

THE IDEA “PERSONAL INTERESTS AND THE PRIORITY OF EDUCATION” IN THE EDUCATION AS ONE OF THE KEY FACTORS IN REFORMING SCHOOL EDUCATION FOR UPBRINGING PERFECT INDIVIDUAL

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ABSTRACT

The article focuses on one of the key factors in the reform of preschool education in Uzbekistan that is devoted to the study of the issues of “personal interests and the priority of education” in perfect education. It highlights the importance of reforms in the system of pre-school education in the country, the ideas of “personal interests and priorities of education” that provide a humanitarian factor in the process of pre-school education.

Keywords: Pre-school education, system, improvement, personality of child, upbringing, formation, development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Nowadays, reforming pre-school education system, nurturing a perfect person and providing them with modern education is a priority that needs to be addressed in the era of developing of technology and information world. Specifically, it is important and essential to improve the quality of education of children that prepares to school which is considered as preparation for school education system.

In Uzbekistan establishment and management of pre-school educational institutions is currently based on the study of international experience in developed countries. As a result of large-scale reforms in the system of pre-schooling in Uzbekistan caused the scientific and pedagogical staff of the national educational institutions has undergone a radical transformation such as modern study programs and material-technical base.

Nowadays, the development of comprehensive, morally, aesthetically and physically advanced children through the reform of pre-school education is one of the issues at the level of state policy.

The pedagogical process is a system of purposeful, organized and enriched content of pedagogical activity in preschool educational institutions. Finding new ways of managing this system and improving its quality, equipping the educational process with up-to-date technologies, its spiritual technological restructuring are important.

The versatility and complexity of the issue of the formation of a fully developed and mature person demonstrates the importance of modern theory and practice. This task cannot be accomplished without the professionalism of the teaching staff, their maturity, deep professional knowledge, skills and qualifications. In this regard, it is important to improve the professional competence of the teaching staff that are working in educational institutions.

It causes the need for training and retraining of specialists who meet modern requirements in the system of pre-school education, along with theoretical knowledge, in line with international standards. At the same time, one of the main prerequisites for the reform of preschool education is the cultivation of a generation of professionals with high moral qualities, who combine human qualities and act as a mature person.

One of requirements of present time is to fulfill mission of upbringing morally and spiritually mature children in the pre-school institutions. One of the most important tasks facing The managers of preschool institutions and teachers are to format independent morals and a free personality in children. In other words, it is necessary to educate independent, fully developed people who know their rights, understand their own strengths and abilities, respond independently to events and at the same time combine their personal interests with the interests of the country and nation.

In this regard, upbringing a fully developed individual requires great skills and responsibility. There is no standard template or model of teaching and learning. It takes a lot of effort, creativity and years of experience to master this art.

The adaption of world experience in management and in process of implementation technologies in education are being accelerated in the pedagogical and psychological bases of functioning of preschool education system, pedagogical conditions of state and non-state preschool educational institutions and their alternative forms, legal basis for organization of preschool educational institutions and anti-corruption educational framework.

Decrees of the President of the Republic of Uzbekistan expressed the interests of the person providing the humanitarian factor in the process of preschool education and training plays an important role in "the supremacy of ideas and priority of education", in particularly, No.2707 "On measures to further improve the system of preschool education in 2017-2021" as of December 29, 2016, No.3261 "The measures for radical improvement of preschool education system" as of September 9, 2017 and "Measures for radical improvement of management of preschool education system" as of September 30, 2017 and the Resolution No. 244 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to radically improve the management of preschool education" as of March 21, 2017.

These decisions also highlight the need for leaders with the skills to apply international experience in the organization and management of preschool education. It is recognized that it is necessary to have the skills to create a new type of preschool education system in the Republic of Uzbekistan, rational use of pedagogical and psychological features of the establishment of state and non-state pre-school educational institutions and their alternative types, implementation of innovative technologies related to preschool education. In these decisions, great attention have been paid to the issues of increasing the coverage of the younger generation in the pre-school educational institutions, their upbringing as a fully developed person.

The Article 5 of the Law of the Republic of Uzbekistan "On Education" states that "... people with relevant education, professional training and high moral qualities have right to engage in pedagogical activity".¹

¹Ўзбекистон Республикасининг таълим тўғрисидаги Қонуни.-Тошкент:Шарқ, 1997.- 6-бет.

The requirements of the law, the National Program for Personnel Training and the requirements of the teacher are being expanded. In the 21st century, pedagogue required extensive knowledge, thorough practical training, high pedagogical skills, competence and creativity. In preschool, personal qualities of a leader is important. The personality traits of a leader providing a humane factor in early childhood education: rigor, honesty, kindness and courtesy. These qualities should determine the importance of the educator to the learners. The personal qualities influence the skills of teaching and training.

In the book “Critical analysis, strict discipline and personal responsibility must be the daily routine of every leader's work” by President Sh. Mirziyoev cited that “Independent thinking, dedicating modern science and professions, dedication to country, his people, continuing what we started The most mature and capable leader is the one whose mission is to bring the next generation to perfection”.¹ Indeed, in the development of socio-economic relations in the 21st century, it is becoming increasingly clear that human intelligence and spirituality are the main coordinating, developing factors and tools. That is why humanism has emerged as the basic principle of building a legal, democratic state and a free civil society based on a market economy.

It is well-known that the quality of education is a complex description of professional understanding and determined by the ability and professionalism of a successful professional to meet the requirements of economic development at the current stage of development.

The leader's coordinating function in improving the quality of education ensures an effective transition to a new situation, which helps achieve the goals.

It is important to implement the coordinating function in order to improve the quality of education.

The coordination function of manager impact on the governance system “administration” performs in the following cases:

- first, any kind of management is a targeted activity;
- Secondly, governance is different from all other activities;
- thirdly, there is an objective separation of control and controlled subsystem elements;
- Fourth, governance is characterized by the need to move the system from one quality condition to another.

The scientific literature highlights the common features of governance in education:

1. Management is the activity of entities that ensure the purpose and organization of the work of people in any institution.

2. The management of any social organization may be directed at the creation, establishment, operation and development of that organization.

3. Governance is implemented through four management actions: planning, organization, management and supervision.

4. Governance in any field may be effective if it has purposefulness, systematic, predictability, periodicity.

5. Governance can be effective in any area of activity if it meets the following requirements:

a) the control mechanism corresponds to the complexity of the object and the capabilities of the subject;

Мирзиёев Ш.М. Танқидий таҳлил, қатъий тартиб-интизом ва шахсий жавобгарлик – ҳар бир раҳбар фаолиятининг кундалик қоидаси бўлиши керак. –Т.: Ўзбекистон, 2017. – 102 б.

- b) sufficient resources (time, solutions and etc.) are available;
- c) criteria have been selected correctly;
- d) a well-developed feedback system exists;
- d) the human factor.

6. Governance of any social organization can be fully described and implemented through management functions, organizational structures and organizational mechanisms.

All over the world educational institutions have being created their own educational quality system that meets the requirements of “personality”, “state” and “society”.

The quality of pre-school education is determined not by the content of the curriculum, its implementation, the curriculum, but by the quality of the learning outcomes associated with the knowledge, skills and abilities that children accomplished. Therefore, nowadays “personal interests and the priority of education” play an important role in the upbringing of a person today.

A perfect person is a person who is fully developed, mentally and spiritually mature, physically and spiritually strong. It is important to develop these qualities in our children, who are brought up in preschools, because the prosperity of our state and homeland is inseparably linked with the quality of education and upbringing given to today's young generation.

In preschool education, it is necessary to organize the activities of leaders, educators, staff, parents and children as “subject-matter”. It is important to recognize that pedagogical collaboration is not possible at all stages of the preschool education process. For this purpose, the learning process should be transparent and based on the exchange of information.

The quality of pre-school education on basis of humanitarian factors that is inextricably linked to such processes as subjective factors: talent and ability of the individual, ability to effectively solve production tasks. Interpersonal cooperation is manifested in the following:

- sign of talent;
- education;
- ability;
- talent;
- conditions of family upbringing;
- educational institution;
- behavior.

The collaborative learning process evolves through:

- creative individuality;
- the process of self-improvement and improvement;
- creative experience of realization of own potential.

The following are the main requirements of the specialist to ensure the necessary and sufficient level of training for pedagogical work:

- acquirement knowledge in pedagogy and psychology, work on himself, plan, evaluate, re-establish the educational process;
- formation of didactic motivation for learners;
- aware the developmental features of learners;
- ability to master and practice ICT and foreign languages;
- awareness of universal and multicultural values and their use in the course of their activities;
- participation in the social life of the country;
- innovation in the learning environment, good at subject;

- courtesy, tolerance, commitment to empathy, leadership, activity and initiative, responsibility;
- analysis of his activities, planning of competence effects, setting goals and objectives, forecasting, self-expression, correcting deficiencies and others.

It is not enough to be master pedagogical theory in order to be a competent teacher in every field. Because, pedagogical theory sets out general rules of teaching and upbringing children, generalized methodological ideas. Emphasis is placed on the individual characteristics of the teacher.

At the same time, a modern teacher is required to act as a mature person, with great moral qualities, a combination of human qualities. The requirement proves that teachers should be the creators of the educational process as a person possessing high pedagogical skills and technical skills, knowledge of the secrets of pedagogical competence and rich cultural skills.

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