

## IMPROVING THE PROFESSIONAL COMPETENCE OF PRESCHOOL EDUCATIONAL INSTITUTION TEACHERS IN OBSERVING EDUCATIONAL ACTIVITIES

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**Annotation:** This article reveals the organization of observations in the educational process. Organizing observations to determine the quality of the educational process and continuously improving teachers' competence in this area is one of today's pressing tasks. Based on the researcher's theory, various types of observation of the educational process are discussed.

**Keywords:** education, educational process, competence, observation, types of observation, organization of observation, scientific observation, pedagogical observation.

### Introduction

The solution to the problem of developing and increasing the effectiveness of the preschool education system can be achieved by raising the level of professional competence of educators in this system while taking modern approaches into account. In the future, evidence-based approaches and principles for developing and improving the effectiveness of the preschool education system, as well as the development of organizational and pedagogical foundations of preschool education, are of particular importance in modern preschool pedagogy theory and practice.

Competence, that is, possession of competencies, is a concept that reflects the ability of any individual, particularly preschool educators, to work effectively in their field based on the necessary knowledge, skills, and experience, as well as the harmony of these qualities with personal traits such as high culture, broad worldview, high professional level, and independent activity [6, p. 51].

Throughout history, people have used observation to collect information about their environment. Observation helps to directly perceive specific facts about the object being studied in accordance with set goals. Observation is one of the oldest methods and continues to be widely used in various fields for different purposes. Since observation allows for the collection of direct information about the object through the observer's sensory organs, it is recognized as the earliest research method in history.

### Theoretical Foundations

Observation is the process of collecting accurate information about the object being studied, which becomes meaningful when the observer records the results. In addition, observation is passive in nature and does not influence the process being studied. Observation is distinguished by the possibility of using special techniques to record observed phenomena [7, p. 14].

Observation is a method of collecting information about a process in its natural conditions through the personal observations of the observer. During observation, data are collected in real conditions without introducing any artificial elements [2, p. 21].

Observation is considered one of the most reliable methods and does not require special equipment like other research methods. It has several advantages: real processes are observed as they occur; events are recorded as they develop; it allows for comparison, generalization, and drawing conclusions. Observation and visual perception provide the observer with a direct visual connection to the object, enabling the study of its characteristics and the formation of judgments about it.

According to the prominent Russian psychologist E.A. Klimov, the concept of “observation” is used in three meanings:

- a) observation as an activity;
- b) observation as a method;
- c) observation as a methodology.

Observation must be purposeful, meaningful, and systematic. Observation should not become an end in itself. Purposeful observation offers far greater opportunities than casual observation. Through observation, it is possible to study not only the external structure of the object but also its character traits, interconnections, and changes over time. However, observation can only be effectively applied as a cognitive research activity when it is properly organized.

At the same time, observation has certain limitations, such as the restricted scope of observation for the observer and the inability to access some aspects of the observed object.

There are several classifications of observation methods, which vary depending on observation conditions and objectives. Types of observation include short-term, long-term, systematic, one-time, repeated, comprehensive, comparative, differentiating, and special observations.

Short-term observation may last only a few minutes and allows the determination of the object’s condition at a specific moment, similar to a snapshot. Long-term observation continues for several years until clear results are obtained. It involves a series of observations, with results recorded at each stage in the form of models and diagrams, and development stages compared sequentially.

Systematic observation is carried out according to a pre-developed plan over a specified period. It helps to generalize and draw conclusions about the behavior of individuals or groups. One-time observation is conducted at a single moment and allows the observer to compare the behavior of both children and teachers under the same conditions.

Comprehensive observation covers multiple aspects of the object simultaneously. Comparative observation involves comparing specific characteristics of two objects to draw conclusions. Special observation focuses on recording a specific aspect of pre-identified behaviors and is often conducted by specialists to assess professional or psychological characteristics of teachers or learners. Through special observation, general insights into the capabilities of the observed individual or process can be obtained.

Observation can also be classified based on the observer's participation as direct or indirect. In direct observation, administrators and teachers actively participate, while in indirect observation, the process is observed without direct involvement, sometimes using modern technical tools such as surveillance cameras.

Depending on the observer's level of involvement, observation can be passive or active. In passive observation, the observer does not participate in the process but records reflections from the outside. In active observation, the observer participates directly in the process, as seen during open lessons conducted by teachers [5, p. 30].

Observation also includes scientific and pedagogical types. In pedagogical research, observation is one of the primary methods. Scientific observation is conducted according to a plan, aimed at a clear objective, based on a specific idea or scientific hypothesis, and implemented systematically. A program is developed, tools are selected, timeframes are defined, and results are generalized. Objectivity is the main principle of scientific observation. Its key feature lies in the impartial analysis of the natural educational process.

Observed events must be recorded promptly, as important details may be forgotten if not documented in time, which can negatively affect research outcomes. The use of technical tools allows for repeated observation and thorough analysis of all aspects of the process.

Organizing pedagogical observation in education has its own specific characteristics and requires a high level of professional preparation from the observer. Pedagogical observation is meaningful only when it contributes to teacher development and improves the quality of education. Errors in pedagogical observation must be avoided. Therefore, the observer must set clear goals, conduct observations systematically, solve specific tasks at each stage, carefully analyze each situation, avoid hasty conclusions, and ensure objective and accurate interpretation [4, p. 62].

## Conclusion

In conclusion, the main outcome of observation as a professional cognitive method is finding answers to posed questions and achieving set goals. Observation in the educational process enables purposeful perception of educational phenomena, understanding external aspects and characteristics of the studied process, assessing relationships among participants, levels of knowledge acquisition, professional experience, and pedagogical skills, and providing opportunities for novice teachers to gain experience.

Organizing observations in the educational process helps address educational problems. The purpose and objectives of observation must be clearly defined and educational in nature, depending on the type of observation. Observation as a method in education primarily focuses on studying individuals and the educational process, allowing for the evaluation of qualitative characteristics of the studied phenomena.

Therefore, observation is one of the primary foundational methods for assessing and monitoring educational quality. As a result of observation, teachers develop critical and analytical thinking,

enhance their ability to compare and generalize events, and improve their skills in drawing conclusions.

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