

## **IMPROVING THE WAYS OF PROFESSIONAL SKILLS OF FUTURE PRESCHOOL EDUCATORS**

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### **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.

### **INTRODUCTION**

On December 29, 2016, the decree № P-2707 of the President of the Republic of Uzbekistan Sh.M.Mirziyoev “on measures on further improving the system of preschool education in 2017-2021 years” was adopted.

This decision places a priority on the effective management of preschool educational institutions and their promotion to a new level.

The Strategy of Action for the Further Development of the Republic of Uzbekistan “aims at expanding the network of preschool educational institutions and radically improving the conditions for comprehensive intellectual, aesthetic and physical development of children in these institutions; “The President of the Republic of Uzbekistan has established a number of priorities in the field of preschool education and 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, well-mannered, trustworthy, hardworking and perfect human beings. For this reason, a direct continuation of reforms in the field of preschool education was approved by the decision of the jury 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 are defined.

### **Materials and Methods**

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.

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.

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 teacher has to follow the requirements of his / her own plan:

- be able to predict emerging pedagogical problems; For this purpose, the future educator must 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.

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 teacher in preschool during the pedagogical practice plays an important role in shaping 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 strengthen. 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 to children;
- Help and support the 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 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.

## **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 need to have the experience of consciously responding to current events and information flows. It is 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 and critically evaluate the behavior of others around them.

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 important tasks of educators is to help children overcome their negative aspects, to teach them to be honest and truthful, to strengthen their will. In this case, educators should use the collective influence method. 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 will show initiative, curiosity 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.

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.

## **CONCLUSION**

In order to shape the behavior of children, a teacher must be kind and demanding. Educators, such as child shyness, indifference, playfulness, 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 development of moral qualities such as diligence, attentiveness, and responsibility in children is invaluable, and they must be aware of this responsibility in the educational process in 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.

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