putting their hands down. It is impossible to get a balloon that fell to the ground. The group that holds the balloons in the air for a long time will be considered the winner.

Experience 4. Inflate The Drop.

Draw a picture with air.

Tutorial: We draw a tree on paper, for this we use water more. We take a liquid tube with paint, direct the lower end of the tube to the center of the picture, then blow it with force, then spray the paint on all sides. Look, how the paint sticks on all sides. What does it look like?

Children: Like a tree.

Tutor: Do you like this?

Children: Yes.

Educator: You are a saltwater seeker. As a result of our research, we found out the following.

– That there is air around us;
– Air capture method;
– That the air is lighter than water;
– There are also weather forecasters inside;
– The presence in the human body of air.

In this way, the training will be completed.

When conducting an interactive training session, it is recommended that you pay attention to the following:

Participants in the training, choosing a topic:
● Participants age, their interests;
● Temporary symptoms of training;
● was there any previous training with these groups on the same subject?
● Interest of the group in the same training session.

The necessary conditions are as follows:
● Training purpose.
● Handout materials.
● Technical equipment.
● Participants.
● The main questions are their sequence.
● Practical examples from life.

Aspects that should be in each training session:
● Identify the problem that needs to be solved.
● Introduction of participants (training for acquaintance, elimination of emotional compressions).
● Apply the knowledge gained in the future.
● Practical part.

Interactive methods:
● Dating, "Ice Age" game.
● Circuit chat.
● Mental attack.
● Roller Games.
● Work in small groups.
● Work in pairs.
● Controversy.
● Travel to the gallery.
● Energizers.

The organization and conduct of various interesting classes using these interactive methods increases the interest of children to education, the development of their creative abilities, as a result of the practical application of interactive methods, children will be able to pass these methods on their own and acquire more practical knowledge and skills.

From the above points of view, it is permissible to say the following in conclusion:
● Children of preschool age should be inquisitive, active, initiative, free-thinking, observant, healthy. Now every child has the right to freely create and show his abilities. Based on

advanced pedagogical technologies in non-traditional classes, it is necessary to create conditions for children to show their sympathy. Let not only the lessons of the educators are based on the modern requirements, but also let the educator himself enjoy this training;

● When preparing children for school in pre-school educational institutions, it is necessary to use all-round active methods-interactive techniques, since advanced pedagogical technologies, teaching and education by non-traditional methods are very effective at the present time, improve the quality of Education;

● Teachers of preschool institutions suffer and make mistakes in the separation of methodology and pedagogical technologies from each other. Therefore, in this article they were shown some different aspects;

● The article shows that educators in pre-school educational institutions can accurately determine the approximate time of departure for the specified pedagogical situation, correctly determine the sequence based on the technological map, using interactive methods of training.

The organization of interactive methods used by the educator to the extent that it satisfies the interests and needs of children is an important factor that increases the quality of preschool education.

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