INFORMATION TECHNOLOGY IN THE PREPARATION OF A TEACHER OF PRESCHOOL EDUCATION AT A UNIVERSITY

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INTRODUCTION
The dynamism of modern informational transformations in Uzbekistan has entered all spheres of human activity. He did not bypass children's educational institutions. At the present stage of the development of society, new information technologies are used both in the work of the administration and in the work of subject teachers and educators.

We have studied and analyzed the work of several children's educational institutions in Uzbekistan and neighboring Surkhandaryo, which showed that computer equipment has been installed in them (modern computer classes, multimedia projectors, interactive whiteboards, etc.).

However, work with children in this direction is carried out by methodologists who have completed advanced training courses in the field of information technology or teachers who have a technical education, but do not know the methods of working with preschool children.

Therefore, we believe that a modern children's educational institution needs a teacher with the latest achievements in science and culture, modern teaching methods, familiar not only with the operation of equipment, but also with modern software products focused on raising and educating preschool children.

ANALYSIS OF SUBJECT MATTERS
The professional development of an early childhood care provider requires systematic and focused training. There are various definitions of this concept. V. Bondar believes that the modern professional and pedagogical training of teachers of early childhood education should be aimed at a competency-based approach in its organization [1].

S.Sysoeva by professional teaching means the continuous and controlled process of acquiring a subjective experience of professional activity by a person [2, p. 133].

A.Abdullina considers the professional training of teachers of preschool education as an integral part of the system of higher pedagogical education; as a process of formation and enrichment of attitudes, knowledge and skills necessary for a specialist to adequately fulfill the specific tasks of the educational process [3, p. 40].

RESEARCH METHODOLOGY
The purpose of the article is to justify and disclose the author's concept of effective management of information educational space in a preschool educational organization.

ANALYSIS AND RESULTS
The teacher should have knowledge from the field of modern information and communication technologies, as well as pedagogy, psychology and teaching methods and education of preschool children.

Over the years, we have studied and compared the informational educational environment of a university and a preschool educational institution, analyzed approaches to considering the informational problems of pedagogical design of students' competence systems for professional activities. The implementation of the model of information competence in preparation for professional activities was considered. Diagnostics was carried out to determine the professional competence of preschool teachers.

An analysis of the work of preschool educational institutions and the content of training specialists in higher education shows that the problem of introducing information technology into the educational process and the content of vocational training at a university is not sufficiently developed, although there is a need for informational competence of preschool education specialists of different levels to work in a preschool education system. In modern studies, the

emphasis is shifted toward preparing a more general pedagogical and methodological training for the teacher, the formation of pedagogical skills and the formation of the pedagogical culture of the teacher, but issues of information literacy, the use of information technology in the training of future teachers and the use of information technology in the practice of educational institutions are not addressed [6].

Therefore, a serious scientific and theoretical development requires the question of improving the professional training of teachers of preschool education at the university, developing a model for preparing students of pedagogical universities for professional activities based on the use of information technologies.

A modern preschool educational institution requires specialists of all levels of knowledge of modern information technologies, a personal computer, as well as information competence in the implementation of information technologies in working with preschool children, in the preparation and organization of the pedagogical process in a preschool educational institution. The deepening of information training can be changed by changing the content of general and vocational training, using various forms of working with students in the educational process, in the research work of students and teachers and finding concrete embodiment in pedagogical practice, which in general will contribute to the information competence of the future specialist - teacher. Over the years, we carried out work conditionally divided into several stages:

At the first stage, we studied the experience of advanced pedagogical practice on the problem of domestic and foreign experience in the use of information technologies in the professional activities of preschool teachers, which led to the conclusion that it was necessary to find ways to create technologies for improving the professional training of preschool teachers in a modern university taking into account the modernization of higher education [5].

At the second stage, the collection and analysis of empirical material, the study of the formation of information competence in universities was carried out. The analysis and synthesis of the requirements presented in a higher educational institution was carried out; individualization of his training, education, professional and personal development. The conditions for the development and effective functioning of the system of formation of the information competence of a preschool teacher at a university were identified and substantiated.

At the third stage, the mass introduction of organizational and methodological documentation related to the training of qualified personnel of preschool education in the field of information technology occupied a special place. Development of educational and teaching aids, monographs, a teaching kit, holding conferences of high school, national and international level. Development and testing of a program of advanced training courses for personnel. Preparation of an abstract and literary design of a doctoral dissertation for defense.

CONCLUSIONS AND SUGGESTIONS

1. The concept of vocational training of teachers of preschool education at the university has been developed, which reflects a reference to the development of a professional as the main trend in the modernization of modern professional pedagogical education.
2. For the first time, a procedural structure for improving the professional training of a teacher of preschool education at a university based on the use of information technology was designed.
3. The content of the subject-oriented disciplines of pre-school education teachers is structured.
4. The features of the organization of the educational process, its content and forms in order to form the informational competence of preschool teachers in accordance with the features of their professional activities are revealed.

LIST OF USED LITERATURE

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