

PEDAGOGICAL POSSIBILITIES OF DETERMINING THE TALENT OF PRESCHOOL EDUCATORS ON THE BASIS OF A VARIATIVE APPROACH

Rakhmonova Dilfuza Makhmudovna

A teacher of Pedagogy department., Bukhara State University

dilfuza.rahmonova77@gmail.com

<https://orcid.org/0000-0001-7556-0529>

Abstract. *The article analyzes the state of the problem of training future teachers of preschool children in modern scientific and pedagogical research. Due attention is paid to the analysis of the theoretical basis of the study, in particular the most famous, authoritative researchers and young scientists in the field of professional training of future teachers of preschool educational organizations. The concept of “professional training”, the subject and object of professional training are defined. Particular attention is paid to the teacher as a key figure in the pedagogical process, as well as to the characteristics that a teacher must have for successful professional activity. The article reveals a number of approaches for assessing the professional activity of a preschool education specialist; the prerequisites for the successful implementation of the professional functions of a teacher are highlighted.*

Key words: *professional training, professional activity, teacher, readiness, preschool education, focus, pedagogical skill.*

I. Introduction.

The relevance of the article is due to the fact that in modern social realities the need to revise and modernize the education system has become more acute. The need to successfully implement a number of economic, cultural, and social transformations has actualized the problem of the need to modernize a number of aspects of the education system, in particular preschool education.

In modern conditions, the system of training future specialists in preschool education is considered by scientists as a multifactorial structure, the main task of which is for each student to acquire a personal meaning of activity, the formation of professional skills, an ever-growing interest in working with children and their parents, as well as the development of success in activity.

II. Literature review

An analysis of scientific and methodological literature on the problems of professional development and professional adaptation showed that various aspects of the problem under study are reflected in the following areas: methodological foundations of personality adaptation and professional adaptation (E.F. Zeer, E.A. Klimov, A.A. Nalchadzhyan, V.A. Petrovsky, A.A. Rean, V.I. Slobodchikov); structure and specificity of professional adaptation (N.A. Bernshtein, M.P. Budyakina, L.A. Kandybovich, A.K. Markova, A.G. Moroz, A.V. Mudrik); psychological conditions that determine the speed and level of adaptation of young specialists (S.G. Vershlovsky, L.K. Zubtsova, O.V. Nazarova, S.M. Petrov, M.L. Subocheva, etc.). Scientists have proven that the success of adaptation largely depends on the characteristics of the environment with which the subject interacts. From this point of view, studying the possibilities of teaching practice as a means of professional adaptation of future educators seems relevant and timely.

According to E.F. Zeer, professional adaptation is “the adaptation of existing professional experience and style of professional activity to the requirements of a new workplace, the employee’s mastery of new professional functions and responsibilities, the refinement of the required skills and abilities, inclusion in professional cooperation and partnership, the gradual development of

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competitiveness”. Successful professional adaptation makes work attractive, increases the chance of higher pay and professional growth, and creates the prerequisites for a specialist’s self-actualization.

According to V.A. Slastenin and V.P. Kashirin, professional adaptation involves the process of “a young person’s entry into professional activity, adaptation to the production system, the workforce, working conditions, and the characteristics of the specialty”. The success of adaptation is an indicator of the correct choice of profession.

M.A. Dmitrieva focuses on the fact that professional adaptation is the formation and maintenance of dynamic balance in the “person - professional environment” system.

III. Analysis

Researcher O.A. Abdullina characterizes the content of pedagogical training as a system of pedagogical knowledge, practical skills and abilities that are necessary to carry out the professional functions of a teacher; as well as the requirements for a specialist: a sufficient level of theoretical and practical training, knowledge of the basics of pedagogy, psychology, possible methods, the desire for self-improvement and replenishment of knowledge, improving pedagogical skills and, undoubtedly, love and respect for the child.

Researchers note that the end of the 19th and beginning of the 20th centuries is characterized by growing interest in the issue of raising preschool children. This interest is explained by the specifics of childhood, since this period is rightfully considered the most important in a child’s life.

In the modern period, the training of future preschool education specialists is considered by scientists as a multifactorial structure, the main task of which is to acquire personal meaning for each student, the formation of professional skills, an ever-growing interest in working with children and their parents, as well as the development of successful professional activities.

Next, we have identified and characterized the prerequisites for the most effective and successful implementation of the professional functions of a teacher in a preschool educational organization: educational, which is implemented in the development and implementation of the content of education and training, the selection of new forms and methods for developing in children an attitude towards nature, the world around them, and the people around them. and to oneself, interest and culture of knowledge; Gnostic-research, which aims to study the individual and personal characteristics of the child; collection and analysis of facts of his behavior, establishing the causes and consequences of the pupils’ actions; designing the personality development of each child and the children's team in general; mastering best practices and new pedagogical technologies; diagnostic, which consists in determining the level of development of children, the state of the pedagogical process, the tasks of educational work with children and parents, the results of one’s own pedagogical work and their compliance with the requirements of the time; using corrective techniques; design and organizational, aimed at organizing the pedagogical process in a preschool educational institution; the use of new forms that ensure the effective development of children; modeling and management of various types of their activities; pedagogical management of their behavior and activity; coordinating, which ensures the unity of the work of the preschool educational institution and the family to create the potential of an educational environment favorable for the development of an independent, creative personality of the child; the use of pedagogically appropriate forms of work with parents based on a differentiated approach to different types of families.

IV. Discussion

The process of researching the preparation of a preschool teacher for professional activity should reflect the specifics of his professional activity. Researchers of this issue, in particular N.I. Roslyakova, N.P. Khodakov identify a set of methodological approaches that can be used to guide

the process of studying the readiness of future preschool teachers for professional activities. We are inclined to the position of the authors; These approaches are:

1. Acmeological approach - used to assess the training of a preschool education teacher as part of self-development and personal formation.
2. Axiological approach - the main component contains a value component, and focuses attention on assessing the specialist's value attitude to professional activity, interest in creative research, and requires the specialist himself to be aware of the values of the activity, which is an important component of readiness for future teaching activities.
3. Andragogical approach - helps to highlight those forms and methods of training that take into account personal and professional experience, encourage a critical assessment of one's own knowledge and skills, and also correspond to the training of an adult.
4. Research approach - directs its focus to the analysis of the organization of the educational process as a cognitive-research and design-research activity of a specialist.
5. Individual creative approach - considers the development of creative individuality, unique style and creative component in the professional activity of the future teacher.
6. Culturological approach - concentrates on the internal culture and development of the personality of the teacher, and is aimed at studying the formation of the future teacher of preschool education as an individual with high internal culture and spirituality.
7. Competency-based approach - ensures the study of the internal readiness of a preschool education teacher, taking into account the specifics of his chosen professional activity.
8. Personality-oriented approach - is implemented to study and analyze the formation and development of personal qualities of future preschool teachers, their motives, interests, as well as inclinations, experience and a set of individual psychological characteristics.
9. Reflective-activity approach - can be used to study the pedagogical conditions for the gradual involvement of future preschool education specialists in reflective and practical activities.
10. Systematic approach - used as a way to interpret the process of training future preschool education specialists as an integral system, containing a determinant factor - goal and result, to model a system of preparation for professional activity, to identify components, to trace the systemic relationship of structural components, the conditions for the existence of this system.

The importance of the synthesis of professional and personal qualities is emphasized by researcher V.N. Makarova, drawing attention to the fact that every teacher must be a teacher-researcher, a speaker, must skillfully master the word and the latest educational information technologies.

Vocational training is based on the creation of a holistic learning system, ensuring a harmonious correlation of the acquisition of new knowledge, skills and abilities together with personal growth, the gradual transformation of educational activities, cognitive interest into professional activities. "The orientation of modern higher education towards the formation of a professional and creative personality, a specialist of an innovative type who is able to implement educational standards, introduce new educational technologies, requires the effective organization of holistic professional training in the conditions of higher educational institutions, updating the content of professional training of teachers, finding appropriate means and methods and forms of its implementation".

V. Conclusion

The prerequisites for the most effective and successful implementation of the professional functions of the future teacher of preschool educational organizations are substantiated: educational; Gnostic-research; diagnostic; design, organizational and coordinating, which ensure the unity of work

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of the preschool educational organization and the family to create the potential of an educational environment favorable for the development of an independent child's personality.

The characteristics that a preschool education specialist should have in his professional work are specified: professional orientation; pedagogical optimism; pedagogical tact; pedagogical reflection; empathy; culture of professional communication; authority; personal qualities of the teacher.

A set of methodological approaches has been identified that can be used to guide the process of studying the readiness of future preschool education workers in professional activities. Such approaches are: acmeological; axiological; andragogical; research; individually creative; cultural; competence-based; person-oriented; reflexive-active; systemic.

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