

“Professional-methodical work of future educators in the higher education system improve readiness ”

Boyko'ziyeva Latofat Abdivali qizi
Preschool education direction
GulSU 1st year master

Abstract: Independence of the Republic and Improving the content of vocational education, which is responsible for the formation of socio-economic policy in line with modern requirements of a market economy, training highly qualified junior specialists and ensuring the effectiveness of this process. This task is reflected in a number of laws and regulations, in particular in the National Training Program, the system and content of training in the social and economic life of the country. Reconstruction based on the prospects of economic development, the needs of society, modern achievements of science, culture, engineering and technology clear goal-oriented guidelines and principles in the example reflected in the appearance

Keywords: Educator, trainee, methods, social skills.

In order to further improve the system of preschool education, to ensure equal access to quality preschool education for children, to develop the non-governmental sector of preschool education services, as well as the Decree of the President of the Republic of Uzbekistan "On Preschool Education and Upbringing" Enforcement of the law, as well as primary and pre-school effective education of children of all ages, as well as convenience conditions are being created. The Cabinet of Ministers of the Republic of Uzbekistan approved the "State Standard of Preschool Education and Training" No. 802 of December 22, 2020. The purpose of the state standard is to organize the system of preschool education on the basis of modern requirements, to bring up children to a healthy and comprehensive development, effective forms of education and upbringing in the educational process, as well as and the introduction of mandatory minimum requirements for the volume, content and quality of the educational process, the construction and equipment of preschool education, the organization of healthy nutrition and safety of preschool children and organization of control. As the content, goals and objectives of education expand over time, its forms and methods are also improving. At present, the main directions of human activity are becoming integrated systems, ie technologies that allow them to fully achieve their goals. In the same field of education in recent years, pedagogical technology has begun to apply. If we look at the emergence of the pedagogical profession, it is clear that at first the process of differentiation and integration within it was limited, but then education and upbringing began to be openly opposed: the teacher teaches , and the educator educates. But by the nineteenth century, in the work of progressive educators, in the substantiation of arguments, education and upbringing began to be viewed as an integral, holistic phenomenon from an objective point of view. I.F. Gerbart, "Without education there is a means in education, but there is no goal, and without education there is a goal, there is a lack of means." The idea of the unity of the pedagogical process is deeply expressed in the ideas of K.D. Ushinsky. He understood the pedagogical process as a whole system of administrative, educational and pedagogical elements of school activity. K. D. Ushinsky's progressive ideas were followed by his followers: N.F. Bunakov, P.F. It is reflected in the works of Lesgaft, K.B. Yelnisky, V.P. Bakhterov and others. The pedagogical process is closely linked with all other social processes (economic, political, moral, cultural, etc.). Its essence, content and direction will depend on the state of social processes, the real interaction of productive forces and production relation. The skill of the educator-teacher is to find an individual approach to each student, to increase his activity in cases where the student's

talent is manifested. The main requirements for educational activities organized by the educator-teacher: educational activities should never be accidental and each event should be carefully prepared. In order to skillfully guide the relationships between children, the educator must be aware of both the internal and inter-team conflicts of the team. The elimination of these contradictions depends on the educator's personality, his close relationship with the pupils. A truly skilled educator-teacher uses the power of the student community, the student relationship, to overcome these contradictions. Everyone the student has his own social and mental world. Knowing it, studying it requires a teacher to approach it from a psychological point of view. General methods, general programs themselves cannot be the basis of educational interaction. They need individual and personal correction. A humane educator tries to use methods that allow each person to develop his own identity, to maintain his originality, to realize his "I". The methods can be divided into two groups according to the results of the impact on the trainees.

1. *Ethical norms, influencing the formation of motives, the formation of imagination, understanding, ideas.*

2. *Influencing the formation of habits that determine this or that type of behavior*

The methods depend on the purpose and content of the education. The methods of upbringing will be aimed at building the qualities of a harmoniously developed person. Therefore, the level of development of the trainees should be taken into account educational methods important conditions of effective use. Naturalists react differently to this or that educational effect. It depends on their individual characteristics, the level of education, the appropriateness and effectiveness of the methods of education and their skillful use.

The correct choice of methods of education is the self-education of students in the positive solution of educational tasks helps to increase activity. For example, in the process of working with first-graders, the teacher teaches students the rules of behavior, the importance of having a clear agenda, teaching them new work activities that are new to them. uses the method of explaining the need to follow the procedure. In addition to explaining, it trains them to enter the classroom properly, greet them with the teacher and students, and maintain discipline. At the same time, first graders become accustomed to the above processes during the lesson. The positive work they have done in this process, the results of their work, need to be encouraged. It can be seen that the teacher uses a variety of methods and techniques when conducting the educational process with students. The diversity of methods of education shows the need to classify them. Therefore, they can be divided into groups based on their individual characteristics. It is advisable for every teacher (educator) who wants to achieve educational results to thoroughly master the methods of education and their essence. The main task of pedagogical staff and managers in the educational institution is to create the necessary conditions in the team to achieve positive results in the organization of pedagogical processes, to develop pedagogical processes as a whole system for the training of competitive graduates.

The educational institution as a structural object of management has the following characteristics:

- direction of development based on the need, opportunity, indicators of the educational institution and the criteria for assessing their abilities;
- its potential, functional capabilities, individuality and culture;
- integrated pedagogical system of the educational institution;
- provision of scientific and methodological products and ICT tools options; internal capabilities and relationships with the external environment;
- Development of pedagogical and educational community, as well as the internal management system of the educational institution and its development. This means that students studying at a higher education institution use every knowledge they receive in their academic activities for the development of preschoolers in their future activities.

References.

1. Ganiyeva, M. (2021). Effective Methods of TRIZ.
2. Ганиева, М. А., & Жумаева, Ш. Х. (2018). Формирование методов групповой работы с учащимися общеобразовательных школ. Вопросы науки и образования, (10 (22)), 149-151.
3. Maftuna, G. (2021). Effective ways to Use Triz (The Theory of Inventive Problem Solving) in Elementary School. Pindus Journal of Culture, Literature, and ELT, 9, 85-88.
4. Ганиева, М. (2021). ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ “ТРИЗ” ДЛЯ РАЗВИТИЯ УЧЕНИКИ НАЧАЛЬНОГО КЛАССА. Academic research in educational sciences, 2(5), 129-133.
5. G'aniyeva, M. (2021). BOSHLANG'ICH SINIF DARSLARIDA TRIZ (IXTIROCHI MASALALARINI HAL QILISH NAZARIYASI) DASTURINI QO'LLASHNING SAMARALI USULLARI. Scientific progress, 2(5), 108-112.
6. Ганиева, М. А., Муродинова, Н. Р., & Жумаева, Ш. Х. (2018). Трудности при изучении многозначных глаголов русского языка учащимися-узбеками средних общеобразовательных школ. Проблемы педагогики, (3 (35)), 108-109.
7. Kizi, G. M. A., & Kizi, B. L. A. (2018). The diversities in terminology of relationship. Достижения науки и образования, (9 (31)), 22-23.
8. Murodinova, N., & Ganiyeva, M. The role of family to develop for perfect person.
9. The President of the Republic of Uzbekistan "Preschool education and upbringing Law on
10. Tashkent, December 16, 2019. No. ORQ-595
11. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "Preschool education and the State Standard of Education. "No. 802 of December 22, 2020
12. Hasanboyev J. et al. Pedagogy: A Textbook for Higher Education Institutions. - Tashkent: Fan, 2009.-480 p.