

## **VERBESSERUNG DER BERUFLICHEN PÄDAGOGISCHEN VORBEREITUNG VON SCHÜLERN AUF DIE INTERAKTION MIT KINDERMECHANISMEN**

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**Kurzfassung:** Die Einzigartigkeit der Ausbildung liegt im Erlernen theoretischen Wissens und notwendiger praktischer Fähigkeiten und der Technologien ihres Erwerbs. Der Artikel beschreibt die Besonderheiten des personenorientierten Ansatzes in der Interaktion von Studierenden mit Kindern.

**Schlüsselwörter:** Theoretisches Wissen, Praktische Fertigkeiten, Interaktion von Studierenden mit Kindern, Personenorientierter Ansatz.

## **IMPROVING THE PROFESSIONAL PEDAGOGICAL PREPARATION OF STUDENTS TO INTERACT WITH CHILDREN'S MECHANISMS**

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**Abstract:** The uniqueness of education lies in learning theoretical knowledge and necessary practical skills and the technologies of their acquisition. The article describes the peculiarities of the person-oriented approach in the interaction of students with children.

**Keywords:** theoretical knowledge, practical skills, interaction of students with children, person-oriented approach.

Improvement of professional pedagogical preparation of students for interaction with children in the educational process creates the following professional and pedagogical opportunities: organization of communication with children; operative transition to personal and professional relationship in organizational processes; ways to get out of different situations in relationships; organization of individual contact with children; expansion of positive-directive pedagogical requirements; implementation of verbal and non-verbal interaction, etc.

D. Bekova, the interaction of people with each other takes place in the form of communication as a type of activity, in which the full improvement of a person as a person, as a subject of activity and individuality takes place [1].

In her scientific works, F. Valikho'jaeva can be noted that the nature of pedagogical communication affects not only the level of assimilation of the taught information, but also the pedagogue's and students' self-realization of their capabilities, and the re-transformation of the inner world of the individual [2].

According to B.R.Djuraeva [3], pedagogy has a psychological and functional structure of professional-pedagogical training that models the professional activities of students of higher educational institutions.

The following basic requirements are imposed on modern pedagogical personnel:

- high qualification and professionalism;

- having specialized knowledge, skills, qualifications and pedagogical skills;
- pedagogical ability, talent and pedagogical technique;
- professional mobility, flexibility;
- ability to quickly adapt to changing life situations;
- independent and critical thinking;
- the ability to notice conflicts in the process of pedagogical activity and eliminate them in time;
- ability to use modern pedagogical and information technologies;
- the ability to use the acquired knowledge where and how;
- creating new ideas;
- possession of creative thinking;
- the ability to receive information and use it correctly, etc.

If the formation of the above professional elements is achieved in students, the following successes will be achieved in their work:

First, the student develops the necessary skills that help him to perform the activity effectively.

Second, the student will acquire communication and teamwork skills. Thirdly, the student will have the necessary foresight and prediction skills.

Fourth, the student active vital position and to labor high motives is formed.

Fifth, when dealing with students, the ability to quickly and clearly find the necessary words, tone of speech, look, gesture, calmness and clear thinking and analysis in unexpected pedagogical situations is formed.

Mastering the technology of a person-oriented approach means learning how to build the education-education process in such a way that at each stage of it, the important functions of a person should be manifested: choosing values, reflecting on the content of one's activities, and realizing one's abilities and talents. The following tasks were defined:

- 1) formation of professional training components in accordance with the allocated stages;
- 2) teaching students to interact with children during pedagogical practice;
- 3) improvement of students' motivational-valuable attitude to pedagogical activity, professional personal qualities, theoretical and practical knowledge, skills and qualifications of organizing children's various activities;
- 4) expansion and strengthening of students' professional adaptations [6]; students' interaction with children also requires pedagogical skills [7].

Another approach to improving the professional pedagogical training of students for interaction with children is the communicative-technological approach, the behavioral aspect of students' external behavior or interaction: verbal and non-verbal means of communication, professional-pedagogical skills, positive attitude towards children, style of pedagogical communication, pedagogical value orientation, envisages that they acquire a system of social reflections.

In the process of professional training, the acquisition of the technology of interaction with children by students of pedagogical higher education institutions increases the level of professional training of students for interaction with children.

The components of professional training are implemented on the basis of clarifying the content of the components of interaction with children in the future professional activities of students. This, in turn, is built on the basis of the analysis of the professional functions of the educator, and it takes into account not only the professional competence of the person, pedagogical skills for the profession, specific requirements for his mental and social qualities, but also the professional and pedagogical orientation of the student.

The requirements for the development of children based on mutual relations determine the educational process based on the psychological characteristics of children. During the interaction, the student and the child need thinking skills, mutual understanding and cooperation skills.

In the course of studying in an educational organization, students are expected to have a moral-will attitude, moral-will readiness to study, the child's moral behavior, moral feelings and consciousness in the development of a new social point of view. is caught. Also, during the relationship, the child's ability to manage his own behavior improves, he learns to show determination in achieving the set goal.

define the ethical aspects of improving the students' readiness for interaction as the main directions of the professional training of the pedagogue-educator for interaction with children, aimed at forming personal qualities, motivational-value relationships, theoretical and practical knowledge, skills and qualifications, which are part of the training components.

Communication is a two-way process. The specificity of students' preparation for interaction with children was divided into stages of the process of professional training.

The first stage is professional-directive, the main content of which is to create orientations of students for pedagogical activities. For this purpose, we suggest that students acquire the basic skills of professional communication and interaction, use various forms of group activities (role-playing games, collective creative works, problem discussions). As a result, students are oriented towards fundamental theoretical training, communication and interaction in various interpersonal settings [4].

The second stage is theoretical, its purpose is to gather theoretical psychological-pedagogical knowledge on an individual approach to interaction with children and to form research skills [4].

The third stage - design-teaching, it allows to optimize the process of formation of practical and intellectual skills and qualifications in students of pedagogical higher education institutions , to form a motivational and valuable attitude to the implementation of interaction with children. It creates conditions for creative understanding and use of knowledge, skills and abilities [4].

The fourth stage - educational-practical, technological-acquired interaction is aimed at strengthening skills and competencies and is related to the acquisition of person-oriented interaction technology in the process of pedagogical practice of students . At this stage, deepening of the personal motivational basis of activity, strengthening and expansion of communicative mechanisms in the structure of the

educator's personality takes place [4].

The fifth stage envisages professional - practical - independent pedagogical activity . Its purpose is the preparation of students of pedagogic higher education institutions for the conditions of independent professional activity. At the same time, it serves to strengthen a person's pedagogical orientation, self-identify him in the professional environment and confirm him as a specialist, which can be considered as the final stage of the formation of the educator's professional training.

In the process of pedagogical practice, students learn the communicative aspects of interaction in a practical way. They improve their practical skills and competencies in the seminars. Forms of students' work with children correspond to the level of improvement of the chosen motivational field, taking into account the intended result.

It is necessary to master the necessary amount of theoretical knowledge to organize and manage the process of interpersonal interaction. The complexity of interactions in the educational process ensures the integrity of the student's professional training as a complex personal new product, all components of which are interrelated.

students' professional preparation for interaction with children includes theoretical and practical training.

Theoretical preparation is a component of pedagogical-psychological preparation for pedagogical activities. Theoretical preparation includes acquisition of psychological and pedagogical knowledge, development of mental skills.

Most of the participants explained the lack of stable motivation of interaction with children by the lack of practical work experience, lack of necessary psychological and pedagogical knowledge. From this, it can be noted that insufficient improvement of theoretical and practical training hinders the formation of professional-pedagogical motives, which is also confirmed by the results of the emphasis stage of experimental work.

positive dynamics of changes in motivational and theoretical preparation, communicative skills and improvement of skills are associated with the comprehensive program of gradual improvement of the personality of students of higher educational institutions of pedagogy , the use of active forms of teaching [5].

As the next stage , it is intended to create conditions for the implementation of the communicative-technological model of teaching students to interact with children, which involves gathering practical experience in organizing interaction, connecting it with the acquired theoretical knowledge and incorporating it into the educator's personality.

Psychological-pedagogical skills and competences serve the successful implementation of communication in accordance with the purpose, help to organize interaction with children and improve motivational-value relations.

The form of transition from theoretical educational activity to practical professional activity is used. Person-oriented interaction provides for integrated teaching, and the integration of psychological and pedagogical knowledge and their strengthening in pedagogical practice ensures a high level of understanding of the management of children's activities, allows students to form motivational and

practical readiness for interaction with children.

We distinguish the logic of the implementation of pedagogical influence by students in the process of interaction with children, which includes: the process of setting a pedagogical problem and solving it; development of a system of pedagogical influence methods selected to solve the problem; implementation of pedagogical influence. In this case, the didactic effect should have a certain communicative support. In this context, the problem of finding and constructing a communicative issue suitable for the pedagogical issue arises. Therefore, the education of building a communicative issue should come from the following [5]:

The technology of the teacher's interaction with children is carried out through a number of stages:

1) understanding the gnostic-pedagogical task as an indispensable condition for its effective solution and choosing the optimal option of pedagogical influence;

2) analytical-initial data analysis, the reliability of which also determines the accuracy of the pedagogical decision;

3) putting forward a prognostic hypothesis, modeling the future interaction with children by the pedagogue in the process of preparing them for direct activities with children; the pedagogue must have developed pedagogical thinking, the ability to predict, and know child psychology well;

4) determination of children's characteristics for systematic-pedagogical-children's personality;

5) determining the system of systematic-communicative-communicative tasks, that is, planning the future educational interaction as communication;

6) the initial stage of communication - organizing direct communication with children during the initial interaction with them;

7) technological stage - developmental education - management of communication in the process of education ;

8) analytic -synthetic k stage - performed interaction relationship analysis and the interaction identified during the analysis modeling the communication system for future activities, taking into account the positive and negative sides of the relationship [ 5 ];

content of each button is children by students tasks for professional-pedagogical preparation for interaction with the student children future with mutually An important condition for modeling the relationship is focused on providing emotional unity.

A student should plan his interaction with children, taking into account the child's abilities, his individual-typological characteristics, their interests, and the educational tasks that need to be solved in order to attract children to certain activities.

Interaction with children assumes that students acquire a system of pedagogical and communicative behavior: internal communicative behavior (motivational-value relations, social and professional motives, humanitarian personal qualities; self-assessment; cognitive and social development, reflection) take possession of; external communicative behavior (pedagogical communication, pedagogical interactions,

professional-pedagogical and research skills and abilities, verbal and non-verbal means of communication, determining the motives of activity, determining the goals of interaction, knowing the methods and methods of their implementation, methods of building a developing environment mastering) should be mastered.

In conclusion, it can be said that students should know the norms of an individual approach to choosing the right method of relations with children, study the relations of children with other children in the group, analyze the levels of development of children using the system of control tasks and, based on this, determine the perspectives of children's development, plan the system of relations with them, children's activities organize, manage the pedagogical process, find alternative solutions to possible difficulties, learn to analyze their own behavior and children's behavior, learn to analyze the difficulties that have arisen in managing the process.

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