

Effectiveness Of Applying Innovative Technologies In Organizing Educational Activities In Preschool Education

Jabborova Shaxina

First-year student of the specialty 70110201 — Theory and Methodology of Education and Upbringing at Navoi State University, Uzbekistan

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Abstract: This article examines the effectiveness of applying innovative technologies in organizing educational activities in preschool education. Preschool age is a decisive period in the development of a child's personality, social behavior, emotional stability, speech, imagination, curiosity, and readiness for further learning. Therefore, educational activities in preschool institutions should not be limited to traditional forms of instruction, but should be organized through modern, child-centered, interactive, and development-oriented technologies. The article analyzes the pedagogical importance of innovative technologies in the educational process, especially in forming social skills, moral qualities, independence, creativity, communication culture, and cognitive activity among preschool children. The study is based on theoretical analysis, comparative interpretation of pedagogical approaches, and generalization of educational practice. The results show that innovative technologies increase the effectiveness of educational activities when they are used systematically, age-appropriately, and in connection with play, communication, visual perception, emotional experience, and practical activity. The article concludes that the use of digital tools, game-based technologies, project activities, interactive methods, art technologies, storytelling, problem situations, and collaborative activities contributes to the comprehensive development of preschool children and improves the quality of educational work.

Keywords: preschool education, educational activities, innovative technologies, child development, interactive methods, game-based learning, digital tools, creativity, social skills, pedagogical effectiveness.

Introduction: Preschool education is the first and one of the most important stages of continuous education. At this stage, the foundations of a child's personality, worldview, moral behavior, communication culture, emotional attitude toward the surrounding world, and readiness for school are formed. The educational activity carried out in preschool institutions has a special significance because it influences not only the intellectual development of the child, but also their social, moral, aesthetic, physical, and emotional formation. In modern conditions, the organization of educational activities in preschool education requires renewal, flexibility, creativity, and the effective use of innovative pedagogical technologies.

The relevance of this topic is connected with the

transformation of modern society and the increasing importance of early childhood development. Today's children grow up in an information-rich environment. They encounter digital devices, visual materials, interactive content, and various forms of communication from an early age. This situation requires preschool educators to organize educational activities in ways that are understandable, attractive, safe, and developmentally appropriate for children. Traditional methods based only on explanation, repetition, and direct instruction cannot fully meet the needs of modern preschool children. Therefore, innovative technologies should be used to enrich the educational process, activate children's participation, and create conditions for independent discovery, cooperation, creativity, and emotional involvement.

Innovative technologies in preschool education should be understood not only as the use of computers, tablets, or multimedia tools. They include a broad range of pedagogical methods and organizational forms that renew the content and process of education. These technologies may include game-based learning, interactive exercises, project activities, problem-based situations, storytelling, art-based methods, digital educational resources, sensory development tools, role-play, collaborative activities, and observation-based tasks. Their main purpose is to make the educational process more meaningful, child-centered, active, and effective.

The purpose of this article is to analyze the effectiveness of applying innovative technologies in organizing educational activities in preschool education. The article focuses on the pedagogical conditions, methodological possibilities, and developmental results of using innovative technologies with preschool children. The main idea of the study is that educational activities become more effective when innovative technologies are applied in accordance with the age, interests, psychological characteristics, and natural play-based activity of children.

The study has a theoretical and methodological character. It is based on the analysis of scientific and pedagogical literature related to preschool education, child development, innovative educational technologies, play-based learning, and interactive teaching methods. The research uses theoretical analysis to clarify the essence of innovative technologies and their role in organizing educational activities in preschool institutions. Comparative interpretation is applied to examine traditional and innovative approaches to preschool education. Generalization of pedagogical experience is used to determine effective ways of applying innovative technologies in educational activities with preschool children.

The methodological basis of the article includes child-centered pedagogy, activity-based learning, developmental education, constructivist approaches, and the theory of play as the leading activity of preschool age. These approaches allow educational activities to be considered not as a process of mechanical transmission of knowledge, but as a living interaction between the educator, the child, peers,

materials, and the surrounding environment. In this context, innovative technologies are interpreted as tools that help children learn through play, observation, communication, experimentation, creativity, and emotional experience.

The article also relies on the idea that preschool children learn most effectively when they are actively involved in meaningful activities. Therefore, the effectiveness of innovative technologies is assessed not only by the amount of information acquired by children, but also by changes in their behavior, communication, independence, curiosity, imagination, cooperation, and moral attitudes. This approach corresponds to the modern understanding of preschool education as a process of comprehensive personal development.

The analysis shows that the application of innovative technologies in preschool education increases the effectiveness of educational activities when these technologies are integrated into the natural developmental needs of children. Preschool children perceive the world through play, movement, images, emotions, imitation, and direct experience. For this reason, innovative technologies should not overload the child with abstract information, but should create conditions for active perception and practical participation. When educational activities are organized in this way, children become more interested, emotionally engaged, and willing to communicate.

One of the most effective technologies in preschool education is game-based learning. Play is the leading activity of preschool age and has a strong educational potential. Through play, children learn social roles, moral rules, cooperation, responsibility, self-control, and communication. Innovative game technologies make it possible to transform educational content into attractive and meaningful situations. For example, role-playing games help children understand family relations, professions, rules of behavior, and social responsibilities. Didactic games develop attention, memory, speech, counting skills, classification, comparison, and problem-solving. Movement games support physical development and emotional release. When games are organized purposefully, they become not only entertainment but also a powerful means of education.

Interactive technologies also have a positive influence

on the organization of educational activities. In traditional practice, the educator often dominates the process, while children remain passive listeners. Interactive methods change this relationship by involving children in dialogue, cooperation, choice, and joint activity. Preschool children can answer questions, express opinions, select materials, participate in group tasks, continue stories, compare pictures, find solutions, and evaluate simple situations. Such activities develop speech, thinking, confidence, and social interaction. Interactive technologies are especially important in forming communication culture because children learn to listen to others, wait for their turn, speak politely, and cooperate with peers.

Digital technologies can also be effective in preschool education if they are used carefully and in moderation. Multimedia presentations, educational cartoons, interactive boards, audio materials, visual tasks, and simple digital games can enrich the educational environment. They are especially useful for developing visual perception, speech, memory, and interest in learning. However, digital tools must not replace live communication, physical activity, direct observation, and creative play. Their effectiveness depends on pedagogical control, age appropriateness, limited screen time, and connection with real activities. For example, after watching a short educational video about nature, children may discuss what they saw, draw a picture, observe plants, or participate in a role-play. In this case, digital technology becomes a stimulus for active learning rather than passive viewing.

Project technology is another important direction in organizing educational activities in preschool education. Although preschool projects are simple and short-term, they teach children to observe, ask questions, collect materials, participate in common work, and present results. A project about seasons, family, animals, professions, healthy food, or national traditions can involve drawing, storytelling, modeling, singing, observation, and conversation. Through project activities, children develop independence, responsibility, curiosity, and teamwork. The value of project technology is that it connects different areas of development and allows children to see the practical meaning of what they learn.

Art technologies play a special role in preschool educational activities. Drawing, modeling, music, dance,

drama, appliqué, and creative construction help children express emotions, develop imagination, and form aesthetic taste. Art-based technologies are effective because preschool children often express their inner world more easily through images, sounds, colors, and movement than through verbal explanation. When educators use art technologies purposefully, children learn to distinguish beauty, respect cultural values, develop fine motor skills, and express personal attitudes. Art activities also support emotional education because they help children understand joy, sadness, kindness, empathy, and friendship.

Storytelling and fairy-tale technologies are highly effective in forming moral qualities and speech development. Preschool children are naturally interested in stories, characters, conflicts, and happy endings. Through storytelling, the educator can explain complex moral ideas in a simple and emotionally understandable form. Stories help children distinguish good and bad behavior, understand consequences, sympathize with characters, and develop imagination. When children continue a story, act out a scene, change the ending, or describe a character, their speech and creative thinking develop. Storytelling also supports cultural education because folk tales, national legends, and literary works introduce children to language, traditions, values, and moral ideals.

Problem-based educational situations can be used in a simplified form in preschool education. Children may be asked what to do if a friend is sad, how to help someone who lost a toy, why plants need water, or how to share materials fairly. Such situations encourage children to think, compare, explain, and make simple moral decisions. Problem-based technology develops not only cognitive activity but also social responsibility. It teaches children that every action has a consequence and that problems can be solved through communication and cooperation.

The results of the analysis also show that innovative technologies strengthen the role of the educator. The educator becomes not only a person who gives instructions, but also an organizer of developmental situations, a guide, a partner in communication, and an observer of children's progress. In innovative educational activities, the educator must be able to create a safe, emotionally positive, and stimulating environment. This requires professional competence,

creativity, knowledge of child psychology, and the ability to select technologies according to educational goals.

The effectiveness of innovative technologies in preschool education depends on several pedagogical conditions. The first condition is age appropriateness. Preschool children have limited attention span, strong emotional sensitivity, and a need for movement and play. Therefore, any technology must correspond to their psychological and physical development. If an activity is too difficult, too long, or too abstract, it may reduce interest and create fatigue. If it is too simple, it may not stimulate development. The educator should carefully balance novelty, accessibility, and educational purpose.

The second condition is the integration of innovative technologies with educational content. Technology should not be used only because it is modern or attractive. It must serve a specific educational task. If the goal is to develop communication, interactive dialogue and storytelling may be useful. If the goal is to form moral behavior, role-play and problem situations may be effective. If the goal is to develop imagination, art technologies and creative construction may be appropriate. If the goal is to expand knowledge about the surrounding world, project activities and observation tasks may be used. Therefore, the choice of technology should always be connected with the expected developmental result.

The third condition is emotional involvement. Preschool children learn better when they experience joy, surprise, curiosity, empathy, and success. Innovative technologies make it possible to create emotionally rich educational situations. A child who participates in a game, listens to a story, acts as a character, creates a drawing, or solves a small problem becomes personally involved in the activity. This involvement increases motivation and strengthens memory. Emotional experience also supports moral education because children understand values not only through explanation, but through lived situations.

The fourth condition is the active participation of children. In preschool education, effectiveness cannot be achieved if children remain passive observers. Innovative technologies should encourage children to speak, move, choose, create, ask, compare, cooperate,

and reflect at a simple level. Active participation develops independence and confidence. It also allows the educator to observe the child's interests, abilities, difficulties, and social behavior. Through observation, the educator can individualize educational work and provide timely support.

The fifth condition is cooperation with the family. Educational activities in preschool institutions become more effective when parents understand and support them. Innovative technologies can be extended to family interaction through simple home tasks, creative projects, reading activities, digital communication with parents, and recommendations for child development. However, family cooperation should not become an additional burden. It should be practical, understandable, and supportive. For example, parents may be encouraged to read a short story with the child, observe nature, discuss family traditions, or help prepare materials for a group project. Such cooperation strengthens the continuity between preschool education and family upbringing.

At the same time, the application of innovative technologies may face certain difficulties. Some educators may lack methodological preparation or digital competence. Some preschool institutions may not have sufficient technical resources. In other cases, there may be a risk of excessive use of digital tools or superficial use of fashionable methods without clear pedagogical purpose. To overcome these problems, it is necessary to improve teacher training, provide methodological support, develop age-appropriate educational resources, and monitor the quality of technology use.

It is also important to understand that innovation in preschool education does not mean rejecting traditional values and methods. Many traditional forms, such as conversation, observation, folk games, songs, fairy tales, and practical work, remain highly valuable. Innovation means renewing these forms, enriching them, and adapting them to the needs of modern children. For example, a traditional fairy tale can be combined with dramatization, drawing, digital illustration, and discussion. A folk game can be used to teach cooperation and national values. Observation of nature can become part of a small project. In this way, innovative technologies and traditional educational content can support each other.

The application of innovative technologies in organizing educational activities in preschool education is an important factor in improving the quality and effectiveness of the educational process. Preschool age is a sensitive period in which the foundations of personality, communication, moral behavior, creativity, emotional development, and cognitive activity are formed. Therefore, educational activities should be organized in a way that corresponds to children's natural need for play, movement, communication, imagination, and discovery.

The study shows that innovative technologies are effective when they are used systematically, purposefully, and in accordance with age characteristics. Game-based learning, interactive methods, digital tools, project activities, art technologies, storytelling, and problem-based situations contribute to the comprehensive development of preschool children. They increase motivation, develop speech, strengthen social skills, support moral education, stimulate creativity, and create conditions for active participation.

At the same time, innovative technologies should not replace the educator's live communication with children. They should function as pedagogical tools that enrich educational activity and make it more meaningful. The educator remains the main organizer of the process, responsible for selecting appropriate methods, creating a safe environment, guiding children's activity, and observing their development. The effectiveness of innovative technologies depends on professional competence, methodological planning, emotional sensitivity, and cooperation with families.

CONCLUSION

In conclusion, the use of innovative technologies in preschool education is not only a modern requirement, but also a pedagogical necessity. It helps organize educational activities in a more child-centered, interactive, creative, and development-oriented way. Such an approach prepares children for successful learning at the next stages of education and contributes to the formation of an active, independent, socially adapted, and spiritually developed personality.

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