

**THE ROLE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN
FORMING SOCIAL MOTIVATION IN PRESCHOOL CHILDREN****Abduvoxobova Nodira**

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ANNOTATION: This article analyzes the role and importance of innovative pedagogical technologies in the process of forming social motivation in preschool children. The effectiveness of modern educational approaches in increasing children's social development, communication culture, cooperation and interest in collective activities is shown.

Keywords: preschool education, social motivation, innovative technologies, pedagogical process, game technologies, interactive methods, children's socialization, communicative skills.

АННОТАЦИЯ: В статье анализируются роль и значение инновационных педагогических технологий в формировании социальной мотивации у детей дошкольного возраста. Показана эффективность современных образовательных подходов в повышении уровня социального развития детей, культуры общения, сотрудничества и интереса к коллективной деятельности.

Ключевые слова: дошкольное образование, социальная мотивация, инновационные технологии, педагогический процесс, игровые технологии, интерактивные методы, социализация детей, коммуникативные навыки.

ENTRANCE

As we all know, the Decree of the President of the Republic of Uzbekistan No. 5847 dated October 8, 2019 "On approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" sets out urgent issues such as the formation of an excellent system of personnel training based on technological achievements to ensure the implementation of the tasks set. In this regard, it is worth mentioning the words of our esteemed President Sh. Mirziyoyev, who said: "We must consider the issue of creating high technologies,

scientific developments for the most important aspects of our life, training qualified specialists, and taking a worthy place in the global information technology market as a priority task .”¹

In today's era of globalization, the education system performs the function of comprehensive development of the human personality, increasing its social activity and preparing it for life. Especially since the preschool stage of education covers the most important period of childhood, the formation of social motivation is of urgent importance. In order for a child to become a socially active, open-minded person who can find his place in the community, each stage of the educational process must be carefully thought out.

For preschool children, social motivation is an internal force that encourages their behavior, such as interacting with people around them, helping, showing empathy , and expressing themselves in a team. Therefore, the methodological approach of the teacher and educator plays a decisive role in the formation of social motivation in children.

allow organizing the educational process in an interactive, interesting and child-centered way. This not only develops knowledge and skills, but also strengthens social motivation in children. In particular, methods such as game technologies, project-based learning, and problem-solving develop children's skills in independent thinking, cooperation, listening to others, and respect.

METHODOLOGY

The preschool education system is one of the most important stages in the formation of a child as a person. It is during this period that the child actively interacts with the environment, begins to understand himself and learns social roles. Therefore, the task of educators and pedagogues is to create a favorable environment for the natural, gradual formation of social motivation in children.

Social motivation is understood as a child's desire to actively participate in a team, play games with others, exchange ideas and express his feelings. It manifests itself as an internal need of the child and determines his future adaptation to social life, the level of sociability and the culture of interpersonal relationships. In this regard, the content and methods of the pedagogical process are of great importance in the development of social motivation .

In recent years, innovative pedagogical technologies used in the education system require a new approach to the development of children. Unlike traditional teaching, innovative

¹ Decree of the President of the Republic of Uzbekistan No. PF-6108 dated November 6, 2020 “On measures to develop the spheres of education and science in the new period of development of Uzbekistan”. National database of legislative documents, 24.10.2020.

technologies see the child as an active subject, taking into account his opinion, interests and emotional state. For example, interactive methods develop in children the skills of freely expressing their opinions, participating in discussions, listening to others and making collective decisions.

In addition, game technologies are considered one of the most effective tools in the preschool educational process. Because play is a natural activity for a child, with its help social roles are tested, human qualities such as empathy, kindness, waiting in line, helping are strengthened. For example, role-playing games (such as doctor, salesperson, teacher) help a child understand and feel social roles.

Project-based learning technology also develops children's independent thinking, initiative, and collaborative skills. In the process of preparing a small project on a topic in a group, children distribute tasks, help each other, and work together to achieve results. This strengthens their social motivation.

information and communication technologies (ICT) also serves to increase the social activity of children. For example, through interactive presentations, educational programs for children or animated stories, they learn to communicate with each other, exchange ideas and express their feelings. ICT tools not only enliven the learning process, but also strengthen children's cooperation.

The role of the educator is especially emphasized here. When using innovative technologies, the teacher should choose methods taking into account the age and psychological characteristics of the child. The educator not only gives children knowledge, but also instills positive motivation in them, forms self-confidence and social responsibility. When each child feels that his opinion is valued, he grows up socially active and responsible.

In classes organized on the basis of an innovative approach, children learn mutual respect, a culture of communication and cooperation through active participation with their peers. As a result, social motivation is formed naturally. This creates the basis for their success in the next stages - in school education, in collective activities and in everyday life.

The issue of forming social motivation in preschool education is widely studied as one of the important areas of modern pedagogy and psychology. Many domestic and foreign scientists have conducted theoretical and practical research in this area, who have substantiated the effectiveness of using innovative technologies in the educational process.

The Decree of the President of the Republic of Uzbekistan "On the Radical Improvement of the Preschool Education System" (September 30, 2017, No. PQ-3305) and the "Concept for the Development of the Preschool Education System until 2027" identify the important task of

ensuring the socio-emotional development of children and educating them as fully developed individuals. These documents emphasize the need for innovative approaches to developing social motivation.

In the pedagogical literature, there are different approaches to the concept of social motivation. Psychologist LS Vygotsky considers play activity to be the main tool in the social development of a child, since in the process of play the child masters social roles, enters into relationships with others and learns to understand their feelings. Also, J. Piaget closely connects the formation of a child's thinking and motivation with social experience.

Based on the above scientific analysis, it can be said that the formation of social motivation in preschool children is the foundation for their future personal and social success. In order for a child to be socially active, communicative and ready for cooperation, the educational process must be organized on a scientific basis, using innovative pedagogical technologies.

The results of the study show that interactive methods, game technologies, project-based learning, and information and communication tools can effectively form social motivation in children. Such technologies stimulate the child's interest, develop a culture of communication, and strengthen the ability to behave freely in a social environment.

, cooperation between the educator, parents, and the children's team is important. In particular, the fact that the educator himself is socially active, has a positive attitude, and is ready to use innovation is considered a decisive factor in the motivational development of children.

RECOMMENDATIONS:

1. Widespread implementation of innovative technologies - it is recommended to increase the use of games, projects, problem-based learning, and ICT-based activities in preschool institutions.

It is necessary to organize methodological sessions and trainings aimed at developing social motivation in advanced training programs for educators.

3. Strengthening cooperation with parents - it is necessary to ensure the active participation of the family in supporting the social development of children.

4. it is advisable to create a set of teaching aids, methodological recommendations and practical tasks for the formation of social motivation in preschool children.

5. Nurturing positive social qualities in children - values such as kindness, friendship, cooperation, and respect should be reinforced through play and interactive activities.

CONCLUSION

The preschool education system is an important foundation for the comprehensive development of a child, his personal and social maturity. The research revealed that the formation of social motivation in children is a decisive factor in their development as active, responsible and socially adapted individuals in the subsequent stages of education.

Innovative pedagogical technologies serve as an effective tool in this process. Through the use of interactive methods, game technologies, project-based learning, and information and communication tools, children develop social activity, sociability, cooperation, and free expression of their own ideas. These approaches stimulate the natural interest and active participation of the child's personality, thereby strengthening their social motivation. The professional skills and personal example of the educator also play an important role. A teacher who is able to correctly select innovative technologies and take into account the individual characteristics of each child achieves positive results in the formation of social motivation. In conclusion, innovative pedagogical approaches aimed at the formation of social motivation in preschool educational institutions not only improve the quality of education, but also create a solid foundation for raising an active, compassionate, team-oriented and positive-thinking person in society in the future.

List of used literature

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