

**REQUIREMENTS FOR TEACHERS IN ENSURING THE EFFECTIVENESS OF PRESCHOOL EDUCATION**

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**Annotation.** *This article is based on the comprehensive in-depth pedagogical and psychological preparation of educators in ensuring the effectiveness of pre-school education, the requirement of each educator to have a clear knowledge of the specific aspects. It also covers the issues of the formation of the necessary skills and imagination in the students about what requirements each educator must comply with when drawing up his personal plan.*

**Keywords.** *the effectiveness of Education, pedagogical-psychological preparation, pedagogical problems, skills , imagination, pedagogical process, merit, pedagogical influence.*

Ensuring the quality of education and its convenience is one of the important tasks of modernizing it. This issue constitutes the main essence of the law of the Republic of Uzbekistan “on education”.

In the process of modernization of preschool education, an active restructuring of the personal style of management personnel and educators is required. To do this, it is necessary to improve the structural structure of preschool education programs on the basis of the requirements laid down in this section of education of the state.

Pedagogical approaches and theories based on innovative activity demand the transformation of creation, implementation and use of innovations into a holistic, goal-oriented activity. The innovative activity of teachers should serve to increase the independence, interest of children, develop creative thinking in them, form the skills of searching for an opportunity to get out of difficult situations. It is only then that educators, believing in their own strength, help children to be able to perform certain activities in changing situations. At the same time, they attract the parents of children to take an active part in the life of a preschool institution.

In order to provide children with quality education in preschool organizations, modernization of the educational process is incredibly necessary. This requires the harmonization and mutual incarnation of all pedagogical technologies that serve to prepare the child for social life.

The quality of pre-school education guarantees the quality of children's knowledge in the later stages of education. To this end, the development of uniform requirements for the modernization of preschool education institutions, these requirements include the creation of quality education and basic skills. Educating students based on these requirements begins in early childhood and continues uninterrupted.

The process of pre-school education, which is based on the principles of democracy and humanity, is important not only for the external situation of the child, but also for his inner world, inclinations and aspirations. In this process, the main task of the heads of institutions and educators is to find the means, methods, techniques and ways to realize the personal potential of students, to ensure their intellectual development. To do this, they must first understand the problems of children, not to force them to follow the rules that they have introduced. This is because the idea of developing a growing and developing person on the basis of full support has been put forward by many educators and psychologists. In particular, the works of E. Goziev, A. Davletshin, RG

Safarova, IP Ivanov, Sh.A. Amonashvili, AV Mudrik and others are examples of this. Their didactic theories are based on the idea of protecting children's interests.

Leading group activities in preschools has its own characteristics. Educators not only instill in children basic skills in the environment, nature, speech, and arithmetic, but also instill in us our national traditions that serve their integrated development. From an early age, they strive to instill in children such qualities as honesty, tolerance, solidarity, and mutual assistance.

As a result of the rapid development of educators in the sphere of family, environment, media influence, educators are obliged to have in-depth knowledge and broad outlook of educators. Because they should be able to strengthen what the children know and teach what they do not know.

In the organization of pre-school education, educators are required to pay attention to the unity of education, knowledge, understanding, unity of information and communication. The inadequacy of educators in this process is such an expression that it is difficult to concentrate their attention on children who are playful, have little attention to the remaining children, which often causes such educators to be excluded from the pedagogical impact. Such an approach leads to the fact that from a pedagogical-psychological point of view, children are neglected, irritable, indifferent. As a result, between educators and educators there are small-small contradictions, contradictions. To eliminate such a situation, educators should establish the educational work that everyone will be able to do with the educator, which will facilitate the correct formation of children.

Of particular importance is the regular monitoring of the socio-political reality of the teachers of the upcoming preschool organization, their relationship to it. Students should have the experience of being in a conscious attitude to the intensity of the current flow of information, what is happening today. It is extremely important in them the formation of skills of sorting out information, the object attitude to events. Pedagogical educators of the upcoming preschool organization should be able to adequately assess them on the basis of an analysis of everyday socio-political realities, on this basis, have a critical attitude to the behavior of the surrounding people.

In the formation of professional skills of Educators of the future Organization of preschool education, it is necessary to strictly adhere to the principle of ensuring the harmony of education with social life. On this basis, the development of the content, forms, tools and techniques of educational work of future teachers is achieved. Future educators should also master the methods of involving children in social activities. All this serves as the basis for the content of spiritual qualities in educators.

Organization of pre-school education educators in addition to the content of positive qualities in children, they should have the experience of preventing, eliminating negative features of behavior. Often there are such cases as shyness, capriciousness, inability to adapt to group life in children who are new to the organization of preschool education. Elimination of such situations, adaptation of children to community life, bringing them into communication situations, ensuring their mental well-being are among the important tasks of educators. Assistance in eliminating negative aspects of the character of children, teaching them correctness and fairness, strengthening of willpower are important tasks of educators. Buda educators should use the method of collective influence. Educators should familiarize children with the surrounding realities, prepare them for their participation in this process.

Management of pedagogical processes of pre-school educational organizations is a complex pedagogical task. It is important to take into account the age characteristics and individual Differences of children in the process of preschool education. The content, methods and techniques of organizing

the process of preschool education are determined by the characteristics of each group of educators. These signs vary depending on the age characteristics of the child.

Teachers of pre-school educational organizations should take into account the age characteristics of children when choosing the content of educational and educational activities. Depending on the age groups of educators, the forms and methods of Education also vary. Educators of pre-school educational institutions require a wider interpretation of concepts and information. Children are told, first of all, that it is necessary to follow the norms of behavior. Therefore, starting from the pre-school education process, the necessary norms are integrated into the behavior of the child. In the process of socialization of children in pre-school educational organizations, pedagogical influence is shown to them with the help of methods of play, persuasion, prohibition.

In pre-school educational organizations, educators are represented as direct organizers and managers of daily activities of educators. Ensuring the proportionality between the requirements for educators and their opportunities constitutes an important aspect of the activities of educators.

The observance of the norms of pedagogical etiquette of future teachers of pre-school educational organizations, their external image, their easy finding of a language with children ensure the effectiveness of pedagogical activity.

The etiquette of the educator is the basis for the formation of the right behavior in the educators, since it can be a vivid example for those who are brought up with their own manners. Therefore, future educators should have studied the secrets of spiritual high, pedagogical etiquette in depth. Educator-educator should not be too lazy to give children, but should be able to give a positive effect. It is important that they identify with tolerance the causes of the origin of their shortcomings in the behavior of educators and seek ways to eliminate them. As a result of not knowing the cause of the shortcomings in the behavior of the child, educators, in most cases, give a superficial, biased assessment and unreasonably be in a cold attitude.

Educators approach children through a sincere relationship, dialogue, conquer their hearts. Some educators believe that it is necessary to be strict in relation to educators. Pedagogical experiments have shown that treating children with calm, kindness gives a more positive effect.

To love, respect children, to be demanding towards them, to bring into being a pedagogical situation based on mutual respect. Children often love demanding and just educators, they appreciate the knowledge in them.

When teaching children, it is important to first prepare them for social life, a working relationship with those around them. Therefore, one of the most important requirements for educators is the availability of organizational skills and qualifications in them. Such skills will be included in future teachers in higher educational institutions. This will facilitate the organization of the educational process, the jipsification of the community of educators. Future educators with organizational skills, as a rule, do not all work on their own. He is a skillful group Activist depending on the opportunity and will have the skills of locating all the children. He will attract assistants from parents. As a result, its effectiveness increases.

It is not expedient to apply some kind of permanent, variable methods and techniques in teaching and learning of children in preschool organizations. Educators need to regularly master new pedagogical technologies. They should always take initiative in the team, seriously solve the pedagogical problems they have put forward. If educators are not enthusiastic, their pedagogical activity will not be productive. It is important to look for new methods and technologies, apply them in their place. Educators enter into pedagogical cooperation with educators, who are different

according to their behavior, inclinations, aspirations. If his pedagogical activity is characteristic of formality and superficiality, such activity will not give the expected result. If educators seek new methods, methods and technologies of ready-made education and apply them regularly in their activities, they will be able to ensure the effectiveness of the educational process.

When conducting educational work, educators should take into account not only the age characteristics of educators, but also their individuality. Children are distinguished by their behavior, character, inclinations. It is also worth noting that some children are given the effect of adults quickly, in some this process is much more complicated. Some educators express confidence and when applying with a request, do the assigned work diligently, attentively, others will be affected more quickly by the tone of the command.

The same behavior among children can result in different causes and consequences. This leads to the fact that in some children there is a random violation of order, in others there is a constant occurrence of indiscipline. In such processes, future teachers are required to have a thorough pedagogical and psychological knowledge, as well as professional skills and qualifications. The rational organization of training by future educators opens wide way to the formation of positive qualities in educators.

The study of the system of preparation of future teachers for the management of the pre-school education process, the analysis and generalization of literature in this direction, the study of the situation in practice showed the need to develop the professional qualities of future teachers.

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