
IMPROVING THE PEDAGOGICAL SKILLS OF PRESCHOOL EDUCATION TEACHERS IN INTEGRATIVE DIRECTION

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ABSTRACT

This article discusses the content of an integrative approach to improving the pedagogical skills of preschool educators. Educators working in preschool educational institutions should be well aware of the optimal organization of forms of education, the theory of the formation of a harmoniously developed personality, the enrichment of it with a variety of new ideas. The fact that the educator model has its own skills in the society not only enhances the effectiveness of the upbringing, but also enhances its prestige in the society, and the students gain respect for it.

KEYWORDS: *Professional Skills, Psychological Knowledge, Sharp Will, Pedagogical Skills, Skill, Educator Model, Educational Effectiveness, And Humane Attitude.*

1. INTRODUCTION

Today's global changes, the day-to-day development of science, technology and information communication technologies require from the educator of the XXI century a wide range of pedagogical skills, sharp will, pedagogical psychological knowledge, deep knowledge and high thinking, political literacy, thinking requires to be. Educators working in preschool educational institutions should be well aware of the optimal organization of forms of education, the theory of the formation of a harmoniously developed personality, the enrichment of it with a variety of new ideas. The fact that the educator model has its own skills in the society not only enhances the effectiveness of the upbringing, but also enhances its prestige in the society, and the students gain respect for it. The organization of practical activities to improve professional skills will help to avoid mistakes made or are being made in pedagogical activities, to achieve success in relationships with educators, colleagues, as well as parents. An educator with high pedagogical skills should be able to understand the child, treat him humanely, and timely resolve any conflicts that may arise if he correctly assesses any pedagogical situation, always be active in pedagogical activity. Should be able to connect with life the noble ideas that instilled in the minds of students in the development of society and the pedagogical process. [1]

2. LITERATURE ANALYSIS AND METHODOLOGY

We all know that an individual's ability to take an active part in society depends on the competencies that are formed in him. The knowledge, skills and abilities acquired by the educator during his / her career are important in developing his / her place and importance in the society. According to V.A. Slastelin, the main indicator of the ability of any activity with a high degree of professionalism of the individual in the field of pedagogical ability, in his opinion, is the acquisition of special generalized skills. Lack of pedagogical knowledge, especially pedagogical psychological knowledge, or denial of it and insufficient attention to its behavior, often leads the teacher to stop researching himself using ready-made materials. This leads to a level of ignorance

towards the educator's personality. The great German educator Adolf Disterverg said that an educator should be constantly engaged in the study of science in order to take his place in society: "An educator should be engaged in science on a regular basis. Otherwise, it will look like a dried tree or a rock. Just as a withered tree and a stone cannot bear fruit, so no result can be expected from such an educator in the future". The educator must first be educated, understand the laws of nature and society in which he lives, be socially active, master the pedagogy of general and preschool education, the psyche and physiology of children, and know the age characteristics of children. [2]

3. RESULTS

Ability is an individual-psychological feature of a person, a set of individual mental qualities that reflect the ability to perform certain activities and the subjective conditions for successful work. The more an educator understands this task, which is designed to guide the educational process, not to teach, not to educate children, the more he will create conditions for his children to be free, enterprising, independent thinking. An educator with a high level of pedagogical ability seems to be watching the educational process from the outside, when in fact the process is controlled. [3]

The great Greek philosopher Socrates called professional educators "obstetricians of thought" at that time. It is important to ensure that new ideas are born in children, not to announce the truth. The first task of the educator in managing the educational process is to set a goal. The goal is a basic factor in pedagogical activity. Directs the general work of educators and children in a certain direction. That, in turn, leads to the expected results. The essence of the management process is that the pedagogical process coordinates the actions of the participants. The educator must have personal organizational skills. Many of the tasks performed by an educator require the use of many other elements of specialization in his or her profession, such as acting, directing, managing, and researching. [4]

According to Jan Amos Komenský (Comenius), the main feature of education is to be an example for the teacher with its high level of morality, love of people, knowledge and diligence and other qualities, to set an example and foster humanity in them.

4. DISCUSSION

It is no exaggeration to say that the use of a variety of games in pedagogical processes aimed at the formation of basic competencies in teachers of preschool education based on an integrated approach allows achieving the expected effectiveness. This is because using this method; personal, intellectual, general, and communicative skill combined to form reflexive competencies. According to the pedagogical encyclopedia, pedagogical reflection means the equalization of the subjects of the educational process in the process of interaction. The reflexive competence of the educator is a process of theoretical activity aimed at understanding the subjects' understanding of their behavior and their basis. [5]

The principle of integration is a guiding principle in the development of a modern education system. The essence of the principle of integration is the desire to create a synthetic, integrated knowledge system that gives preschool children an idea of the holistic view of the world. As a result, they develop a sense of identity, socialization, and the ability to find solutions to problems. As a result, active civic competence formed in preschool teachers based on the observance of the laws of society. This method connects the learning process with specific real-life situations, encourages students to actively seek solutions to problems, and gradually discuss the results of collaborative activities. [6]

5. CONCLUSION

Social and pedagogical, psychological readiness of the educator to form a model in society – the

educator's mastery of the rules of the educational process, pedagogical, psychological knowledge and skills, knowledge of the age and individual characteristics of the learner and their psychological state. The process of learning, its content, principles, forms, methods, and means of organizing education compared with the level of initial theoretical knowledge. In the socialization of the educator model in a society where the educator needs to use his methods correctly and clearly because he is inclined to manage students. [7] his pedagogical skills, abilities, attention to the age characteristics of each student, the state requirements and It is no exaggeration to say that the correctness of the aspects depends first of all on the personality of the educator.

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