Pedagogical Features of the use of Information and Communication Technologies in the Educational Process of Preschool Education

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ABSTRACT: This article discusses the role and benefits of the use of information and communication technologies in the development of children's mental abilities, memory and attention in the process of naturalization of children in preschool education, preparation for school education.

KEYWORDS: Information, communication, intellectual, methodical, innovation, technology, individual, interactive.

Preschool education should be the first link in the system of continuing education and in the post-secondary education system, it is important to prepare the child for school earns. That is why the education system should be raised to the level of public policy not in vain. Intellectual potential in educating a harmoniously developed generation today

The realization and development of them as fully developed individuals has become a priority of our state policy. Because he is physically healthy only spiritually mature people can create a great future. The rich culture of our people, emerging economies, achievements in science and technology formation of a perfect system of training specialists on the basis of, Our Motherland is an important condition for the development of development. In this regard, a number of decrees, resolutions and that the orders were aimed at radically reforming the preschool education system in the spotlight The system of preschool education in our country further improvement, strengthening the material and technical base, Preschool expanding the network of education, providing qualified teachers for children radically improve the level of preparation for education, the educational process introduction of modern educational technologies, comprehensive education of children creating conditions for intellectual, moral, aesthetic and physical development President of the Republic of Uzbekistan Sh.M.Mirziyoyev further improvement of the Preschool education system in December 2017-2021 PQ 2707 on Measures and September 9, 2017, "Measures to radically improve the pre-school education system No. PQ-3261 of September 30, 2018, "On the Preschool Education System PQ-3955 on measures to improve governance decisions, laws and by-laws were created. Also, put in a preschool, all of our lives imagining processes without information and communication technologies (ICT) is becoming more complex.

Education in the use of information technology interest in increasing efficiency, attention is growing day by day it is no secret that it is going on. Also at a preschool use of information technology, rapid development of the information society, can significantly increase children's interest in learning. Allows you to recreate the color movement and sound of real things or events will give. Helps to reveal their abilities more broadly and their mental activities

The ability of a computer to replicate text, graphics, sound, speech, video, memory, and journal information at high speed at the same time. Radically from all available games and

toys for kids to professionals allows you to create new tools for different activities. That's all qualitatively new requirements of preschool education – lifelong learning. The first part, one of its main tasks is the development of the enriched child potential. Therefore, pre-school education and training in information technology system. One of the main conditions for achieving this is that the educator has a computer for children who know their technical capabilities, have the skills to work with them, who strictly follow the rules of computer use and preschool age who knows how to explain new information technologies to children should be specialists. With that in mind, today's demand is everyone educator, every educator, lessons modern computer.

Using technology to teach children lessons is qualitatively new software education systems for the preparation and conduct of the stage, the Internet is global should work with computer network resources. Today using ICT in any preschool must prepare and conduct lessons. Lessons using ICT are visual, color- colorful, informative, interactive, saves time for educators and children, allows the educator to work with children differently and individually, learning allows you to quickly monitor and evaluate the results. Effectiveness of computerization of education in preschool education, the quality of the tools used and their use in the learning process it depends on the ability to use it wisely and skillfully. At a preschool informational educator innovative ideas of the educational process aimed at implementing new methodological developments aimed at implementation new for the wide introduction of new methodological developments in pedagogical practice opens up opportunities. For example, through computer-based educational games for children "Who will be the first to find out?" in a different order on the screen in the game which of the numbers in the placed color image is larger and which is smaller tasks such as identifying as well as finding what you need from the pictures are done[1].

Preschool education must have multimedia tools, sound, music, moving charm, and only then in the educational process serves to use it effectively and raise the quality of education to a high level. In short, any child can find his or her place in society, to grow up as a perfect person for the development of our country it is the moral and social duty of every educator. The main goal of preschool education is to ensure that the child's personality is healthy and mature, school to be prepared in a way that is ready for learning. This goal in view of the fact that the present century is the information age in its implementation information on the educational process in preschool education the introduction of communication technologies is a matter of urgency. Today the main responsibilities of preschool educators are talent and further development of skills, development of educational prospects. That's it according to pedagogical lessons, programs, electronic manuals, pedagogical use of games establishes a friendly relationship between the trainee, children's character opens up wider, observation, memory attention increases,

There is some variation across countries in the ages of children considered to be in early childhood education. Some studies of ICT in early childhood use the term "young children" to refer to children up to 8 years old. In the United States and Canada, children start school at age 6. Nursery schools generally cater for children aged 3–5 years old, and kindergartens cater for children aged 4–5 years old. In England, Scotland, and Wales, children in nursery

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[1] 4.   Agorogianni, A. Z., Zaharis, Z. D., Anastasiadou, S. D., & Goudos, S. K. (2009). Distance learning technology and service support in Greece: The case study of the Aristotle University over the last decade. Education and Information Technologies, 16, 25-39.

schools are normally aged between 3 and 5 years, and in Northern Ireland, between 2 and 4 years. In England and Wales, some schools have classes called "reception" classes for children who have not yet reached the compulsory school age (5 years old). Sweden has preschools for children aged 0–5 and another preschool for 6-year-old.

Repetitive strain injury, eye fatigue, and postural effects of extended computer use are established hazards for adults. Although there are few studies of the health and safety effects of computer use for young children, most authors suggest a cautious approach and believe that practitioners and children need to become well informed about safe and appropriate ways to work with computers.

In one preschool study, Graham and Banks (2000) observed children had to tilt their heads up to look at a computer screen, and raise their arms to use the mouse, and often assumed a "slouch" position when seated in front of the computer. Some children were also observed to move their noses very close to the computer screen. Siraj-Blatchford & Siraj-Blatchford assert that "general health awareness relating to ICT and computer use should form part of children's learning about ICT, and should certainly form part of any setting's health and safety policy" (Siraj-Blatchford and Siraj-Blatchford, 2003, p. 21). They recommend that children's use of computers should occur in relatively short spells, usually no more than 10 to 20 minutes for 3-year-olds, extending to no more than 40 minutes by the age of 8.

In Conclusion there has been a shift towards viewing the role of ICT in early childhood education within a socio-cultural context. Older studies tended to focus narrowly on the interactions between children and ICT, and sought to identify the effects, positive or negative, of computer use for children's learning and development. Recent literature tends to focus on the role of ICT as a tool for enriching the learning environment, for example, enabling educators to support and scaffold children's early childhood education experience, to investigate and build learning experiences from children's interests, or to strengthen relationships between children, educators, and families. Second, the kinds of ICT discussed in relation to early childhood education have broadened beyond just computers, to encompass a wide range of digital resources including digital cameras, programmable toys and devices, the Internet, email, and other information and telecommunication devices.

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