

PEDAGOGICAL AND PSYCHOLOGICAL PROBLEMS OF TRAINING TEACHERS- EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS IN THE SYSTEM OF HIGHER EDUCATION

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ANNOTATION

This article talks about improving the preschool education management system, introducing completely new approaches to training, retraining, advanced training, selection and development of preschool education workers in the higher education system.

Keywords: professional quality, innovative method, concept, interactive teaching methods, innovative method, professional and creative activity, organization, management, development of professionalism, strategic management, management fundamentals.

V nashey respublike osoboe vnimanie udelyaetsya sovershenstvovaniyu sistemy upravleniya doshkolnym obrazovaniem, vnedreniyu sovershenno novykh podgotovke k podgotovke, perepodgotovke, povysheniyu qualificatsii, otboru i razvitiyu rabotnikov sistemy doshkolnogo obrazovaniem. In particular, in the context of the concept of the development of the school education system of the Republic of Uzbekistan until 2030, the level of training of managerial and pedagogical staff and the promotion of professionalism will be resolved with the improvement of the system of training and retraining of the school education system with the obligatory introduction of the foundation of strategic management, finance and NP-management, vydelennyx and kachestve prioritynyx.

Novoe kachestvo doshkolnogo obrazovaniya obespechivaetsya ne tolko ego sodержaniem, no i lichnostyu, professionalnoy kompetentnostyu i upravlencheskimi kobnostyami pedagoga, rukovodyashchego deyatelnostyu obrazovatelnoy organizatsii. S etoy tochki zreniya neobhodimo sovershenstvovat sistem podgotovki upravlencheskikh kadrov doshkolnyx obrazovatelnyx organizatsiy, vnedryat metody s kriticheskoy i analiticheskoy napravlennostyu etogo processa.

Voprosy povysheniya effektivnosti obrazovaniya v sisteme doshkolnogo obrazovaniya, organizatsii i upravleniya pedagogicheskimi protsesami, napravlennymi na vsestoronnee razvitie detey P. Yusupova, F. R. Kadyrova, Sh. Shodmonova, Sh. Sodikhova, D. Babeva, G. E. Dzhanpeisova, N. issledovali takie pedagogy, psychology and philosophy, kak Abdullaeva, M. Berdieva, N. Rejametova.

Uchenye SNG E.A. Avilova, A. Arushanova, M. Bakina, E. Burn, R.S. Bure, L.F. Ostrovskaya, N.A. Vasileva, A.A. Verbitsky, G.B. Monina i dr. rassmatrivayut tekhnologii organizatsii obrazovaniya, orientirovannye na lichnost obuchaemogo. the child was born.

Vo vsestoronnem razviti h uloveka i ego professionalnom stanovlenii kak spetsialata vedushchee meso zanamiyut ego actualnyi uroven znani i lichnostnye kharakteristiki. Poetomu v processe obucheniya kajdy obuchayushchiysya doljen priobresti opredelennye znaniya, umeniya i lichnostnye kachestva.

Professional znaniya, umeniya i navyki, formiruemye na osnove opredelennogo urovnya znaniy i lichnostnykh kachestv budushchego spetsialata, doljny takje sluzhit razvitiyu takikh kachestv, kak tselestremennost, verennost, detskost u spetsialistov sfery doshkolnogo obrazovaniya. Pedagogi-vospitateli, prejde vsego, doljny byt tvorcheskimi, obladat shirokim voobrajeniem, mirovozzreniem i mishleniem, krepkoy pamyaty, imet vysokiy uroven emotsionalnogo self-control. Pedagogical practice, organization with educational processes and auditors, plays an important role in the formation of the qualities of future pedagogues and educational organizations.

Active participation in pedagogical practices, marking of labor activities of experienced methodologists and teachers, training and final secret of professional mastery, effective organization of pedagogical activities in the future, necessary for successful organization of educational activities in the future. Izuchenie peredovogo opyta pedagogov pomogaet im obektivno otsenit uroven svoego professionalnogo razvitiya i uvidet imeyushchiesya probely vo vremeni.

Neobkhodimo izuchit imeyushchiesya znaniya, professionalnye sklonnosti i pakorosti pedagogov-vospitateley v organizatsii pedagogicheskogo protsesa, napravlennogo na obespechenie ix professionalnogo razvitiya.

The process of professional development of pedagogues-teachers begins with the acquisition of communication skills and pedagogical skills. Neobkhodimo opiratsya na sovremennye podkhody i kontseptsii v predostavlenii znaniy, kotorye posluzhat obespecheniyu professionalnoy podgotovki budushchih pedagogov-eduspitateley. Sootvetstvenno, neobhodimo uchityvat mirovoy opyt pri obespechenii sovremennykh professionalnykh znaniy budushchix pedagogov-vospitateley. Iz-za sovremennogo urovnya razvitiya doshkolnogo obrazovaniya nevozmojno stat zrelym spetsialistom bez ovladeniya obespechivayushchimi ego pedagogicheskimi i psychologicheskimi znaniyami.

Neobkhodimo ukrepyat navyki samostoyatel'nogo obucheniya, chtoby obespechit professionalnoe razvitie pedagogov-vospitateley, nauchit ix effektivno upravlyat pedagogicheskimi protsesami. A modern pedagogue-educator has the following professional qualities:

- theoretical and empirical thinking;
- Stremlenie reshat professionalnye voprosy raznoy slojnosti;
- poluchit opyt tvorcheskogo myshleniya;
- pedagogical and objective method of analysis;
- obespechenie tochnosti realizuemykh pedagogicheskix deystviy;
- delat logichnye, posledovatelnye vyvody;
- nalichie yasnogo pedagogicheskogo mishleniya;
- Strimitsya k effektivnomu ispolzovaniyu sredstv obucheniya v protsesse doshkolnogo obrazovaniya;
- Such as the ability to perform specific mental operations and pedagogical processes.

Vajno stremitsya k obespecheniyu kachestva i effektivnosti pedagogicheskikh protsesov v sovremennom doshkolnom obrazovanii. V obespechenii effektivnosti reform v sfere doshkolnogo obrazovaniya osoboe znachenie imeyut professionalnye navyki i upravlencheskiy potencial pedagogov. Trebuetsya dobitya formirovaniya professionalnykh kompetentsii v protsesse

obespecheniya ideologicheskimi i politicheskimi znaniyami pedagogov-vospitateley. Iskhodya iz trebovaniy i prakobostey, svyazannyx s razvitiem doshkolnogo obrazovaniya, podgotovka kvalifitsirovannyx pedagogov-vospitateley osushchestvlyetsya putem formirovaniya u nix professionalnyx interesov, prakobostei i knobostey.

Nekhodimost organization of pedagogical processes and systems of preschool education with the use of innovative pedagogical technologies and a normative-legal base, adopted in the sphere of preschool education, enrichment of the basic principles of new approaches, and practical pedagogical organization, today and today. s uluchshennymi program.

Neobkhodimo strogo priderjivatsya principa obespecheniya harmonii obrazovaniya i obshchestvennoy jizni v formirovanii professionalnogo masterstva pedagogov-vospitateley doshkolnoy obrazovatelnoy organizatsii. It is not the basis of the future pedagogy-educator's plan to teach content, forms, means and methods of educational work. Budushchie pedagogy-educator doljny osvoit priemy vovlecheniya detey v obshchestvennyuyu deyatelnost. Vse eto slujit osnovoy dlya razvitiya dukhovnyx kachestv u uchashchixsya.

Vajno donesti do uchashchihsya neobkhodimost opiratsya na opredelennye principles dlya obespecheniya effektivnosti protsesa doshkolnogo obrazovaniya. Mass meropriyatiya, festive evenings, different excursions doljny dovidatsya do soznaniya pedagogov-eduspitateley dlya razshireniy dukhovnogo mira detey, mirovozreniya, systematic organizovyvat pedagogicheskie protsessy, slujashchie podgotovke ix k conducteniyu takikh meropriyatiy.

Dlya chtoby pedagogy-vospitateli organizatsiy doshkolnogo obrazovaniya preuspeli v svoey deyatelnosti, neobhodimo v protseuse vyshego pedagogicheskogo obrazovaniya priobresti professionalnye navyki i kachestva, kharakennye dlya pedagogici.

Ispolzovanie kakix-to permanentnyx, neizmennyx metodov i priemov v vospitanii detey v doshkolnyx obrazovatelnyx organizations netselesoobrazno. Pedagogy should be regularly trained in new pedagogical technologies. Oni vseгда doljny proyavlyat initsiativu and collective i serezno reshat postavlennye pered nimi pedagogicheskie zadachi. Esli u pedagogov-spitateley net enthusiasm, ix pedagogicheskaya deyatelnost ne budet produktivnoy. Vajno nayti novye metody i tekhnologii i ispolzovat ix vmesto nix. Pedagogi-educators enter pedagogic sotrudnichestvo s uchashchimisya, razlichnymi po svoemu povedeniyu, sklonnostyam, stremleniyam. Esli ego pedagogicheskaya deyatelnost karakterizuzuetsya formalnostyu i poverkhnostnostyu, takaya deyatelnost ne dast ojidaemogo rezultata. Esli pedagogy-educators are looking for new methods, methods and technologies to get training and regular use of data in order to ensure the effectiveness of the educational process.

My pedagogues-educators need to remember not only age-specific characteristics, but also individuality when carrying out educational work. Deti otlichayutsya svoim povedeniem, character, inclination. Sleduet takje otmetit, chto odni deti bystro poddayutsya vliyaniyu vzroslyx, a u secondih etot process protekaet bolee slojno. Odni uchashchiesya uverenno i staratelno i vnimatelno vpolnyayut ruptchennuyu rabotu, secondie bystree poddayutsya vliyaniyu tona komandy.

And the result is the systematic training of future pedagogues-educators to manage the process of early childhood education, the analysis and management of literature, the situation of education and practice, and the development of professional qualities of future pedagogues-educators.

established in each family.

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