

**Neue methodische Ansätze zur Verbesserung der Qualität des pädagogischen Personals der Vorschulerziehung in der Republik Usbekistan.**

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**Anmerkung**

In diesem Beitrag werden die Ergebnisse der Analyse des Standes der untersuchten Fragestellung in der Praxis diskutiert, die die Bedeutung der Verbesserung der Qualität der Lehrmittelausbildung in der Vorschulerziehung aufzeigen, um die Qualität der Vorschulerziehung zu verbessern. Wobei der Autor anmerkte, dass es wichtig ist, regelmäßige Schulungen und Schulungen für Lehrer und Methodiker von vorschulischen Bildungseinrichtungen zu organisieren, um die Qualität des Bildungsprozesses zu verbessern.

**Schlüsselwörter:** Lehrer, Vorschulerziehung, Verbesserung der Bildungsqualität, Kompetenz, Bildungsprozess, Schulungen, Schulungen, berufliche Tätigkeiten.

**New methodological approaches to improving the quality of pedagogical staff of preschool education in the Republic of Uzbekistan.**

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**Abstract:** This article discusses the results of the analysis of the state of the studied issue in practice, which indicate the importance of improving the quality of teaching staff training in preschool education, to improve the quality of preschool education.

Where the author noted that it is important to organize regular training courses and trainings for teachers and methodologists of preschool educational institutions in order to improve the quality of the educational process.

**Keywords:** teacher, preschool education, improving the quality of education, competence, educational process, training courses, trainings, professional activities.

### **Introduction**

All over the world, the process of globalization is gaining momentum. In this regard, the development of society through high-quality education of young people, which is the main support in mastering modern knowledge and technologies, in their implementation into practice, is of particular importance. Based on this, the scientific analysis of the development of the education system, transformations in this area and existing problems is becoming one of the most important tasks facing different branches of science.

In a number of leading research centers and universities in the world, research is being conducted on the development of personal and creative abilities of pupils and students, stimulating their independent thinking, the transition from traditional education to modular, focusing on professional activities, involving them in independent work in the learning process. In this regard, the conclusions drawn on the basis of international research based on the results of introducing into the sphere of experience that has proven itself in practice, serving to improve the quality of education are important.

After Uzbekistan gained independence, large-scale reforms began to be carried out in the education system, as in all spheres of society. In this process, along with achievements, a number of shortcomings and problems were identified.[12]

In this regard, the Strategy of Actions for the Further Development of the Republic of Uzbekistan defines priority tasks - “expanding the network of preschool educational institutions and radically improving conditions in these institutions for

the comprehensive intellectual, aesthetic and physical development of children, ensuring the availability and significant increase in the coverage of children with preschool education, increasing the level of qualifications of teachers and specialists”[1], which, in turn, is of particular importance for improving the quality of education of teachers in the preschool education system.

Quality education is viewed in the modern world as a benchmark for development in the national education system. Quality in education is the focus of UNESCO's most important Education for All program, which clearly states that the quality of education is a determining factor in the involvement of children in education. Also at the meeting of the "round table" of ministers of education, organized by UNESCO in 2003 in Paris, quality education was recognized as absolutely recognized.

### **Main part**

The concept of "quality" is multifaceted and capacious. In the dictionary of E.S. Tregubova [8], it is designated as “a philosophical category that expresses the essential certainty of an object, thanks to which it is precisely this and not another, this is a characteristic of objects that is found in the totality of their properties. The quality of knowledge is revealed as a multidimensional analysis of the assimilation and application of knowledge by a person in various activities. The main parameters of the quality of knowledge in the system are: completeness, depth, efficiency, flexibility, awareness”[ibid.].

In the explanatory dictionary, it is designated as "the degree of dignity, value, suitability" and this degree can equally relate both to a thing and to an action, service, system.

The category "quality of education" is studied from the point of view of various approaches.

The first group of researchers interprets this concept as a formed level of knowledge, abilities, skills and socially significant personality traits [2.].

The second is focused on the compliance of the set of properties of the educational process and its result with the requirements of the standard, social norms of society, personality [4].

The third group - for compliance with the expectations and needs of the individual and society [9]. At the same time, the quality of education is determined by a set of performance indicators and the state of the education process (content of education, forms and methods of teaching, material and technical base, staff, etc.).

The fourth group - on the compliance of the result with the goals of education, predicted for the zone of proximal personality development [6]. The quality of education is considered in this approach as a set of characteristics of a graduate's education.

The fifth group - on the ability of an educational institution to meet established and predicted needs [2]. The quality of education is considered here as a property that determines the ability of an educational institution to satisfy the needs of consumers of different levels.

The above analysis of approaches to the definition of the concept of "quality of education" allows us to identify the grounds for their systematization, as well as to highlight the accents in the interpretation of this concept. In a broad sense, the quality of education is considered as a set of characteristics of the socio-pedagogical process: the implementation of its goals, modern technologies, as well as the conditions necessary to achieve the dynamics of positive results.

In preschool pedagogy, the quality of education is most often interpreted as a certain level of knowledge and skills, mental, moral and physical development, which students achieve at a certain stage in accordance with the planned goals; the degree of satisfaction of the expectations of various participants in the educational process from the educational services provided by the preschool educational institution. The conducted theoretical analysis of the concept of the quality of education allows us to conclude that improving the quality of preschool education in our republic is possible

due to the integrated use of the main methodological approaches to assessing the quality of preschool education. Let's list them.

The axiological approach, which follows from the doctrine of values, is a philosophical and pedagogical strategy that shows the ways of using pedagogical resources for personal development and offers prospects for improving the education system. This strategy consists in the development of the preschooler's axiosphere - a "system-hierarchical mental structure", which is formed by "the whole set of various relationships of a person to the world and to himself, generated by vital needs and modified by the system of symbols and cultural means. A distinctive feature of the axiological approach is that the fundamental principle of upbringing and development is the formation of moral consciousness in children, which involves the disclosure of the content and demonstration of the social and personal significance of various national and universal values, while focusing on the priority of universal values. ).[4; 71p.]

The sociocultural approach presupposes the need to form a value-based and, on its basis, a responsible attitude of a person to the world around him, as a basis for "entering" Culture; the organization of such an educational process and the creation of such an educational environment so that the formation of a personality proceeds in the context of a common human culture, taking into account the specific cultural conditions of a person's life; determination of the content of education at the level of the content of modern world culture; organization of the child's interaction with the world of Culture: at all levels (micro-, meso-, macro-); within all age subcultures (peers, seniors, juniors). [4; 75]

Competence-based approach, requiring the improvement of ways in the work of a preschool educational organization, the use of new forms, methods and techniques for the development of education, through the creation of other activities of preschool education. It is necessary to integrate such scientific and methodological

developments that provide for innovative activities, ensure the creation of basic competencies for children of early and preschool age. [56 p.]

Improving the work and quality of preschool education, it is important to constantly improve the level of training of teaching staff. To achieve this task, it is important to organize regular training courses and trainings for teachers and methodologists of preschool educational institutions.

In order to improve the quality of the educational process during the 2019-2021 academic year, three-stage events were held for pedagogical staff and methodologists of preschool educational institutions, where the goal was taken into account, the content of the events, their organizers and participants were clearly defined.

### **Results**

The first stage of this event followed the goal of forming knowledge of the state requirements and the educational program "Ilk Kadam" among the teaching staff and methodologists of preschool educational institutions. In this connection, training courses and trainings for the training of trainers were organized, where 356 pedagogical personnel and methodologists of preschool educational institutions participated as trainers from all regions of the Republic; the second goal is to form the teaching staff and methodologists of preschool educational institutions skills in organizing methodological work of preschool educational institutions. For this, training courses and trainings were organized under the guidance of professional trainers, where teaching staff and methodologists of preschool educational institutions of the republic participated. The coach is the main character. In the course of any training, the trainer who conducts the training plays a very important role.

Information about the results of trainings held in all regions of the Republic is presented in (table 1).

### **Table 1**

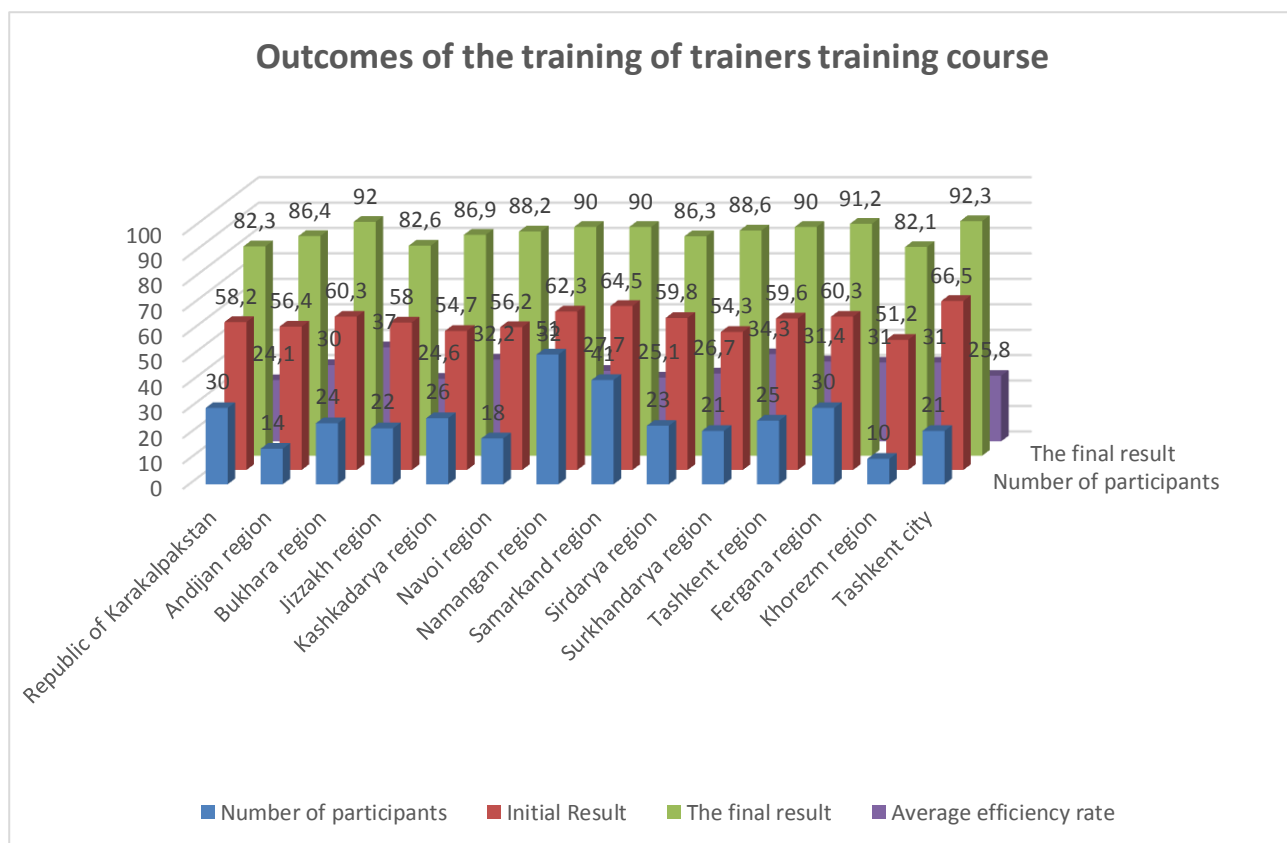
#### **The result of the training course for the preparation of trainers**

#	Regions	Number of participants	Initial Result	The final result	Average efficiency rate
1	Republic of Karakalpakstan	30	58,2%	82,3%	24,1%
2	Andijan region	14	56,4%	86,4%	30%
3	Bukhara region	24	60,3%	92%	37%
4	Jizzakh region	22	58,0%	82,6%	24,6%
5	Kashkadarya region	26	54,7%	86,9%	32,2%
6	Navoi region	18	56,2%	88,2%	32%
7	Namangan region	51	62,3%	90%	27,7%
8	Samarkand region	41	64,5%	90%	25,1%
9	Sirdarya region	23	59,8%	86,3%	26,7%
10	Surkhandarya region	21	54,3%	88,6%	34,3%
11	Tashkent region	25	59,6%	90%	31,4%
12	Fergana region	30	60,3%	91,2%	31%
13	Khorezm region	10	51,2%	82,1%	31%
14	Tashkent city	21	66,5%	92,3%	25,8%

It is important to note that according to the results of initial and final testing, the average efficiency of training courses aimed at developing methodological competence for educators and methodologists of regional departments of preschool education was 25.8%.

The second stage, provided for two goals, the first goal was to study the methodology for introducing the state curriculum "Ilk Kadam" into the educational process of preschool educational institutions, educational trainings were organized by

the international children's development fund "UNICEF", where teachers participated as trainers from all regions Republic; the second goal is to form teachers' knowledge on inclusive education of children, regional trainings were organized for pedagogical staff and methodologists, all teachers and methodologists of the preschool educational institutions of the Republic (Diagram 1 and 2).

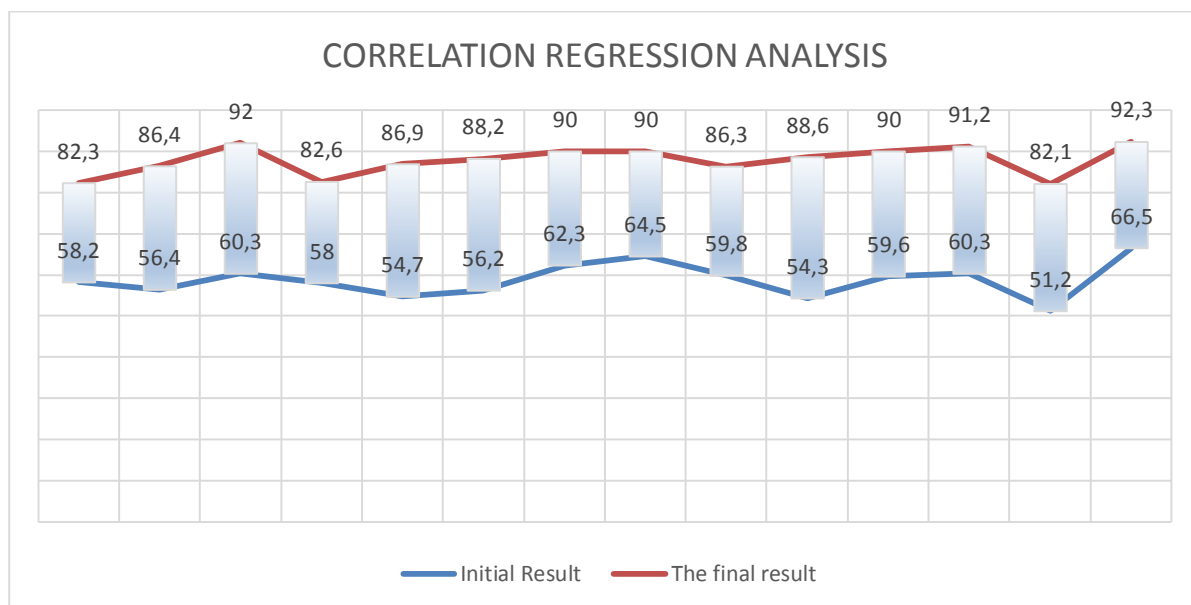


**Diagram 1. Results of the training course for training of trainers by region.**

The third stage, provided for the goal - the introduction of the State Curriculum "Ilk Kadam" and the State Requirements for the Development of Children of Early and Preschool Age for the conduct of regional trainings, events were organized to train national master trainers, regional trainings were also organized, each city, district, trainings were also organized in cities and districts, teachers and preschool educators participated, the coverage was 33,229 teachers and educators. And also, according to the results of initial and final testing, the average



efficiency of training seminars for educators and methodologists of regional departments of preschool education was 30%.



**Diagram 2. Correlation-regression analysis of the obtained results.**

It should be noted that work is actively underway with pedagogical colleges of the Republic, where the management studied the activities in all areas of 97 pedagogical colleges in the Republic and prepared an extended report and recommendations for the further development of their activities.

Recommendations have been developed for the creation of preschool educational institutions and the organization of preschool groups for children 6-7 years old on the basis of colleges. Proposals have been developed for the training of pedagogical personnel for preschool educational institutions on a contract basis, as well as the organization of training centers on the basis of colleges located in the centers of the regions.

Together with the State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan and the Ministry of Preschool Education of the Republic of Uzbekistan, attestation of

pedagogical personnel of preschool educational institutions with higher education was carried out to obtain the category.

It should also be noted that in 2019-2021, applications for obtaining category II from 3762 teacher-educators were submitted for certification, to date 1165 teachers of preschool education have received category II.

Speaking about the effectiveness of the ongoing activities aimed at improving the quality of preschool education, it is important to note that these activities need to be carried out constantly.

And it is prospectively planned to carry out certification of preschool teachers with higher education for them to receive the II category, comprehensive work should be carried out with the pedagogical colleges of the Republic on organizational and educational activities, as well as the organization of preschool education and preschool courses for children of 6-7 years old;

Constantly organize seminars and trainings for educators on spiritual and educational work and to improve methodological competencies.

Also conducting trainings for teachers on the implementation of the State Curriculum "Ilk Kadam" and State requirements for the development of children of early and preschool age.

In 2019 and 2020, the republican stage of the competition "Best educator of the year-" was organized and held, where the winners in five nominations were determined and awarded, and were also separately awarded with diplomas.

In order to train scientific personnel, internships and improve the qualifications of teaching personnel in foreign countries, in 2019 from among the employees of the preschool education system, on the basis of selection, candidates were presented: 97 candidates for the El-Yurt Umidi Foundation; to the institute for the training of promising personnel on the study of youth problems at the State Academy of Management under the President of the Republic of Uzbekistan for training 37 candidates for 4-month courses; to the State Academy of Management

under the President of the Republic of Uzbekistan: Master's degree 19 candidates for specialists; retraining (4 months) of 24 candidates for specialists; retraining (10 months) 8 candidates of specialists.

### **Conclusion**

At the same time, further steps are outlined in the management of improving the quality of preschool education, These include: development, approval of the concept for the further activities of pedagogical colleges; comprehensive work with pedagogical colleges of the Republic on organizational and educational activities, as well as the organization of preschool education and pre-school training courses for children 6-7 years old; organization of methodological centers to help preschool educators on the basis of pedagogical colleges; certification of teachers of preschool educational institutions with higher education for their receipt of the 1st category; studying the pedagogical activity of educators by assessing knowledge and skills in professional activity; conducting regional seminars, trainings on the implementation of the State Program "Ilk Kadam" and the use of innovative technologies in the educational process and training seminars on the implementation of 5 initiatives of the President of the Republic of Uzbekistan; joint work with higher educational institutions of the Republic of Uzbekistan and foreign countries.

Thus, the following integral criteria for assessing preschool education can be distinguished, which determine the quality of preschool education: ensuring the well-being of the child, his comfortable stay in kindergarten; the readiness of the kindergarten to preserve the health of the child, to ensure the necessary correction of developmental disabilities; orientation of preschool education on the success of the child at the next stage of education; meeting the needs of the family and the child in the services of preschool educational institutions.

### **Recommendations**

Solving the problems of improving the quality of preschool education in preschool education requires a systematic approach to its assessment. An important condition for objectivity is the systematic and regular procedures for collecting and

assessing data on the quality of educational activities of preschool educational institutions.

Based on the foregoing, it can be concluded that problems have been identified and ways to solve them have been identified in order to more effectively improve the quality of preschool education: We list these problems and ways to solve them.

1. Despite the fact that seminars were held, trainings and training courses, the methodological competence of educators remains at a low level. In order to eliminate this problem, the following ways of solving them have been put forward:

- creation of methodological centers on the basis of pedagogical colleges with the methodological assistance of educators. Systematically conduct training courses and trainings at the end of the week;

- conducting training seminars by trainers prepared by the Ministry of Preschool Education and UNICEF;

- increasing the responsibility of the methodologists of preschool education and the District Department of Preschool Education.

2. Low proportion of teaching staff with higher education (32% of educators with higher education, 68% with secondary education). To eliminate this drawback, it is proposed:

- attraction of university graduates and retraining courses to newly opened preschool educational institutions;

- organization of retraining courses for teachers of other areas;

- an increase in quotas for admission to higher education institutions.

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