

## INDICATORS FOR ENSURING THE EFFECTIVENESS OF PEDAGOGICAL PROCESSES IN PRESCHOOL INSTITUTIONS

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### ABSTRACT

The given article is devoted to the specification and management maintenance of effective pedagogical processes in preschool educational institutions; the great attention is given to the practical importance of indicators maintenance of effective pedagogical processes in preschool educational institutions.

**Keywords.** Pedagogical processes, efficiency, the indicator, concept of pupils, necessity, possibilities, personal qualities, activity of pupils, efficiency of activity, tutors, pupils, the strategic plan, modern approaches, processes, motives.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the world, special attention is paid to improving the system of preschool education based on competence requirements in accordance with the trends of innovative development in the field of education. In particular, for the purposes of sustainable development until 2030, identified by UNESCO, the tasks of organizing high-quality educational services aimed at developing independent creative thinking of children are identified as urgent. International experience shows the need to improve the effectiveness of the pedagogical process in pre-school educational institutions, to introduce the basics of early learning, and to diversify educational services.

On a global scale, scientific and applied research is being carried out in the field of developing creative technologies aimed at increasing the physiological, intellectual, creative and personal potential of children, improving the mechanisms of quality management of preschool education based on the organization of a personal-oriented innovative educational environment in preschool educational institutions and the principles of strategic management.

In these studies special attention is paid to the improvement of information and methodical system of management of preschool education, diversification of educational services quality, introduction in educational process of information and communication technologies, interactive and problem-based learning methods, the development of professional innovative competence of pre-school education, implementation of effective forms and methods of assessment.

Today, our Republic is implementing conceptual reforms aimed at radically improving the legal framework of preschool education, integrating advanced foreign experience, scientific developments and technologies into the activities of preschool educational institutions, and supporting scientific, innovative and pedagogical activities in the field of early development of preschool children.

Activities organized in pre-school educational institutions, more precisely, training and education, as well as educational relations, constitute an integral pedagogical system. All

classes of various forms that affect the personality of the students in different ways, excursions, educational activities and interpersonal relationships are closely interrelated and mutually dependent. The relationship and dependence of these components, their unity reflects the integrity of the pedagogical process.

When implementing a systematic approach to classes of all forms organized in pre-school educational institutions, it is important to take into account the integrity of processes that acquire pedagogical significance, i.e. the complexity of the pedagogical process that has a significant impact on the personality of the students.

One of the important factors that should be taken into account when implementing a systematic approach to improving the pedagogical process in pre-school educational institutions is the features of the components of a complex pedagogical system: the process of training and education in various forms, educational relationships, pedagogical experimental work, pedagogical practice and continuous professional development, which are reflected in such concepts as interconnection, dependence, interaction, integration, integrity, and consistency.

The relationship and dependence, interaction and consistency, and the tendency to integrate are the basis for presenting them as components of a complete system.

In many countries of the world, preschool education is considered as the first link of a unified educational system. This system attracts the attention of local authorities, industrial and agricultural enterprises, religious and public organizations, and individuals. In a number of countries, there are stationary and seasonal nurseries, pre-school educational institutions with different working hours, pre-school departments, and primary school playgrounds. The goal of educational work is the harmonious development of children, the formation of social life skills, which is implemented on the basis of educational and educational programs. All countries have a system for training teachers (courses, specialized secondary schools, and higher education institutions). Each national system of pre-school education has its own specific features and specific experience. In this aspect, the experience of the pre-school education system in a number of foreign countries was studied and analyzed.

As defined in the State educational program "First step", approved by the Ministry of preschool education, the purpose of the educational process is to create appropriate conditions for the formation and development of common core competencies of children. This document reflects the 4 competencies of a child of preschool age (6-7 years): communicative competence – the ability to use communication tools in various situations; game competence – the creative use of the child's experience, knowledge and skills in the game process and its organization, which is the basis of the educational process; social competence-compliance with ethical standards and rules in communicating with adults and peers in life situations; cognitive competence is the conscious perception of the world around us and the use of the acquired knowledge, skills, abilities and values to perform educational and practical tasks. The study concluded that play is the leading activity of preschool children. In a properly organized game, conditions are created for the physical, intellectual and personal development of the child, ensuring readiness for educational activities and successful socialization of the child of preschool age. In order to ensure the above-mentioned pedagogical processes in the improvement of processes in preschool educational institutions that have educational value, it is necessary to introduce a systematic approach.

The essence, functions, planning and organization of works implemented by educators in improving the pedagogical process in preschool educational establishments is carried out as follows: the planning and design process for various occupations depending on the purpose, objectives and forms; modeling, i.e. pre-determination of objectives activity persons in view of creating the necessary conditions for them and their features; stimulation based on control, analysis and objective assessment of activities of persons subject to the established conditions and the real situation.

Improving pedagogical processes in preschool educational institutions on a scientific basis, educators should be guided in their activities by certain principles: the integrative principle in improving all forms of educational process in preschool educational institutions; the relationship and dependence of all types of classes organized in preschool educational institutions and acquiring educational value; the focus of all types of classes organized in preschool educational institutions on the development of personal qualities of the students, i.e. on the effectiveness and efficiency of the educational process. As a result of the conducted research, in order to ensure the effectiveness of the pedagogical process organized in pre-school educational institutions, it is important to widely use tools that encourage pupils to communicate, think independently, and serve as independent formation of objective conclusions that are of particular importance for their future life activity. The importance of using such tools is one of the peculiar features of pedagogical processes in pre-school educational institutions.

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