

Factors for Developing Professional Skills Students of Preschool Education

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Abstract: This article discusses the issue of professional development of preschool students. The article discusses the key skills that can be gained through practice.

Keywords: preschool education, students, professional skills, methods, interactive methods.

INTRODUCTION

The Decree of the President of the Republic of Uzbekistan “On the Development Strategy of the new Uzbekistan for 2022-2026” [2] recognizes one of the priorities for the integrated development of higher education as "continuous improvement of the quality and level of professionalism of teachers." One of the key factors in ensuring the quality and effectiveness of education in this system is the training of qualified teachers, first of all, the development of pedagogical skills of future educators in pedagogical universities is one of the most pressing issues.

At the same time, to increase the coverage of 6-year-old children with preschool education to 90% by 2022/2023, to 100% by the end of the 2024/2025 school year, to create more than 7,000 new non-governmental preschool educational institutions by attracting private sector funds to preschool education, the introduction of an improved system of professional training and skills development of kindergarten staff, the improvement of preschool education on the basis of science-based approaches have been identified as important objectives of the development strategy.

LITERATURE ANALYSIS

The main goal of reforms in the field of education is to educate young people as a harmoniously developed generation. For centuries, bringing up a generation with high spirituality, deep knowledge, independence, deep thinking, open-mindedness, spiritual vitality and healthy, morally mature qualities has always been one of the main responsibilities of teachers. Preschool education is the most important and complex link in the system of continuing education. At this stage, children are able to acquire skills and abilities such as elementary reading and writing, calculation and acquaintance with nature, self-awareness, ability to react to reality in society at the level of perception, independent thinking. Today's globalization process requires the training of specialists with intellectual potential and strong knowledge. It is known that any education is based on a certain social order, and based on this order, its content, goals and objectives are determined. In this regard, our government has developed and is taking concrete measures.

METHODS

Ensuring the professional training of future preschool teachers is an important step. Students will be equipped with general and professional knowledge as well as important pedagogical skills. Creatively organized classes combine theoretical and practical knowledge, which allows them to develop important professional skills. However, currently there is no system of formation of pedagogical skills of students to solve positive pedagogical problems. Therefore, the process of preparing students for pedagogical activities in the educational process of higher education

institutions remains random. Undoubtedly, in the formation of the system of pedagogical skills, based on the structure of pedagogical activity on the basis of special, pedagogical and psychological principles, the preparation of students for pedagogical activity would be more effective and purposeful. The acquisition of professional pedagogical skills was the first step towards mastering the secrets of pedagogical skills. It should be noted that it is not possible or necessary to teach students to master all pedagogical skills in the educational process, other necessary skills can be acquired in the implementation of their independent pedagogical activities and after training. It is important to equip future teachers with "interchangeable" skills, to equip them with skills that are flexible in practical work experience.

“Skills,” says KK Platonov, “include all components and are successful in the following conditions: if the learning activity is focused on clearly defining the goal, more precisely on the actions and goals of the exercise (how to achieve performance in the exercise process). ; understands the correctness and sequence of action-oriented actions; the end result, i.e. the achievement of the image, has a clear idea of the technical execution; comparing the results of achieving the imaginary image, regularly monitors the quality of execution of actions; prompt detection of errors and omissions, if necessary corrections and changes are made to prevent the recurrence of actions when necessary; correctly assesses their success in improving the behaviors they are assimilated to achieve specific learning objectives and exercise goals ”[3].

DISCUSSION

There are many approaches to describing the key stages of a future educator’s professional development. In particular, in one of such approaches recommended by the research scientist EA Klimov, the following stages occur in the life of a perfect pedagogical profession: Optant (or optanite, the period of optation) - the stage of career choice of young people. Adept - a person has consciously chosen a profession in which he is interested and occupies it in special vocational education institutions (vocational college, academic lyceum, higher education institution, etc.). Adaptation (or period of “adaptation” to work in a profession chosen by a young specialist). Especially in the future pedagogical activity, this period is associated with the introduction of practical pedagogical activity, finding a fair way to get out of the situation independently in the event of non-standard, often unexpected conflicting situations. Based on the above considerations, the approximate set of professional and pedagogical skills to be acquired by teachers of preschool education can be explained as follows: the ability to know the age and individual psychological and specific characteristics of children; skills of working with preschool children; skills to plan targeted activities; practical organizational skills; the ability to accurately analyze the results of activities and gain new information about the condition of the object being trained, and so on. It should be noted that the mentioned set of professional and pedagogical skills did not cover all the skills of a professional nature required for the practical activities of teachers of preschool education. However, it can be taken as a basis for creating a system for improving the professional skills of educators. The analysis of special and pedagogical-psychological literature studied in the context of this problem shows that in the process of preparing students for professional activity, it is expedient to think not about all professional and pedagogical skills, but about the skills that can and should be formed in the educational process. Based on this idea, we believe that it is expedient to form the basis of the necessary "normative model" (relative normative model) skills that can and should be formed in students studying in the educational process of higher education institutions. The theoretical and practical organization of the research methodology on the basis of the same principle is in line with our goals. Our research shows that this norm or degree does not create difficulties for students to master their professional skills mentally and practically, and serves to successfully carry out pedagogical activities. Therefore, it is expedient to accept this norm as a

basis for the student to carry out effective pedagogical activity after graduation. The formed professional skills will be the basis for the subsequent acquisition of new skills in the activities of teachers and will have an impact. For example: the ability to collect and classify information and materials related to their profession can be explained by the following indicators: complete knowledge of the professional profile of their profession; to work on himself regularly, to organize theoretical and practical activities in order to master the secrets of his profession; to carry them out consistently and consistently, while also focusing on lofty goals; to organize pedagogical activity on the basis of scientific and technical and development principles; have scientific knowledge about the specific features of the psychological, psychophysiological and personal qualities of their profession, and so on. In our view, similar professional skills constitute the level of skills that lead to success in the early stages of a career and then lay the groundwork for other skills.

CONCLUSION

Experience has shown that teachers and educators in the field of preschool education have certain professional skills, depending on the nature of their profession, because these skills determine the effectiveness of the practical activities of educational institutions. In this regard, the system and structure of professional skills based on law and scientific evidence should serve to form the pedagogical personal qualities of specialists in the field, professors, methodologists. After all, these skills should serve to further develop the interest of future teachers in their profession, the acquisition of important professional skills and abilities. At the same time, we assume that these skills will also be the basis for the formation and development of other skills needed in the series of mastering the secrets of high mastery of pedagogical activity.

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