



FEATURES OF PRE-SCHOOL EDUCATION TEACHERS TRAINING

Zohidova Dilfuza Abdukhalilovna

Candidate of Pedagogical Sciences. Pucheon University, Faculty of
Preschool Education, Uzbekistan

Artikhodzhaeva Dinara Abdurakhmanovna

European Medical University. Department of Medical Biological Sciences,
Uzbekistan

ABSTRACT

The basis for training preschool teachers is the ideas of morality, democracy, humanism and civic responsibility. This is expressed in the requirements for the personality and professionalism of a preschool teacher.

KEYWORDS: Preschool education, personality, profession, children, teacher, upbringing, education.

INTRODUCTION

Children grow up in new conditions, their experience differs significantly from that of their parents, and the usual mechanisms of family upbringing change. A modern family is given more opportunities to build a career, and, accordingly, parents do not have enough time to raise a child. Reduced communication in the family and a lack of emotional warmth lead to difficulties in the development of preschool children. Children do not receive enough care, affection, and parental love, which does not fulfill their need to be recognized and successful. A pressing problem is the growth of cynicism in children, rudeness, cruelty, and aggressiveness under the influence of computer games, which reduce children's control over their own behavior and form addiction. As a result, there is an increased level of anxiety, insecurity, selfishness, and spiritual emptiness. All these features and changes require a rethinking of the relationship between educational organizations and families, the creation of constructive tools for interaction with families, updating the content of preschool education, and modernizing the professional training of preschool teachers, the need for whom is growing from year to year.

D.I. Feldstein points out that children today have objectively left the system of constant contact with adults. If two or three decades ago a child developed in the conditions of a small society - a family, immediate environment, today he is placed in a fundamentally new situation, when already from preschool age he is in an expanded social, including a new knowledge space, where his consciousness is influenced by a chaotic flow of information from TV, the Internet, blocking the knowledge received from parents, teachers. In the conditions of relevant, rapidly changing publicly available information, adults have ceased to be authoritative guides for children. In the context under consideration, the characteristics of modern preschool children and the changed position of an adult in relation to a child, considered in the study of S. L. Shalaeva, are of great importance. The author includes among them: acuteness of feelings; vivid

imagination; extraordinary development of memory; unconventional thinking; an adult ceases to be an authoritative guide of knowledge for children; actualization of the child's need for joint activities with an adult, in his position in relation to the child as a leading, guiding, organizing principle, in organizing their interaction according to the "subject-subject" type, which presupposes "an equal partnership of additional, social, active, developing and developing subjects."

The emphasis on the formation of the identified qualities of a modern preschooler is also placed in the new federal state educational standards of preschool education, defining preschool education as the first educational stage of a person. The main principles of the standard are: support for the specificity and diversity of childhood; preservation of the uniqueness and intrinsic value of childhood as an important stage in the overall development of a person; personal-developing and humanistic nature of interaction between adults and children; respect for the child's personality as a mandatory requirement for all adult participants in educational activities; implementation of educational activities in forms that take into account the age of children. In connection with the peculiarities of the functioning and reproduction of modern childhood, new requirements for preschool education, there is a need for a preschool teacher with professional competencies that reflect the specificity of modern childhood and the activities of a preschool educational organization. The following are identified as his/her priority qualities: knowledge of the specifics of preschool education and the peculiarities of organizing educational work with modern children of early and preschool age; the ability to organize joint and independent activities of preschoolers; the ability to plan, implement and analyze educational work with children of early and preschool age; possession of methods and means of psychological and pedagogical monitoring, allowing to assess the results of children's mastering of educational programs, the degree of formation of the necessary integrative qualities in them; the ability to build partnership interaction with children and their parents to solve educational problems.

The value foundations of the professional activity of a preschool teacher are the basis on which his/her intellect develops and pedagogical technology is built. His/her main values include: human (a child as the main pedagogical value and a teacher capable of self-development, cooperation with him/her, social protection of his/her personality, assistance and support of his/her individuality, creative potential); spiritual (the cumulative pedagogical experience of humanity, reflected in pedagogical theories and methods of pedagogical thinking, aimed at the formation of a non-standard personality); practical (methods of practical pedagogical activity, tested by the practice of the educational system, interactive pedagogical technologies that ensure the active inclusion of students in various types of activities); personal pedagogical abilities, individual characteristics of the teacher as a subject of pedagogical culture, pedagogical process and his own life-creation, contributing to the creation of personal and humane interaction; diversification of programs and variable organization of training of future preschool teachers.

Let us pay attention to the fact that in pedagogy, as a rule, professionalism is the highest level of pedagogical activity, which is manifested in the fact that in the allotted time the teacher achieves non-standard results, or this is the highest and constantly improving art of education and training, or a synthesis of scientific knowledge, skills and abilities of methodological art and personal qualities of the educator. Most often, the competence of the teacher is substantiated

by pedagogical mastery, including a set of personal qualities, which guarantees self-organization of the highest level of professional activity on a reflexive basis.

Thus, we can say that the university forms a socio-cultural environment, creates the conditions necessary for the comprehensive development of the personality, his individuality; promotes the development of the social and educational component of the educational process, including the development of student self-government, participation of students in the work of public organizations, sports and creative clubs, scientific student societies, the use of the potential of the educational and extracurricular activities of students and teachers to include employers in the educational process.

REFERENCES

1. Безюлева Г.В., Никитин М.В., Шеламова Г.М. Профессиональная компетентность: аспекты формирования // Под ред. Г.В. Безюлевой. — М.: Московский психолого-социальный институт, Федеральный институт развития образования. 2005. – 82 с.
2. Белинова Н.В., Старикова А.Ю. Проблемы подготовки педагогов дошкольного образования: региональный аспект // Общество: социология, психология, педагогика. 2016. № 2. С. 108-110.
3. З.Фельдштейн Д.И. Психология становления личности. М.: Межд. пед. акад., 1994. 192 с.
4. Шалаева С.Л. Социально-онтологический статус детства в системе общества: Монография. Йошкар-Ола: МГПИ, 2005. 225 с.
5. Асқарова, Н. А., Расулова, З. А., & Якубова, Г. А. (2016). Болаларда диққат етишмаслиги ва гиперактивлик синдроми психодиагностикаси. Современное образование (Узбекистан), (11), 34-40.
6. Askarova, N. A., & Hikmatov, M. N. (2016). MOTIVATION AND ITS IMPACT ON THE INDIVIDUAL. In Сборники конференций НИЦ Социосфера (No. 7, pp. 22-24). Vedecko vydavateľské centrum Sociosfera-CZ sro.
7. Аскарова, Н. А., & Ибрагимова, Н. (2022). Психологические аспекты влияния личности врача на лечебный процесс. Innovative Society: Problems, Analysis and Development Prospects (Spain), 121-125.
8. Аскарова, Н. А., & Кобулходжаев, Ё. Э. (2016). ПСИХОЛОГИЧЕСКИЙ ТРЕНИНГ КАК СРЕДСТВО КОРРЕКЦИИ ТРЕВОЖНОСТИ СТУДЕНТОВ. The edition is included into Russian Science Citation Index., 74.
9. Аскарова, Н. А., & Якубова, Г. А. (2016). Игровая терапия как одно из методов психокоррекции синдрома дефицита внимания с гиперактивностью. The edition is included into Russian Science Citation Index., 76.
10. Abdivaliyeva, A. N. (2024). PEDAGOGIYADA KASBIY KUYISHNI KELTIRIB CHIQUARUVCHI PSIXOLOGIK OMILLARNI O'RGANILGANLIGI.
11. Botirovna, N. H., & Munisa, N. (2024). HISTORICAL STUDY OF EDUCATION AS A NATIONAL VALUES. International Journal of Advance Scientific Research, 4(05), 19-21.
12. Botirovna, N. H. (2022). SYSTEMATIC METHODS OF DEVELOPMENT OF NATIONAL VALUES IN STUDENTS.
13. Botirovna, N. X. (2024). OILADA BOLA TARBIYASI TOIFALARI VA OQIBATLARI. Journal of Integrated Education and Research, 3(3), 98-103.

14. Xabiba, N., & Saidaxon, F. (2023). PEDAGOGIK MAHORATNING VA UNING TARKIBIY QISMLARI. Научный Фокус, 1(7), 802-806.

