

Preschool Educational Organizations Educational Technologies to Improve the Content of Training of Teachers

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Abstract

This article is aimed at improving the content of professional development of teachers in preschool education on the basis of educational technologies, the development of professional skills of educators, and focuses on important aspects of improving the content of professional development of teachers.

In addition, the curriculum for short-term courses of 36 hours is widely covered, as well as the content of the organization of the process as a model.

Key-words: Continuing Education, Advanced Training, Modern Educational Programs, Preschool Education, Independent Education, Independent Training, Curricula, State Requirements, Development, Development Areas, Small Areas, "First Step", International Standard, Specialist, Technology.

1. Introduction

The Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of preschool education in 2017-2021" states that "... improvement of curricula and programs of training and retraining of teachers in preschool education, taking into account modern pedagogical technologies and methods, education The introduction of modern educational programs and technologies in the process, the comprehensive intellectual, moral, aesthetic and physical development of children ", the recognition of the preschool education system as a primary form of continuing education[1].

Widespread application of pedagogical technologies in the educational process plays an important role in improving the skills of teachers working in preschool education. Improving the

process of professional development of teachers in preschool education organizations has a number of advantages, allowing the introduction of integrated monitoring of the process of continuous professional development based on the integration of formal and informal education.

2. Material and Methods

Training of qualified teachers in the world education system is a long-term, complex process, the successful completion of which requires the application of high-performance teaching technologies in the educational process and the achievement of speed in the use of a wide range of information.

Currently, the ongoing innovations in the field of preschool education create the need for continuous support of qualified professionals and their innovative readiness for practical activities in a constantly changing non-standard environment. As a result, there is a need to create additional, non-traditional, parallel independent education systems.

The analysis of our scientific research shows that UI Inoyatov, not fully aware of the possibilities of modern information and pedagogical technologies in ensuring the quality and effectiveness of the system of advanced training, analyzes the shortcomings in their implementation in practice. The process of formation as a method emphasizes the fact that the methods, tools, methods that can meet modern requirements are enriched with new content, the efforts are not at the level of demand, taking into account the national image, character, emotions [5].

In the scientific researches of J.G. Yuldashev "..... differentiation of different levels of professional development of teachers and individual approach to it, creation of wide opportunities for choice of forms, methods and terms of professional development", in the researches of R.Kh. Djuraev ". ..the most important task of the process of continuous education and development of educators is the adaptation of their activities to the constantly changing economic, social and professional conditions, the creation of favorable conditions for personal and professional development and improvement at the level of professional skills "[6, 7].

Indeed, the cornerstones of the organization of educational activities in the system of continuing education begin with preschool education. Priority in the education system is aimed at forming a perfect person, capable of taking responsibility for the future of the country, able to raise the flag of Uzbekistan on the world stage, a well-developed Olympic winners, masters of sports. Therefore, one of the indicators of the quality of education is to increase the capacity of teachers

involved in this field, the introduction of organizational and didactic mechanisms for the development of methodological competence of teachers in the process of professional development.

From this point of view, MA Yuldashev in the development of the system of professional development in the management of the quality of professional education on the organization of quality management of education at the level of modern requirements: creating opportunities to replace external control measures with internal control and self-assessment; ; development of state requirements for the content and quality of advanced training of public educators, taking into account the characteristics of their professional activities; the views of educators on the appropriateness of focusing on the needs of the study are noteworthy [8].

3. Results and Discussion

Based on the views of the above scholars, there is a need to revise the curriculum, syllabus and textbooks, manuals, developments, lecture texts published on the basis of the system of professional development of preschool education institutions, supplementing them with new innovative technologies. For this:

- Formation of creative thinking in listeners, teaching research, organization of distance learning and independent learning, formation of critical thinking;
- Introduction of new methods of education on the basis of modern and information and communication technologies;
- It is important to study the best practices of the world education system.

In our view, important aspects of improving the content of professional development of teachers in preschool education include:

- Identification of scientific and practical bases for optimizing the content of educational and methodological resources for professional development of teachers of preschool education organizations on the basis of the principles of motivational, modern universal education, integrated approach, international cooperation;
- Development of an integrated modern information educational base based on the implementation of international standards and state requirements for the content of professional development courses for teachers of preschool education organizations;

- Determining the effectiveness of educational and methodological resources through the introduction of modern educational programs and innovative technologies in the process of professional development of teachers of preschool education;
- To determine the system of innovative assessment of the quality and effectiveness of professional knowledge, skills and abilities of teachers of preschool education organizations based on the results of professional development.

Indeed, at the heart of systemic reforms aimed at improving the content of preschool education today is the development of professional skills of teachers, their modern education and innovative technologies, the development of modern knowledge, skills and competencies in mastering advanced foreign experience. This is because the urgent and urgent problems facing the preschool education system require the development of didactic conditions for improving the content of education.

Also, as long as there are pedagogical processes, pedagogical technologies will continue to develop and improve. In this regard, the approaches, laws and principles will be amended and improved.

Today there is a lot of talk about the economy and rationality of teaching, the teacher, the technique and technology, the economics of education, the computerization of teaching. In his address to the Oliy Majlis on December 29, President Islam Karimov called for increasing the coverage of preschool education to 65% by the end of next year and 75% by the end of 2023. It is intended to determine the viability of a society in many ways.

It is known from the analysis of pedagogical literature that there are different forms of independent learning, the main focus of which is on the listener to independently perform the given topics (assignments), study, deepen their knowledge and strengthen practical skills in this area. The skill of a modern, competent teacher is assessed not only by imparting knowledge to the listener, but also by teaching them to work independently, consciously on themselves, to think freely and logically, to defend their views in front of the group.

In the process of organizing independent education in-service training of teachers of preschool education organizations:

- Independent and in-depth study of theoretical information on the basis of additional information in the context of the studied topic (specific topic, certain short and problematic questions within the topic, etc.);

- Strengthening of theoretical knowledge through practical application and application of the acquired theoretical knowledge (performance of practical tasks in various forms, writing creative works, etc.);
- Use of theoretical knowledge, skills and practical skills acquired in the course of the lesson, through independent study, in the analysis of the essence of various social events and in drawing correct conclusions;
- Selection of the content and essence of advanced ideas promoted in textbooks, teaching aids, scientific literature and ICT, media, press materials, the formation of the ability to work independently;
- The acquired knowledge, skills and abilities can be used in the formation of professional competence of educators (course work, diploma work, research work).

Also, during our observations, it was found that there are some pedagogical factors that have a positive impact on the organization of independent learning in the process of professional development of teachers of preschool education, which include:

- Continuous scientific and theoretical improvement of professional and pedagogical training of students of the organization of advanced training on the organization, implementation and control of independent training and independent education;
- Improving the mechanism of equipping students with methodological knowledge, skills and competencies for independent training and independent education;
- Strengthening the focus on the creation of educational and methodological literature, recommendations, guidelines, instructions on the forms and methods of independent training and independent education of students, the organization of independent learning, the scientific-theoretical and methodological basis for monitoring its results;
- study of international best practices in the organization of independent training and independent education and their implication in our national training system;
- It is expedient to organize scientific-methodical seminars, training courses on the organization of independent training and independent education, dissemination of best practices.

In addition to the development of the competence of teachers in preschool education, it is necessary to pay attention to the following factors that serve to improve the content of education:

- Motivational factor - the formation of a correctional area of current problems perceived on the basis of a conscious analysis of the activities of students in determining the content of education, professional development of teachers of preschool education organizations (MTTPXMO);
- Social factor - focus on practical activities that provide a learning environment in the organization of MTTPXMO;
- Informational factor - the creation of an in-service training environment that ensures the independence of MTTPXMO listeners, allows them to discover and improve their inner potential and creative abilities as much as possible, as well as to activate their reflexive skills;
- The active factor is to provide a favorable pedagogical climate that allows educators to develop themselves, to express themselves, to positively adopt the best practices of others;
- Didactic factor (tools) - the availability of specially equipped classrooms, educational resources (curricula, electronic textbooks, teaching and methodical manuals, audio tools, graphic organizers), educational equipment and tools, information technology.
- Based on these factors, the content of MTTPXMO was determined as follows:
- Ensuring the compatibility of curricula, sample and working programs, educational and methodological complexes;
- The content of professional development of teachers of preschool education is the integration of activities, resources, types, forms and innovative practices of the subjects of the preschool education system and the structural (motivational and goal setting, conceptual, procedural-content, reflexive-communicative) model of the creative process in educational work.) improvement based on the definition of the content of components;
- Model of improving the content of professional development of teachers of preschool education (independent reading of didactic and innovative teaching materials, participation in online activities, participation in seminars, curriculum, program of advanced training system and textbooks, manuals, developments, lectures based on them revision) software development;
- Enhancing the provision of innovative and integrative harmony in the educational process, the organization of online master classes.
- Analysis of the content of teacher training in foreign countries allowed to identify the following didactic aspects of an innovative approach to the educational process:
- Focus on the purpose and content of training in the formation of professional competencies of students;

- Orientation of the used pedagogical technologies to the development of creative potential of students;
- Flexibility of curricula and growth of opportunities to acquire professional skills and competencies in the educational process;
- Use of research methods of teaching in the educational process;
- The majority of learning activities are independent activities;
- Application of quantitative criteria to measure the level of competence formed;
- Organization of teaching on the basis of individualized approach; high-level integration of education, science and industry.

It should be noted that the organized short-term courses can be the basis for improving the content of professional development of teachers. In this regard, we consider it appropriate to refer to the short-term training program "State requirements for the development of primary and preschool children and the implementation of the state curriculum" First Step ".

The objectives of this short-term in-service training program for educators working in preschool education organizations are as follows:

- Providing information on the practical application of state requirements for the development of primary and preschool children;
- Analysis of the areas of development and their sub-areas specified in the State Requirements for the Development of Primary and Preschool Children;
- Identification and practical application of development indicators for different age groups set by the State requirements for the development of primary and preschool children;
- To provide knowledge on the implementation of the state curriculum "First Step" in the educational process and to develop competencies for practical application;
- Information on the state curriculum "First Step" is a legal document developed in accordance with state requirements, which reflects the main content of educational activities in preschool education, as well as the development of the child's basic and developmental competencies in the educational process in the centers.

The hours for a 36-hour course can be distributed as follows:

№	Themes	Listener's learning load			
		That's all	Audience learning load		
			Total	Including	
				Theoretical	Practical training
1.	State Requirements for the Development of Primary and Preschool Children	2	2	2	
2.	Areas of development and sub-sectors defined in the State Requirements for the Development of Primary and Preschool Children	4	4	2	2
3.	Implementation of the State Curriculum "First Step" in the educational process in public preschool educational institutions	2	2	2	
4.	Planning the educational process on the basis of the state curriculum "First Step"	2	2	2	
5.	The order of the educator's work documents 05-02	2	2		2
6.	Establishment of development centers in groups on the basis of the state curriculum "First step"	2	2		2
7.	Organization of the educational process in general groups	2	2		2
8.	and the procedure for carrying them	2	2	2	
9.	Organization of playful educational activities	2	2		2
10.	Education through play in preschool education	2	2		2
11.	Educational activity at the Center for Construction and Mathematics	2	2		2
12.	Educational activities at the Center for Role-Playing and Drama	2	2		2
13.	Educational activity at the Language and Speech Center	2	2		2
14.	Educational activities at the Center for Science and Nature	2	2		2
15.	Educational activity in the "Art" center	2	2		2
16.	Monitoring and analysis of educational activities in development centers	2	2	2	
17.	Document and monitor the individual development of children	2	2		2
Total		36	36	12	24

The content of the 2nd topic "Areas of development and sub-areas defined in the State Requirements for the Development of Primary and Preschool Children" specified in the distribution can be summarized as follows:

The following table (Table 1.1) lists the development areas and sub-areas identified in the State Requirements for the Development of Early and Preschool Children. Mark the small fields in the appropriate field accordingly.

After the participants have completed the task, the content of the areas will be covered and the participants will self-assess.

Table 1.1- Areas of Development and Sub-sectors defined in the State Requirements for the Development of Primary and Preschool Children

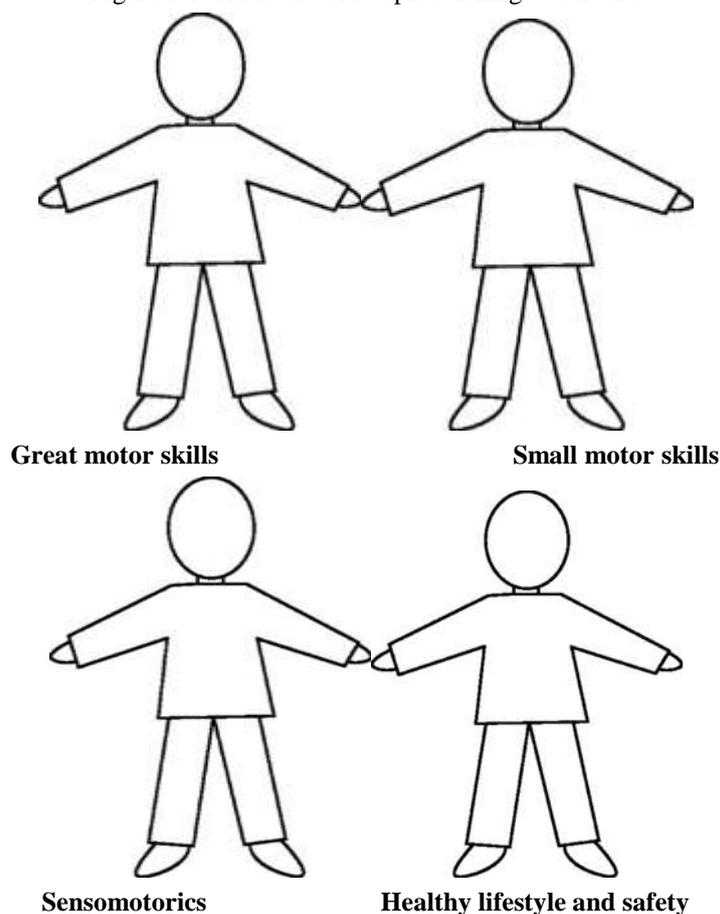
№	Small areas	Physical development and shaping a healthy lifestyle	Socio-emotional development	Speech, communication, reading and writing skills	Development of the cognitive process	Creative development
1.	Artistic creative abilities					
2.	Great motor skills					
3.	The concept of "I"					
4.	Fine motor skills of the fingers					
5.	Intellectual comprehension skills					
6.	Small motor skills					
7.	Artistic imagination of the world					
8.	Socialization, communication with adults and peers					
9.	Reading skills					
10.	Sensomotorics					
11.	Healthy lifestyle and safety					
12.	Speech and language					
13.	Elementary mathematical skills					
14.	Emotions and their management					
15.	Research cognition and effective reflexive activity					

Evaluation criteria: Each correct answer 1 point 13-15 correct answers are excellent, 10-12 correct answers are good, 7-9 correct answers are satisfactory, less than 6 answers are unsatisfactory.

“A wonderful person ”exercise

On the board are attached human figures with 4 sub-areas (large motor, small motor, sensomotor, healthy lifestyle and safety) belonging to the field of "Physical development and the formation of a healthy lifestyle" (Figure 1.1).

Figure 1.1- A Picture of People Sticking to a Board



Each participant is given a card with the expected results in the areas of child development (Table 1.2). Each participant places the cards with the expected results on the areas of development that belong to them, around the small areas that belong to the area of "Physical Development and Healthy Lifestyles", ie around people. When the process is complete, the teacher or trainer will analyze the result. Each participant justifies that the card he or she has placed belongs to that small area. The result done correctly is applauded by the audience.

Table 1.2- Cards with expected Results in Areas of Development

inserts the rope into the ring	independent hand, washes face, cleans teeth, uses towel	cuts the paper independently along a straight line	uses a comb and a napkin or napkin	places items from one container to another	goes to the difference of smooth and uneven texture
pays attention to its appearance	The column can be arranged in a circle	plays with small toys in play activities	can ask for help	finished different knots from the ropes	collects small piece mosaics and puzzles
flies on a two-legged bicycle	follows the rules of walking in the garden, on the street, in traffic	bypassing or overcoming obstacles	can feel the toy in the bag and say its name	keeps order in the room, picks up toys after himself	throws the object at the specified target
goes to the difference of objects that are dangerous	with the help of an adult, a large-sized bead is threaded	opens and closes locks, uses a key	jumps around in one place, swinging his legs right and left	throws the ball across the ground like a snake	knows vitamins and their benefits in food
knows the basic rules of the road for pedestrians	determines the taste	throws the ball to the ground alternately with his right and left hand	she sews and unbuttons her independent buttons, and hooks her clothes and shoes herself	places small, medium and large toys depending on the size of the box	takes care of plants and creatures in the corner of nature
jumps on the rope in different ways	knows the basic rules of the road for pedestrians	climbs the gymnastic ladder	shoots a sandbag	knows the benefits of vitamins and healthy eating	hits the target with a ball

4. Conclusion

This was done in all areas of development.

At the heart of in-depth study of specialty disciplines is the improvement of educational content, aimed at finding solutions to the following problems:

- Achieving the integration and integration of training systems of foreign countries;
- Achieving free mobilization of professors - teachers and students;
- Creation of global zones and regions for competent professors and teachers of the field;
- Creation of a single system of rules and requirements acceptable for the management system of preschool education;
- Achieving uniformity of knowledge, skills and qualification requirements in accordance with international standards and their assessment systems;
- Ensuring the integration of specialist science, education and production;

- Extensive use of modern, innovative teaching methods instead of traditional teaching methods, etc.

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