

Review Article

PREPARATION OF PRESCHOOL FUTURE SPECIALISTS FOR INNOVATION PROFESSIONALISM

Ibragimova Gulsanam Nematovna¹, Gapparova Maftuna Erkinovna², Mamadaliyev Marhabo holmatova³, Khaknazarova Mamura Nodarovna⁴

¹Lecturer, Department of Psychology of preschool education and pedagogy, Tashkent State Pedagogical University named after Nizami, Uzbekistan.

²Lecturer, Tashkent State Pedagogical University Shahrisabz branch, Uzbekistan.

³Teacher, Ministry of education center of training and improvement of professional skill of workers of Surkhandarya region, Uzbekistan.

⁴Lecturer, Department of General pedagogical psychology, Kokand pedagogical University, Uzbekistan.
E-mail address: ibragimova_gulsanam@mail.ru

Received: 04.11.2019

Revised: 10.12.2019

Accepted: 09.01.2020

Abstract

This article discusses the specific pedagogical and psychological features of the preparation of future preschool education professionals for innovative occupational activities. It also outlines the issues of pedagogical practice, advanced experiences and cooperation with parents to prepare future preschool education professionals for innovative career.

Keywords: preschool education, preschool education specialist, innovative career, pedagogical practice, competence, creative approach, pedagogical situations, scientific outlook.

© 2019 by Advance Scientific Research. This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>)
DOI: <http://dx.doi.org/10.31838/jcr.07.02.45>

INTRODUCTION

The Strategy for Further Development of the Republic of Uzbekistan calls for "expanding the network of pre-school educational institutions and radically improving the conditions for comprehensive intellectual, aesthetic and physical development of children in these institutions, significantly increasing the availability and accessibility of preschool education for children and teachers." (1) The President of the Republic of Uzbekistan has established a number of preschool education programs. In the development of a special program to improve infrastructure development, system management tasks, special attention is paid to the development of scientific and methodological support.

Many of the tasks set by the government in the field of preschool education are related to the professionalism and managerial capacity of educators. The task of today's preschool education system is to organize various activities of pupils, to educate them, to become educated, respectful, reliable, hardworking, perfect person.

For this reason, a directive of reforms in the field of preschool education was approved by the decision of the jury meeting of the Ministry of Preschool Education of the Republic of Uzbekistan on July 7, 2018 №4. This state curriculum of preschool educational institution is a legal document developed in accordance with the State requirements for the development of early and early childhood in Uzbekistan, which outlines the goals and objectives of the preschool educational institution, as well as the main objectives of the educational process. The main competences (2) are defined.

This, in turn, necessitates the organization of pedagogical processes in the system of preschool education with the use of innovative pedagogical technologies. For professional training of future teachers it is required to conduct lectures, practical and laboratory lessons in the process of higher pedagogical education, enrich their content with new approaches, as well as to organize pedagogical practice, days and hours of spirituality.

MATERIALS AND METHODS

Pedagogy Encyclopedia states that "... innovative activity is the creative aspect of renewal and is expressed in any creative activity aimed at changing existing thinking and way of life, labor, objects and methods, social structures and technologies. The basis of any innovation lies in the creative activity of the person. The rise of creative activity to the level of innovative activities that lead to the development of thinking and way of life necessitates the presence of subjective (motivation, need) and objective factors for innovation" [3; P. 137].

In order to ensure the effectiveness of pre-school education, educators need to be thoroughly informed about the specific pedagogical and psychological training and the specifics of each student. Specifically, students should be given the necessary skills and vision to ensure that each educator must adhere to his / her own plan:

- be able to predict emerging pedagogical problems; For this purpose, the future educator should be able to foresee and address the problems that arise in the pedagogical process.
- mastering methods for solving problems;
- the ability of future educators to select and apply the most appropriate ways of solving problems;
- have the ability to influence pedagogical students and support them;
- individual approach to each student;
- be able to organize mass events with pupils;
- to motivate pupils to read, to read.

The future professionalism of the teacher will allow the children to develop rapidly and effectively prepare for school education. The results of pedagogical, psychological, organizational and methodological study of pedagogical activity showed that personal qualities of the educator and his professional training play important role in enhancing the effectiveness of educational activities of pupils. Accordingly, the professionalism, knowledge and creativity of the educator are the key factors in the formation of conscious activity and independence of the pupils.

The work of the future educator in preschool during the pedagogical practice is of paramount importance in developing

their professional skills. In the course of pedagogical practice, future teachers will gain skills such as self-promotion, creative approach to pedagogical activity, application of modern knowledge in practical experience, mastering leadership skills, mastering the methods of pedagogical and psychological study, development of cultural events. and is strengthened. All this prepares students for educational work. At the same time, future educators should develop a number of rules that will be applicable throughout their career. They are:

- formation of conscious discipline in pupils;
- fair treatment of children;
- Support and support of active students in the group;
- providing adequate incentives for the students' independent activities;
- systematic work with students on tasks and their activation in the process;
- systematic organization of educational activities among group students.

In addition, it is important to prepare future preschool professionals for innovative professional activities, such as lectures, practical and laboratory sessions, working on new knowledge, learning independently, working on resources, and analyzing the experience gained.

Group management in preschools has its own specifics. In addition to developing early childhood skills in the environment, nature, speech and computing, educators also embrace our national traditions that help them to develop complex. From an early age, they seek to develop such qualities as honesty, tolerance, solidarity and mutual help.

The quality of pre-school education ensures that children acquire the knowledge at a later stage of education. This requires the development of a single requirement for modernization of pre-school education institutions, which requires the creation of quality education and basic skills. According to these requirements, the education of children begins at an early age and continues uninterrupted.

The principle of individualization of preschool contains a number of requirements. This is a natural process. As society develops, individual activities are more individualized and their status changes. As far as the country and society are concerned, each person will be valued and honored.

RESULT AND DISCUSSION

It is important that teachers and educators of the future preschool educational institutions regularly monitor the social and political reality and express their attitude towards it. Students must gain experience in the conscious response to current events, information flows and acceleration. It is very important for them to develop the skills of information sorting and objective attitude to events. Future preschool educators should be able to adequately evaluate their social and political realities through critical analysis of daily social and political realities and thus be critical of the actions of others.

It is necessary to strictly adhere to the principle of harmonization of education and social life with the formation of professional skills of future teachers of preschool educational institutions. On this basis, future teachers will be able to master the content, forms, means and methods of educational work. Prospective teachers should also learn how to engage children in social activities. All these are the basis for the formation of moral values in children [4; 93 pp.].

Instructors of preschool education should not only form positive qualities in children, but also have the experience of preventing and eliminating negative behavior in their children. Often newcomers to preschool often experience shyness, excitement, and a lack of adaptation to group life. One of the most important tasks of educators is to eliminate such situations, adapt children to community life, integrate them into communication situations, and ensure spiritual well-being. One of the most important tasks of educators is to help children overcome negative aspects, to teach them honesty and integrity.

In this case, educators should use the collective impact approach. Educators must educate children about the realities around them and prepare them to participate in this process.

Only when children are assigned tasks with clear, moderate complexity, they have an initiative, enthusiasm and desire to be active. As a result, the child develops a sense of responsibility and seeks to justify the trust shown by the caregiver. The ability of children to do their homework helps them to adjust their behavior. As a result, they are strengthened in character and will.

CONCLUSION

By focusing on the positive aspects of children's behavior, the educator encourages them and helps them overcome their shortcomings. However, it is important to inform future educators that regular child-centered deficiencies do not produce positive results.

In order to shape the behavior of children, a teacher must be kind and demanding. Educators such as child shyness, indifference, playfulness, and stubbornness are required to work closely with parents.

Collaboration with parents and the community is also important in the organization and management of preschool education. The role of the educator in the consistent formation of moral values, such as diligence, attentiveness, diligence, and responsibility in children, should be recognized in the educational process of higher education institutions.

Clearly, preschool education and the tasks assigned to its teachers are complex and multifaceted. Therefore, future educators will need to work systematically to build the foundations of the scientific worldview, high moral qualities, skills and habits of behavior in the community and society.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 № P-4947 "On the Strategy of Action for the Further Development of the Republic of Uzbekistan". Collection of Laws of the Republic of Uzbekistan, 2017, № 6, Article 70
2. State educational program "First step" for preschool educational institutions, approved by the Board of the Ministry of preschool education №4 of July 7, 2018.
3. Pedagogy: Encyclopedia. Volume 2 / Developers: Team. - Tashkent: State Scientific Publishing House "National Encyclopedia of Uzbekistan". 2015, 368 p.
4. Proceedings of the Republican scientific-practical conference "Improving the quality and effectiveness of the educational process in preschool educational institutions: problems and solutions". -T.: UzPFITI. LESSON PRESS. September [5]. 2017 168 pages.
5. PV Kamala Kumari, S Akhila, Y Srinivasa Rao and B. Rama Devi. "Alternative to Artificial Preservatives." Systematic Reviews in Pharmacy 10.1 (2019), 99-102. Print. doi:10.5530/srp.2019.1.17