

## **DAS KONZEPT DER LEHRERAUSBILDUNG DER ZUKÜNFTIGEN SCHULBILDUNGSORGANISATION UND DER INHALT SEINER UMSETZUNG**

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**Anmerkung:** In diesem Artikel werden Inhalt und Wesen des Konzepts der Ausbildung zukünftiger Lehrkräfte an Hochschulen sowie die Mechanismen der Umsetzung beschrieben. Der Inhalt der Umsetzung des Konzepts wurde in den Vorbereitungsrichtungen der Vorschulerziehung der Hochschulen für jede Studienstufe analysiert. Außerdem wurden die Struktur des Innovationssystems für die Ausbildung von Erziehern der zukünftigen vorschulischen Bildungsorganisation und die Hauptkompetenzen des Erziehers festgelegt.

**Schlüsselwörter:** Berufsausbildung, moralische Qualitäten, pädagogische Tätigkeit, berufliche Fähigkeiten, pädagogische Kreativität.

## **THE CONCEPT OF TRAINING TEACHERS OF THE FUTURE SCHOOL EDUCATION ORGANIZATION AND THE CONTENT OF ITS IMPLEMENTATION**

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**Annotation:** this article describes the content and essence of the concept of training future educators in higher education institutions, as well as the mechanisms of implementation. The content of the implementation of the concept was analyzed in the preparatory directions of preschool education of higher educational institutions by each stage of study. Also, the structure of the innovation system for the training of Educators of the future preschool educational organization and the main competencies of the educator has been determined.

**Key words:** professional training, moral qualities, pedagogical activity, professional skills, pedagogical creativity.

In the current conditions of globalization, the search for optimal ways to improve the existing pedagogical system, taking into account the trends in the revival and preservation of the best local traditions of preschool education, has become an urgent task. In the upbringing of the younger generation, the creative potential and professional opportunities of Educators of preschool educational organizations are extremely important.

Today in the field of preschool education there are a number of problems that are waiting for their solution: these are the need to develop and implement a new content of education for preschool children; the problem of providing a sufficient financial, material and methodological support for the preschool system, which also leads to the exchange of personnel. However, the main problem is not in the indicated, but in the field of preschool education, the training of specialists should be ahead of them, not only taking into account the changing needs of society [1].

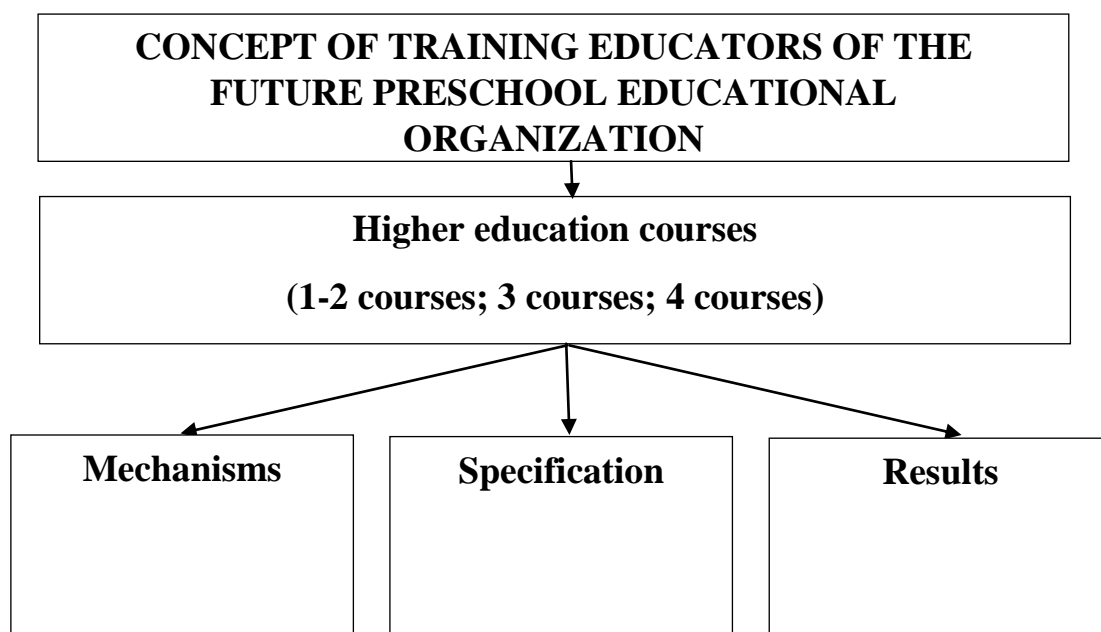
The Humanitarian Paradigm of preschool education cannot be implemented without the personality-oriented training of the future educator. The main directions of this preparation, in our opinion, are to ensure the professional-personal and individual-creative development and self-development of the student. In this regard, education in higher education institutions is considered not only to prepare students for future professional activities, but also as one of the most important stages in their life, for which it is necessary to create all the conditions for self-development, self-knowledge and self-improvement in the formation of the personality of the future Specialist [5].

A concept for the training of Educators of the future preschool educational organization has been developed by us, this concept is implemented in stages throughout the years of study in higher educational institutions. Its idea is to carry out the professional and personal formation, individual creative development and self-development of the Educator of the preschool educational organization.

The system of applying the concept to the educational process of a higher educational institution consists of such elements as periods of study (courses),

mechanisms (States, action, sequence of processes that determine the phenomenon), indicators (information on the development, course, state of its implementation) and results (activity, work, obtained at the end of the result) (Figure 1).

In courses 1-2, the main focus is on the formation of the professional-pedagogical orientation of the personality of the future educator and the development of a positive motivational-valued attitude to his future activities, the formation of the necessary professional and personal qualities (empathy, politeness, reasoning, etc.).



**Figure 1. Scheme for the implementation of the concept of training educators of the future preschool educational organization**

It is known that the professional and personal development of the educator begins with the process of self-knowledge and can only help the educator, who always knows himself, knows how to control himself. This is facilitated by various tasks related to the diagnosis of their abilities and the preparation of individual programs for self-diagnosis, self-development and self-education [2].

The task system is widely used in classes in specialty Sciences. An important part of the work on solving the above-defined tasks is extracurricular work with students: conducting traditional adaptation gatherings. All this makes it possible to quickly get acquainted with the new social role of the student, his future profession, which connects a person with noble activities. Organizing various meetings, visiting

museums, theaters, exhibitions, holding creative evenings will serve to develop the special abilities of the future educator.

At this stage, teachers pay great attention to the development of the skills of independent cognitive activity of students, since a constantly growing flow of information expands the content of education, and higher knowledge from a specialist requires culture. Particular attention is paid to the study of the space and environment in which their education is developing, the components of which are determined. Students will have the skills to recognize availability and effectiveness, assess the field of education, and design.

Indicators of success of the process consist in increasing the level of satisfaction of students with the choice of profession, creating in it the ideal image of the educator, initial awareness of his personal characteristics and their opportunities to achieve this prestige, further learning and leveling of professional knowledge and skills; a fully understood environmentally balanced space and mechanisms for its formation.

The results of the process of training future preschoolers are formed Professional Knowledge, their consistent and purposeful transfer to the field of practical skills in organizing work with children, meeting the set goals; the availability of qualifications for professional activities is considered.

In 3 courses, the tasks of enriching ideas about the content and technologies of preschool education, the basics of its management, the requirements for the activities of the college educator, etc. The peculiarity of this stage is the functional tasks of the educator, methodist and teacher within the framework of regulatory requirements for these professions, as well as the further improvement of the student as a person.

Such subjects as " preschool pedagogy", " child psychology", " preschool methodology " continue to carry out the tasks set in the process of studying preparatory subjects. Great attention is paid to the development of pedagogical thinking of students, the ability to anticipate problem situations and design a solution (design and forecasting skills). The activities of students are reproductive-heuristic in

nature, ensuring the use of these technologies, the solution of pedagogical problems, problematic modular teaching technologies, acmeological technologies, as well as active forms, the organization of the educational process (business Games, trainings), a gradual transition to creativity. Students are involved in educational and professional activities in the process of conducting pedagogical practice on the basis of preschool educational organizations and pedagogical colleges [7].

In the 3rd year, the mechanisms for the implementation of the concept include, in addition to deep theoretical training of students, replenishing the process of obtaining knowledge with creative types of educational, educational and scientific research, research activities. For this, technologies are actively used that help to activate the creative potential of students on the basis of targeted control of permanent and complex educational activities.

Performance indicators of the process are associated with the formation of professional knowledge, skills and qualifications, which together give the content of professional-pedagogical competence.

At the level of extrafunctional and multifunctional groups of qualifications, an important place in the preparation of future preschool education personnel is given to personal and social basic qualifications.

We have identified the composition of the main competencies that should be guided by the innovation system for the training of educators of future preschool educational organizations, which:

- organization-the ability to control one's activities with self-control, set own goals, manage to be rational and systematic with an effective result.
- entrepreneurship-the ability to show professional passion, initiative and independence, efficiency.
- socio-professional mobility-rapid change (retraining) of the profession based on qualities such as plasticity, learning ability, flexibility, willingness and ability to adapt to new socio-economic conditions.

- communication skills and cooperation, which are manifested in the ability to communicate and cooperate in the Labor team, correctly express their thoughts orally and in writing, convey information at an oral and non-verbal level, listen and hear; the ability to work in cooperation with other people, maintain a collective spirit and mutual support.

- creativity-the ability to create original ideas, to be creative.

- aesthetic sensitivity-the ability to see and feel beauty in reality, to create something of artistic value.

- manual skill-as an advanced sensorimotor apparatus (eye, coordination, tactile sensitivity of the fingers, etc.).

- special competence-describes the level of professional knowledge, skills and qualifications in the specialty and the ability to constantly replenish the wealth of knowledge and apply them in practice [2,4,6].

To date, the unambiguous and generally accepted definition of the concept of "basic competence " has not been confirmed, and it needs to be further clarified. At the moment, we understand competency as an integrated professional description of a specialist, including socio - professional competence, professionally important qualities, basic qualifications and socio - professional competencies.

Professionally important qualities are understood as the psychological characteristics, qualities and abilities of an individual that professional activity requires. The composition of the psychological description includes responsibility, decision-making ability, corporatism, independence and other qualities, which constitute the main qualifications and socio-professional competencies.

Competencies are an important pedagogical condition for achieving the goal of education, because thanks to them, students act as active carriers of subjective experience. Competence cannot be determined by a certain amount of knowledge and skills, since conditions play an important role in its manifestation. Having a complex of competencies necessary for the successful integration of student youth into society means being able to mobilize the acquired knowledge and experience in a given

situation. Competence closely links the mobilization of knowledge, skills and behavioral relationships adapted to certain conditions of activity at the same time [8].

General competencies can be effectively developed if the following principles are followed:

a) the child does not initially become a subject of knowledge;

b) education is the unity of two components, such as attachment and self-education;

c) the priority of the student's individuality, self-assessment and uniqueness as an active carrier of subjective experience, which accumulates before the impact of specially organized training;

g) the design of the educational process provides for the possibility of repeating the socially significant standards (samples) established in teaching teaching as individual activities for transformation (transfer) ;

D) the development of a student as a person occurs not only through the assimilation of normative activities, but also through the constant enrichment, transformation of subjective experience;

e) the main result of education should be the formation of cognitive abilities based on the acquisition of relevant knowledge and skills [10].

The peculiarity of the pedagogical goals of the development of general competencies is that they are formed not in the form of the teacher's behavior, but in terms of the influence of his progress and development in the process of mastering a certain social experience. At the same time, the teacher, no matter what he is engaged in, ultimately develops and forms in the student the ability to independently manage his activities, to control himself as a subject.

This can be achieved if the student forms an appropriate regulatory framework for his activities, namely:

a) the main concept is the formation of knowledge and understanding of the surrounding reality;



b) emotional-value basis (formation of the personality's attitude towards the outside world and other people);

C) operational basis-the formation of the ability to act with objects of surrounding reality [4].

The results of students in the 3rd year in accordance with the concept: the formation of a stable positive attitude to the chosen profession, the assimilation of individual functional tasks, the development of pedagogical reflection, the emergence of a need for self-education; the ability to actively participate in the design, creation and implementation of the environment for the development of preschool children.

In the 4th year, the main work is aimed at updating the humanitarian position of the future educator in solving professional problems, enriching the student experience with information about the innovative activities of preschool educational organizations, forming professional responsibility for the result of their activities.

Great attention is paid to the development of an individual style of pedagogical activity, strengthening the creative activity and initiative of students.

Pedagogical conditions will help to carry out the concept of training a preschool educational specialist:

- the availability of modern software methodological support for the content of professional training, the creation of block-module programs that allow the organization of independent activities of students in academic disciplines;

- high professional skills of the teaching staff. The indispensable qualities of a teacher of a higher educational organization should be his high level of knowledge and skill, creativity and need for research activities. If the teacher conducts his research work, is aware of the modern problems of science, publishes not only methodological manuals, but also scientific articles, monographs, the quality of his teaching will be significantly higher, meaningful;

- development and introduction of author's courses, textbooks on current issues of preschool education by educators, constant updating of their topics and content, conducting author's seminars;



- expansion of pilot areas as the basis for the development and testing of innovative projects in the field of content and technologies of preschool education;
- professional cooperation and creative cooperation with leading departments providing training of preschool education specialists [9].

A lecture with extensive pedagogical practice for students to perform all types of professional activities that they perform from the educator to the head of a preschool educational organization, a complex higher education training, which includes theoretical and practical training in modern classes in practical, seminary, laboratory forms. Completion of Graduation qualification work, preparation of diploma projects that combine knowledge and practical skills.

The indicators and results of the training of future preschoolers are the sum of knowledge, skills and qualifications that are reflected in the state educational standards at this stage.

Thus, in order to ensure the modern activities of the preschool educational organization, its constantly increasing quality, it is necessary to train highly qualified pedagogical personnel capable of continuous professional development and improvement only in the higher education system. The training of personnel for modern preschool education should have specific goals as a continuous process, and the training of future preschool educators takes a priority in this.

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