

## DEVELOPMENT OF PROFESSIONAL AND PEDAGOGICAL TRAINING OF EDUCATORS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

Yerimbetova Parshagul Risbaevna\*

\*Teacher,

Department of "Distance Learning of Social Sciences and Humanities",

Nukus State Pedagogical Institute, UZBEKISTAN

Email id: parsha19770829@gmail.com

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### ABSTRACT

*The paper scientifically examines how young educators are trained in the development of professional pedagogical skills in the development of educator training in preschool education institutions. Educators must be accountable for the development of a peaceful generation, setting an example not only with their spiritual and moral culture, but also with their instructional abilities. The fact that an educator has his or her own skills in society raises not just the value of his or her prestige in society, but also the respect that students have for him or her.*

**KEYWORDS:** *Ethical Culture, Knowledge Skills, Literacy, Logical Thinking.*

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### INTRODUCTION

Educators must be accountable for the development of a peaceful generation, setting an example not only with their spiritual and moral culture, but also with their instructional abilities. The fact that an educator has his or her own skills in society raises not just the value of his or her prestige in society, but also the respect that students have for him or her. [1]

In their time, Abu Nasr Farobi, Yusuf Khos Khajib, Sadi Sherazi, Abu Raykhan Beruni, Abu Ali Ibn Sino, Alisher Navoi, Abdullah Avloni, and others reflected the profession of education, its difficulties, and the personality of the educator in their works, describing vital information on traits. As a result, an instructor who lacks profound respect for a child and does not comprehend the pedagogical process cannot have a concept that ensures educational efficacy and human perfection. If he correctly analyses any pedagogical scenario, an educator with good pedagogical skills should be able to comprehend the child, treat him compassionately, and settle any disputes that may develop in a timely manner. He should also be able to consistently enhance the pedagogical activity. It should be able to bring to life the lofty ideas established in students' brains during the pedagogical process and in the growth of society. [2]

"An educator should be engaged in science on a regular basis," remarked the famous German educator Adolf Disterverg, "in order to achieve a place in society, an educator should be continually engaged in reading science. "It will otherwise resemble a dead tree or a rock. "No future educator can bear fruit, just as a dead tree or stone cannot bear fruit." The educator must first be educated, comprehend the laws of nature and the culture in which he lives, be socially engaged, learn general and preschool pedagogy, the psyche and physiology of children, and be aware of child age features. [3]

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Young educators' pedagogical talents, as well as those who have worked in the educational institution for several years, develop as they meet a number of professional development requirements. They can be created using the following resources:

1. Learning through independent reading (getting acquainted with new literature, Internet materials, information published in periodicals, advanced technologies, providing information about the latest developments in the field of pedagogy, etc., preparation of independent projects on the basis of generalization and summarization of ideas).
2. Study of the activities of experienced educators (organized without leaving the educational institution, the time is considered effective in terms of summarizing. Experienced educators are based on the study of activities, observation, analysis of the lessons organized by them it is reasonable to draw conclusions based on the generalization of impressions)
3. Improving professional skills in retraining and advanced training courses and institutes for educators
4. Active participation in regular scientific conferences (theoretical and practical conferences and seminars, pedagogical reading and training)
5. Study the latest information on professional development in leading educational institutions of the Republic and developed countries.

In general, the pedagogical role in the formation of the role and importance of the educator in society and the effectiveness of the quality of education for students increases the prestige of the educator in the community and respect for him among educators.

Educators who are constantly researching must also meet the following requirements that form the basis of their pedagogical skills.

- Ability to correctly understand the inner and outer world of the student in any pedagogical situation;
- Focus on understanding the pedagogical situation;
- Confidence and demand for students;
- Ability to assess the educational situation in all its aspects;
- Diversity - the ability to distinguish the most important from the various pedagogical tactics;
- Ability to make the right decision without hesitation in the event of a conflict;
- Ability to use different methods of influence in education;
- Be able to convey ideas and feedback verbally through facial expressions and pantomimics;
- Ability to communicate with students in class and extracurricular activities;
- Ability to help students in difficult situations;
- Non-categorization of students based on their social background;
- Identify and improve the hidden positive qualities of each student.

The educator influences the children in their daily lives, games, activities, collaborative activities and interactions with them.

According to Ya. A. Comenius, the main feature of upbringing is that he should be an example to the educator with his high level of morality, love for people, knowledge and diligence and other qualities, and set an example and educate them in humanity.

Knowledge of folk art, music, singing, literature, fine arts, love of art makes the educator cultured, helps in the work with children and helps to socialize in society. An educator develops his/her personality only if he/she acquires the necessary knowledge, skills and abilities in a certain sequence, and achieves good results in raising and educating children.

In his research, M.G. Davletshin describes the personal and professional qualities that need to be reflected in the image of the educator as a whole:

1. Personal characteristics of the educator (love of children, practical psychology, intelligence, hard work, activity in public affairs, kindness, humility, humanity, kindness, resourcefulness, strong character, desire to improve their knowledge).
2. Acquisition of professional knowledge (understanding of the essence of the process of education and upbringing, its objectives, knowledge of the basics of psychology, youth psychology, understanding of psychological and pedagogical characteristics of preschool children, knowledge of teaching methods of their subject, educational training knowledge of the effectiveness of secrecy, knowledge of the content of educational work with parents and the public).
3. Possession of professional qualities (understanding of the importance of national traditions and customs in the educational process in a modern preschool organization, the educator's observation, ability to concentrate, the development of pedagogical imagination, self-criticism, self-control, pedagogical tact, emotional expression of speech).
4. Personal pedagogical skills (ability to choose the necessary materials for lessons, to manage students' cognitive abilities, to plan the development of students' consciousness in the process of education and upbringing, to form pedagogical tasks and plan educational work, to learn the objectives of training be able to plan the system of preparation for self-education).
5. Organizational skills (ability to organize a children's team)
6. Be able to lead a group of children in different situations, to motivate children to do something, to apply their knowledge and experience in solving practical problems).
7. Communicative skills (ability to engage children, ability to regulate pedagogical relations with children and parents, ability to regulate children's interactions within and within the community, ability to communicate with children and parents from outside know).
8. Possession of creative qualities (the desire to improve the skills of the educator, the ability to develop and implement a program of education of students, the ability to look at the events that took place in the place of the child, his pedagogical skills, anticipate the consequences of secrecy).

Social and pedagogical, psychological preparation for the formation of a model of educator in society - the educator's mastery of the rules of the educational process, pedagogical,

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psychological knowledge and skills, knowledge of the age and individual characteristics of the learner and their psychological state, is the level of initial theoretical knowledge about the educational process, its content, principles, form, method, and means of organizing education.

As Behbudi said, "To live in this world, you need secular science and knowledge," or, as Ibn Sina pointed, "Whomever you advise, follow it first."

The level of innovative culture of an PEI educator is determined by a number of criteria: innovative motives, innovative knowledge, a set of skills.

Innovative motives are reflected in the enrichment of the teacher's knowledge system, the improvement of their activities through the systematic implementation of pedagogical innovations in their professional activities. Innovative skills include gnostic skills, pedagogical design skills, information skills.

Russian pedagogical scientist A.S. Makarenko said that "students learn about the influence of the educator as an educator, his appearance, rich spirituality, the art of public speaking, the ability to use the intonation of the word in its perfect place, facial expressions. They will accept it. [4]

The system of pre-school education has a positive effect on the formation of a culture of communication, the ability to think logically, to express their independent ideas through the use of pedagogical technologies in the educational process. For example:

The purpose of the training "ELPIGICH": To develop students' ability to think logically, to defend their ideas.

Mode of delivery: The course selects some concepts on the topic and analyzes the advantages and disadvantages, pros and cons of the concepts. The member elected from the groups defends the group conclusion.

Expected result: Pupils develop independent thinking and communication skills. The purpose of the "GALLERY" technology: to teach students to think freely, independently, to work as a team, to expand their understanding of the rules of Oriental etiquette, to form good human qualities.

Procedure: Pupils are divided into groups, cards are distributed to each small group. Pupils can present their information in art, music and poetry.

Decency

Morality

Game

Pattern

Expected results: The trainees will develop individual and team, group work, creative and organizational skills, creative abilities.

The purpose of the "INTERVIEW" training: to get certain information on each problem, to teach now to answer, to strengthen the topic.

Training schedule:

Participants are divided into 3 groups and 1 expert, 3 journalists.

Each group will screen a pre-made film. (It could be a fantasy clip.) Then a journalist attached to the group comes to them and gives an interview and comments.

The most active participant in the group participates in the question and answer session.

The groups are given 15 minutes to prepare.

The use of pedagogical technologies in the educational process in preschool education has a positive effect on the formation of personality, such as cultural etiquette, community etiquette, conversational culture, traditions and culture, greeting etiquette.

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