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INNOVATIVE ACTIVITY IN A PRESCHOOL ORGANIZATION AS A CONDITION FOR IMPROVEMENT

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The introduction of new technologies can be due to a number of reasons. Innovative technologies in preschool education are used, first of all, to solve urgent problems, to improve the quality of services provided, to meet the growing demands of parents. In addition, competition is also important, when kindergartens compete with each other for the title of the most modern preschool. Innovations can manifest themselves not only in the form of new programs, but also in a number of other areas that together ensure the harmonious work of a preschool institution. This includes administrative activities, and work with personnel, and work as parents. Innovative activity changes the traditional management system and puts the teacher and pupils, heads of educational institutions, their professional needs and needs at the forefront. At the same time, pedagogical practice indicates that not all preschool institutions are ready for the introduction of positive innovations in preschool education, for the development and implementation of innovative educational programs and technologies, for their high-quality implementation in work with preschoolers. This fact absolutely clearly indicates the presence of contradictions between the socially conditioned need to improve the professional competence of teachers in an innovative preschool educational institution and the real state of innovative activity, which is called to guarantee the desire of teachers for innovation.

In the process of reflection, the obtained results are compared with the set goals, the resulting product is compared with its original image. The form of innovative activity contains: innovator, normative prescriptions, innovation environment, procedural element, innovation, product. Innovation in this consideration is understood as the result of innovation, and the innovation process includes at least three stages: generating an idea, developing an idea in an applied aspect, and implementing an innovation in practice. The activity that ensures the transformation of ideas into innovation, and also forms the management system for this process, is innovative activity. Innovative pedagogical activity as a special kind of creative activity is focused on updating the education system. It is the result of human activity not so much in adapting to the external environment, but in changing social needs and interests. Innovative activity, being a difficult and versatile phenomenon, by its content covers the process of interaction between individuals, aimed at the development, transformation of the object, at its transfer to a qualitatively new state; system 9 activities for the creation, development, and application of new means; a special kind of creative activity that connects various operations and actions aimed at obtaining new knowledge, technologies, systems. All these manifestations characterize innovative activity in the pedagogical sphere. Innovative pedagogical activity is based on the comprehension of practical experience, is focused on changing and developing the educational process in order to achieve the highest results, obtaining new knowledge, and forming a qualitatively different practice. Among its essential components, creativity plays a special role. Innovative processes, innovative pedagogical activity are simply not feasible without creativity. The peculiarity of pedagogical creativity lies in the fact that its object and result is the creation of personality. The pedagogical process is considered as a collective

creative process of a teacher and a student in a situation of pedagogical interaction, during which a pedagogical transformation of a person takes place.

1. Development of software and methodological support for innovative processes. Development program of preschool education, business plan, educational program, annual plan. Scientific and methodological support ensures the formation of professional readiness of personnel for the implementation of innovation, and because conducting training sessions, seminars, consultations within the framework of scientific and methodological support helps to increase the readiness of managers and teachers for innovative activities, development during the support of the reflexive skills of managers and teachers, teaching them the methods of self-control and self-assessment of innovative activities, types of work within the framework of project activities contributes to the development of the technological component of the readiness of the accompanied and the implementation of innovative activities (the achievement of which is facilitated by the professional assistance of accompanying persons) contribute to the consolidation and development of the motivational-value component of the readiness of teachers and managers for innovative activities.

2. Development and implementation of innovative collective and individual projects. The prospects of the project method are evidenced by the facts that it enables the development of observation and analysis of phenomena, comparison, generalization, and the ability to draw conclusions, creative thinking. And also, logic, knowledge, inquisitive mind, joint cognitive-search activity, communicative and reflective abilities. Designing, as a creative activity, makes it possible to accurately formulate the goals and objectives of the forthcoming activity, analyze and systematize the totality of available and necessary means that provide optimal ways to achieve results, and open up opportunities for pedagogical creativity.

3. Scientific and methodological products of innovative activity - publication of methodological manuals and developments, placement of teachers' materials on Internet websites, participation in virtual problematic seminars, scientific and practical conferences, teachers' councils.

4. Social technological processes of parent-child relations. In a preschool organization, the child receives the skill of interaction, the ability to plan their own activities. However, how fruitfully the child will master this depends on the family. Harmonization of the development of a preschooler without the active participation of parents in the educational process is unlikely.[6] The family for the child is the habitat and upbringing where the leading pedagogical tasks are solved. The effectiveness of raising children largely depends on the level of pedagogical literacy, pedagogical education and competence of parents. It is their example and personal qualities that determine the effectiveness of the educational function of the family. The importance of family education necessitates mutual cooperation. An important point in the context of "family - preschool" is the personal interaction of the educator and parents in the process of raising a particular child in this family.

5. Informatization of the educational process: organization of the activities of the website of the preschool educational institution, the use of the possibility of media educational tools in order to demonstrate the products of design and research activities, the formation of databases.[7] The process of informatization in preschool institutions is due to the requirement of a modern developing society, which needs its members to be ready for work ten times more productive and creative, which is provided through information tools - from personal computers to global information links the Internet.

The innovative potential of preschool educational institutions is the ability to create, perceive, implement innovations and get rid of the obsolete pedagogically inappropriate in time. This ability is mainly a consequence of the creative aspirations of the teaching staff, its attitude

to innovation. Innovative activity is considered a condition for the development of the creative potential of educators.

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