

DEVELOPMENT OF PROFESSIONAL SKILLS OF FUTURE EDUCATORS

Ismailova Shakhnoza Abdurashidovna

Independent researcher of Termez State University

ishaxnoza17@gmail.com

Abstract: The article thoroughly analyzes theoretical and methodological approaches to the development of professional skills of future educators. The need for educators to possess pedagogical, psychological, communicative, and innovative competencies in improving the quality of preschool education is substantiated. The importance of integration between educational institutions, internships, and pedagogical innovations in the training of educators is also shown.

Keywords: future educator, professional skills, pedagogical competence, methodological training, communicative skills, creative approach, pedagogical innovations, digital technologies.

BO‘LAJAK TARBIYACHILARNING KASBIY MAHORATINI RIVOJLANTIRISH

Annotatsiya: Maqolada bo‘lajak tarbiyachilarning kasbiy mahoratini rivojlantirishga doir nazariy-metodik yondashuvlar chuqur tahlil qilinadi. Maktabgacha ta‘lim sifatini oshirishda tarbiyachining pedagogik, psixologik, kommunikativ va innovatsion kompetensiyalariga ega bo‘lishi zarurati asoslangan. Shuningdek, tarbiyachi kadrlarni tayyorlashda ta‘lim muassasalari, amaliyot maskanlari va pedagogik innovatsiyalar o‘rtasidagi integratsiyaning ahamiyati ko‘rsatib berilgan.

Kalit so‘zlar: bo‘lajak tarbiyachi, kasbiy mahorat, pedagogik kompetensiya, metodik tayyorgarlik, kommunikativ ko‘nikmalar, kreativ yondashuv, pedagogik innovatsiyalar, raqamli texnologiyalar.

РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ БУДУЩИХ ВОСПИТАТЕЛЕЙ

Аннотация: В статье подробно анализируются теоретико-методические подходы к развитию профессионального мастерства будущих воспитателей. Обоснована необходимость педагогических, психологических, коммуникативных и инновационных компетенций воспитателя в повышении качества дошкольного образования. Также показана важность интеграции образовательных учреждений, практических центров и педагогических инноваций в подготовке педагогических кадров.

Ключевые слова: будущий воспитатель, профессиональное мастерство, педагогическая компетентность, методическая подготовка, коммуникативные навыки, творческий подход, педагогические инновации, цифровые технологии.

Preschool education is the primary, but most important link in the educational system of society, in which the foundation for the psychological, mental, spiritual, and physical development of the child's personality is created. The high-quality and effective organization of this process depends, first of all, on the professional skills, pedagogical culture, and innovative thinking of educators. Today, the reforms being implemented in the preschool education system are fundamentally changing the role of the educator, requiring their formation not as a simple

observer or organizer of the educational process, but as a supporter of the comprehensive development of children, an effective manager of the educational environment, a methodological creator, and a pedagogical leader.

A modern educator must possess not only traditional pedagogical knowledge, but also psychological sensitivity, communicative skills, innovative thinking, a creative approach, and the ability to apply information and digital technologies. This requires a scientifically based, systematic, continuous, and phased organization of the process of developing the professional skills of future educators. Also, high-quality pedagogical training should not be limited to theoretical knowledge in higher educational institutions, but should be carried out in combination with practical classes, innovative methods, reflexive activity, and the formation of competencies in a real pedagogical environment.

Today, the competency model of the educational process, the constructivist approach, the principles of personality-oriented education, and modular learning technologies are becoming the main methodological basis for the training of future educators. At the same time, the analysis of international experience shows that achieving high results in the preschool education system is directly related to the professional skills of the educator, and the strategies for developing their pedagogical skills are the most important link in improving the educational process.

In modern conditions, the existing methodological approaches to the professional training of future educators are insufficiently developed, the issues of increasing the effectiveness of practical classes, integrating innovative technologies into the educational process, and the joint development of the personal and professional qualities of an educator require in-depth scientific study. Therefore, this study is aimed at highlighting the scientific and theoretical foundations of the development of professional skills of future educators, identifying effective pedagogical technologies, proposing a practice-oriented training model, and developing solutions to existing problems in this area.

The issue of developing the professional skills of future educators is widely covered in international and national scientific and pedagogical research, and the analysis of existing literature in this area allows us to determine the theoretical foundations, conceptual approaches, and a system of practical methods for this topic.

In the works of such classical educators as Yu.A. Komensky, K.D. Ushinsky, A.S. Makarenko, on the content, structure, and mechanisms of development of pedagogical mastery, the importance of the educator's personal qualities, didactic knowledge, and skills in organizing educational activities is emphasized. Ushinsky defines the professional skill of a teacher as a "harmony of knowledge, skill, and personal qualities," which is also reflected in modern concepts[1,2].

In the pedagogical science of the 20th century, S. Gonobolin, N. Kuzmina, V. Bondarevskaya, and others deeply studied the professional competence of educators through psychological and pedagogical approaches. In their research, it is emphasized that the professional skills of a teacher are inextricably linked with the skills of communicative, organizational, constructive, gnostic, and reflexive activity[6].

The competency-based approach in the development of professional skills of future educators is recognized as the leading scientific paradigm. Scientists such as J. Raven, E.F. Zeer, A.V. Khutorskoy interpret competence as an integrative complex of knowledge, skills, and personal qualities oriented towards practical activity. In international educational standards, in particular, in the EQF competency system of UNESCO, OECD, and the European educational space, the basic competencies necessary for teaching staff are clearly defined[4,5].

This approach has also been widely covered by domestic scientists N.Sayfullayeva, M.Kosimova, Sh.Shodmonov, R.Turdiyev, D.Kodirov, and others, in which the scientific foundations of the formation of methodological, communicative, innovative, and digital competencies in future teachers are described[3].

Such principles as the professional role of the educator, pedagogical cooperation, individual approach to the child, and support for free activity are widely covered in the models and sources of the world's leading systems for the quality of educator activity in preschool education, such as Montessori (Italy), Reggio Emilia (Italy), Waldorf (Germany), HighScope (USA). In particular, in the Montessori system, the educator is interpreted as an "observer-guide," and in the Reggio Emilia model - as a "partner-pedagogue"[8,9].

International research substantiates with scientific and statistical data that the professional skills of educators directly affect the quality of education.

In improving the professional skills of future educators, an important place is occupied by the use of modern pedagogical technologies, interactive methods, design technologies, modular learning, the STEAM approach, reflexive learning, and the digital educational environment. In local literature, scientists such as B.Ziyomammedov, N.Amonov, I.Inoyatov, O.Musurmonova provide detailed information about the role of innovative educational technologies in pedagogical education[10].

Also, the methodological significance of virtual laboratories, digital platforms, and electronic resources for future educators is widely covered in research on modern information technologies.

In many scientific sources, pedagogical practice, reflexive analysis, observation processes, mentoring, and cooperation with experienced teachers are especially emphasized as the most effective way to develop the professional skills of an educator. D. Schon's theory of "reflective pedagogy," J. Duet's concept of "learning as an active process," and L. Vygotsky's "zone of proximal development" justify the need to integrate the educational process with practical activity[7].

The issue of developing the professional skills of future educators is one of the central directions of modern pedagogical science and includes a number of relevant aspects from the point of view of theoretical views and practical experience. When working with preschool children, the professional training, psychological stability, socio-cultural competencies, and creative approach of the teacher's personality directly influence the comprehensive development of the child. Therefore, the improvement of this process requires the integration of a number of scientific approaches, foreign experience, and practical methods.

First of all, the content of professional skills is being revised based on modern educational paradigms. In particular, the competency-based approach requires attention not only to the knowledge of the future educator, but also to the ability to effectively organize activities, communicative and reflexive abilities. Studies show that to ensure a high-quality pedagogical process in preschool educational institutions, it is necessary for the educator to have a broad methodological repertoire, high psychological sensitivity, and the ability to analyze their own activities.

In the process of developing professional skills, practice-oriented education plays an important role. The effectiveness of practical classes, pedagogical practice, project-based learning, trainings, and interactive methods in higher educational institutions is widely covered in scientific literature. These methods contribute to the formation of the educator's skills in communicating in a real environment, observing children, planning and evaluating lessons. Also, during the internship, students' professional reflection strengthens, and they master the mechanisms for analyzing their experience, identifying and correcting errors.

In recent years, digital technologies have created new opportunities in the training of future educators. Digital platforms, distance learning, electronic portfolios, multimedia tools, and interactive programs enrich students' methodological skills and increase their professional activity. However, it is also observed that the insufficient formation of digital literacy in some cases causes difficulties in the activities of educators. Therefore, the introduction of special trainings and modular courses on digital pedagogy is considered an important factor in the process of skill development.

Psychological and pedagogical support is also important in the development of professional skills of future educators. Such qualities as communication culture, stress resistance, understanding of children's temperament, conflict management, empathy are an integral part of the educator's activity. Studies show that the formation of these competencies is effectively carried out through socio-psychological trainings, modeling of problem situations, role-playing games.

Analysis of foreign experience, in particular, the education systems of Finland, Japan, South Korea, and Estonia, shows high demands on preschool education. In these countries, the share of practice in the process of educator training is high, the institution of mentor-educators has been introduced, and the reflexive approach occupies a central place. Adaptation of this experience to local conditions can be one of the effective mechanisms for improving the professional skills of future educators.

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The research results show that the professional skills of future educators are not only a set of pedagogical knowledge and methodological skills, but also an integrative concept, including psychological preparedness, communicative and creative abilities, as well as the ability to apply innovative and digital technologies. The formation of professional skills depends, on the one

hand, on theoretical knowledge, and on the other hand, on practical skills and reflexive activity, and this process requires a continuous and systematic approach.

Analysis shows that the competency-based approach occupies a central place in the training of future educators. This approach serves the development of not only the knowledge and skills of the teacher, but also creative and innovative activity, as well as personal qualities. At the same time, practice-oriented education is the most effective means of forming professional skills, and the professional potential of students is strengthened through pedagogical training, mentoring, reflexive analysis, and activities in real pedagogical situations.

The study also reveals the significance of digital and innovative technologies in the process of professional training. Modern pedagogical resources and interactive platforms enrich the methodological and creative skills of future educators, but for their effective application, it is important to develop digital literacy and improve methodological manuals.

Analysis of international experience shows that for high-quality preschool education, the professional skills of the educator are a decisive factor, which is achieved through the systematic formation of pedagogical competencies, the integration of innovative methods and approaches. At the same time, it is possible to increase the effectiveness of professional training by introducing this experience into the local education system, combining practice and theory.

As a result, the study shows that the development of professional skills of future educators requires a systematic, phased, and integrated approach. This approach serves to strengthen effective cooperation between higher educational institutions, internships, and pedagogical and methodological centers, raising the educational process to the level of modern standards, and training qualified, competent, creative, and competitive pedagogical personnel.

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