

Some Forms of Systematic Development of Teachers' Professional Skills: Advanced Practices and Recommendations

Soliyev Ilhomjon Sobirjonovich

Fergana State University Associate Professors

Kodirova Tabassum Alisher kizi

Master degree of Fergana State University

Abstract. Based on the analysis of the requirements of the profession to the personality of a specialist, the concept of professionalism is introduced. Professionalism is a set of personal characteristics of a person necessary for the successful performance of work. Pedagogical professionalism is a characteristic of a variety of interrelated components that reflect a specific educational system that meets the social order of society.

Keywords: professionalism, pedagogical activity, teacher, component

Additional educational and methodological work is of great importance in the systematic development of professional skills and experiences of educators in preschool educational organizations. Successful development of additional education cannot be imagined without the development of its theory and methodology. Methodical activity plays an important role in this process. Methodological works consist of a system of measures aimed at the analysis of scientific achievements, best practices and the difficulties of educators, improving the skills of each educator, generalizing and developing the creative potential of the team, and achieving optimal results of education, upbringing and development of children.

Additional education. Childhood is a wonderful and unique time. Anything is possible... Weak and vulnerable can be strong and powerful, boring and flattering, funny and fun. You can eliminate all mistakes and defeats, make the world bright, colorful, kind. To do this, it is enough to be a child and to have intelligent, talented, kind educators and adults with him.

Preschool childhood is a period of great responsibility. A child is the age of initial formation of a person. During the preschool age, the child not only rapidly develops all mental tasks, but also forms complex activities such as playing, communication with adults and peers, and also creates a general basis for cognitive abilities and creative activity.

Today, additional education of children is a single, purposeful process that combines education, training and development of a person. It is designed for free choice and mastering of additional educational programs, regardless of the specialized or basic educational program.

On the contrary, additional education is not regulated by the educational process, standards, but is determined by the social structure of children, parents and other social institutions. Modern additional educational content for children expands opportunities for personal development of children by expanding the field of education of the child based on his needs. Additional education is also a means of training a person in knowledge and creativity in the process of carrying out activities in various fields.

In addition, additional education helps the child to determine himself in time, to increase his competitiveness in life, and to create conditions for each child to form his own thoughts about himself and his surroundings. An educator with additional knowledge sets the "standard" for mastering a subject or activity.

In recent years, the activities of preschool educational institutions are mainly focused on the development and implementation of new programs that match the individual abilities of children, and on the development of their intellectual, emotional and practical potential. Therefore,

preschool education programs have an important place in additional educational programs for educators.

Additional education of children is widely popular in a number of countries, for example, in the Russian Federation. As a result of it, the content, methods and forms of working with children are constantly updated, and the author's concept of the educator is formed.

An additional educational program is a specific type of individual-oriented activity intended for children from 3 to 6-7 years old. An additional program for each group is developed by the authors.

The purpose of additional education is to create psychological comfort and conditions for the child's self-realization; formation of artistic and aesthetic culture of educators as an integral part of spiritual culture; creating needs and opportunities for self-expression in artistic activity; familiarization with common human values, study of national cultural heritage, provision of children's health in the context of preschool education organization.

Also, formation of new concepts and activity styles of educators; development of scientific and special knowledge; development of the educator's image; development of the child's uniqueness, all important areas of his personality (intellectual, motivational, parental, practical, emotional, etc.).

Duties:

1. Creating favorable conditions for meeting the needs of children for creative activities in various activities.

2. Creating conditions for the child's emotional well-being in the process of joint activity and communication.

3. Development of creative abilities in preschool children through additional activities.

4. To develop interest and love for the artistic word of preschool children by improving various forms of oral speech.

5. Development of constructive cooperation with the family to ensure the creative development of the preschool child.

6. Taking into account the interests and interests of children.

7. Development of additional content that meets modern requirements.

Rules:

1. Convenience: an atmosphere of goodwill, confidence in the child's power, creating success for every situation.

2. Manifestation of each child in the creative process: the implementation of creative tasks is carried out using active methods and forms of teaching.

3. Relying on internal motivation: taking into account the child's experience, the emotional response to the creative process ensures a natural increase in efficiency.

4. "Adults and children" and "children and peers" move to joint actions with independent actions, "discover new knowledge".

5. Variability: creating conditions for the child's independent choice of working methods, creative tasks, materials, equipment, etc.

6. Individual approach: creation in a creative process that stimulates the creative activity of the child in the atmosphere. Individual psychophysiological characteristics of each child and the group as a whole are taken into account. The basis is the comprehensive development of all creative processes and characteristics of individuals (children - children, children - parents, children - educator) in effective creative activity, as a result of which the child learns different ideas, remembers, discovers new things, non-standard tasks, different people and chat with others.

7. Principles of reciprocity and kindness: the child's communication is based on a benevolent and trusting foundation.

8. The principle of integration All aspects of personality development of a preschool child: general cultural, socio-spiritual, intellectual complexity.

Steps:

Preparation. The main task of this stage is to prepare and organize work on the topic. At this stage, the choice is not only important. From the first moments, the educator must find the right

emotional wave of communication with children. It should be an easy and comfortable communication, for children and adults to enjoy together. Pedagogical intuition and educational experience play a big role here. It should significantly "feel" the level of difficulty of the task, whether it is the children's interest or increase or loss.

- It should be said that the organization of roundtable discussions involves the voluntary (without psychological coercion) participation of children, therefore, in addition to choosing interesting content, there are certain conditions:
- The organization of the working space, that is, places for children are not strictly defined, children can move freely in the room, have the right to refuse participation in the study group, etc.
- The possibility of the child choosing a goal from several goals, that is, the educator chooses "suggestions" or what the children do according to their strengths and interests.
- Unlocking "All Child" time, end work at any time.
- The stage of improvement of creative thinking. At this stage, the following tasks are solved: development and improvement of special qualities and skills, development of expressiveness and drawing, development of self-expression, creativity, gaining experience in competitions and exhibitions. Children are provided with opportunities and conditions to gain confidence in their abilities, self-esteem and independence.
- Cooperation between educators and children is based on:
 - the final result of the activity;
 - the presence of a smart and creative leader who organizes joint activities, skillfully divides responsibilities in the group according to opportunities;
 - teacher's instructions on examples of human relations with nature, art, people, folklore, human world, etc.;
 - voluntary participation in the group;
 - communication that ensures action and information exchange between participants within the group;
 - appearance and manifestation of a person in the process of interaction, his nature and color affect the final result;
 - realizing that an adult child is only an intermediary between the world of "great art";
 - interesting nature of any material presentation;
 - creating problems for older children, setting creative tasks.
- Thus, we believe that children who have desires and wishes without any coercion should fill their lives with bright, beautiful, cheerful and wavy, and naturally from the influence of their influence on them, making them influential and different able to express with 's. To do this, we surround children with beauty, art, nature, give them tools of expression that are wonderful and great, that can delight them, not leave them indifferent, and that are appropriate for their age, so that they can live together. In our joint creative activity, there is no weak, strong, skillful and unusual - we are all at once, creative process, game, model, playing game, helping each other, with our impressions and results we share, rejoice in joint successes and comfort.
- The additional educational program for educators is an education that reflects the pedagogical concept of work in a group of children and is aimed at achieving certain educational goals. The conditions, methods, resources and technologies for obtaining the specified results are defined in the program, and the sources of providing the educational process with information are indicated.
- Required features. Preschool education should have a number of characteristics that confirm its suitability for use in an additional education program:
 - compatibility – solving problems of rapid education;
 - pragmatism - to respond to requirements not today, but tomorrow, and change the time;
 - realism - practical opportunities for comprehensive implementation of the program;
 - the ability to verify - the ability to achieve certain goals or clarify results in the process of submitting an additional education program;

- – crash sensitivity – adaptation to potential changes that may be required in the event of a deviation from the planned plan.

The purpose of methodological work of pre-school education is to create optimal conditions for the continuous improvement of the general and pedagogical culture of the participants of the educational process. Implementation of this goal of methodological activity is carried out by organizing the activities of organizational structures such as methodical associations of preschool teachers, scientific-methodical and pedagogical council, monitoring service, as well as active involvement of educators in the process of self-education.

In the conditions of the modern development of our society, the preschool educational organization takes on very responsible social tasks. The task of the head and methodologist of the pre-school education institution is to develop this system, and at the same time find effective ways to improve pedagogical skills.

Today, the role of methodical service is growing due to the need to solve educational problems rationally and quickly, its correct organization is the most important way to improve the quality of education, and the actual level of methodical work in a preschool educational organization affects its activity. is becoming one of the most important evaluation criteria. Therefore, the organization of methodological work in the organization of preschool education should be considered the most important thing.

Methodical works - a system of interrelated activities based on scientific achievements and advanced pedagogical experience in a preschool educational institution, focused on the comprehensive preparation and professional skills of each educator and the team as a whole.

At the current stage, the urgency of the problem of raising a highly qualified, free-thinking, active educator is obvious to everyone. A specially organized methodical work is called to help the educator develop new pedagogical thinking, readiness to solve complex problems in the educational system, and improve his pedagogical skills.

Methodical work is a system of interrelated activities based on scientific achievements and advanced pedagogical experience in a preschool educational institution, focused on the comprehensive preparation and professional skills of each educator and the team as a whole.

Kindergartens have developed some forms of continuing education for educators, but there is often no proper connection between different methodological activities, taking into account the specific interests and needs of educators.

The task of the head and methodologist of a preschool educational institution is to find effective ways to develop the system, cheap and at the same time improve pedagogical skills.

The main criteria are the effectiveness of methodological work, in addition to effective indicators (pedagogical skill level, educators' activities, etc.), specific characteristics of the methodological process:

1. SYSTEM - compliance of goals and tasks with the content and forms of methodical work.

The goal:

1. to improve the pedagogical skills of each educator and professor-educators in general;
2. formation of individual methodological systems of individual educators;
3. adoption of new pedagogical technologies, etc.

Tasks are small groups that contribute to the realization of goals. Thus, in order to improve the pedagogical skills of educators, the following tasks should be solved.

- a) determine the initial level of pedagogical skills of each educator, i.e. his level of knowledge, pedagogical ability and skill level;
- b) development of educators' need for self-development, self-education, self-education;
- c) development of humanitarian direction of each educator;
- d) development of pedagogical techniques, i.e. organizational, communication and other skills.

- educational
- didactic
- psychological
- physiological

- technical
- self-education
- private methodological and others

Thus, the educational direction U teaches educators to take a personal approach to the theory and methods of educating preschool children and to humanize the educational process.

The methodological work of the didactic direction includes updating the knowledge of educators on the most pressing problems of increasing the effectiveness of children's education in preschool educational institutions.

The psychology major provides training in general, developmental, and educational psychology for educators.

Physiological department conducts training in general and youth physiology and hygiene.

The complexity and diversity of the goals and tasks of methodological work in a modern preschool educational institution, the diversity of its content, the specific characteristics of each DOE require different methodological forms of working with employees and their optimal combination.

In recent years, there has been an active search for new, non-traditional forms of methodological work. But it should be noted that regardless of the content of the teacher's training, any form of work cannot guarantee a creative approach. There is no division of forms into new and old, modern and non-modern, because each of them corresponds to a specific content. Any traditional form can be well-constructed in terms of content and methods, and can be active while fulfilling important functions such as information, guidance and development.

The system of continuous professional development of each educator of a preschool educational institution includes various forms: teaching in courses, self-education, participation in methodical work of the city, district and kindergarten. Systematic improvement of the psychological and pedagogical skills of educators and senior educators is carried out in advanced training courses every five years. There is a process of continuous reconstruction of knowledge between courses of active pedagogical activity, that is, progressive development of the subject itself. Therefore, self-study between courses is necessary. It performs the following functions: expands and deepens the knowledge gained during the preparation of the previous course; contributes to a higher theoretical understanding of best practices, improves professional skills.

In a kindergarten, a senior educator should create conditions for independent education of educators.

Self-education is the independent acquisition of knowledge from various sources, taking into account the interest and inclination of each specific educator.

As a process of acquiring knowledge, it is closely related to self-education and is an integral part of it.

In the process of self-education, a person develops the ability to independently organize his activities in order to acquire new knowledge.

Why should an educator constantly work on himself, supplement and expand his knowledge? Pedagogy, like all sciences, does not stand still, but is constantly developing and improving. The volume of scientific knowledge is increasing every year. Scientists say that human knowledge has doubled every decade.

This forces every professional to engage in self-education, regardless of the received information.

Korney Chukovsky wrote: "Only knowledge is powerful and valuable, because you created yourself with your own passion. All knowledge should be a discovery by yourself."

The head of the preschool educational institution organizes the work in such a way that self-education becomes his need for each educator. Self-education is the first step in professional development. For this, necessary conditions are created in the classroom: the library fund is constantly updated, filled with information and methodical literature, experiences of teachers.

Methodical journals are not only studied and systematized throughout the year, but also help the educator who chooses the topic of self-education to create thematic catalogs, get

acquainted with the different views of scientists and practitioners on the problem. A library catalog is a list of books available in a library and located on a particular system.

A special card is included for each book, where the author's surname, first name, book title, year and place of publication are written. On the back, you can make a brief comment or make a list of the main topics covered in the book. Thematic file cabinets include books, journal articles, personal book chapters. The senior educator creates catalogs, recommendations to help the self-educator, studies the impact of self-education on changes in the educational process.

At the same time, it is very important that the organization of self-education does not involve the formalization of additional reporting documents (plans, extracts, notes).

This is the free will of the educator. In the classroom, only the tutor will work on the topic and the form and duration of the report. In addition, the form of the report can be as follows: giving a speech at the pedagogical council or carrying out methodological work with colleagues (consultation, seminar, etc.). This can be a demonstration of working with children, in which the educator uses the acquired knowledge in the process of self-education.

Summarizing the above, we note that there are various forms of self-education:

- work in libraries with periodicals, monographs, catalogs;
- participation in scientific and practical seminars, conferences and trainings;
- to receive advice from experts, practical centers, departments of psychology and pedagogy of higher educational institutions;
- work with the bank of diagnostic and corrective programs in regional methodological centers, etc.

The result of the activity of these and other types of educators is the process of reflecting the accumulated experience and forming a new experience based on it.

Mentality

Mentality is a necessary part of the program of adaptation and professional training of young professionals. Mentoring - individual oriented support to young professionals in familiarizing themselves with the collective tradition, general rules, professional characteristics of work and fully mastering the necessary skills for effective work performance;

The mentality is to work with individual professionals who do not have work experience in teaching in educational institutions or who are assigned to a position without work experience.

1. Mentoring applies to: new young professionals for a period of no more than 2 years after graduating from a secondary special educational institution, for a period of no more than 1 year after graduating from a higher educational institution; contract students

2. Trainers are selected from the most trained professor-educators with high professional qualities, stable work, communication skills and flexibility; to have higher or secondary specialized education, at least 5 years of pedagogical experience; first or highest qualification categories.

Purpose of coaching:

The purpose of coaching is to help young specialists in their professional development, to actively participate in the work process and social life of the young specialist.

Duties:

3.1. Accelerate the process of teaching the basic skills of the profession, develop the ability to independently and effectively perform the tasks assigned to him in his current position;

3.2. Adapting to the culture of the enterprise, mastering the traditions and rules of behavior in this institution, having a conscious and creative attitude to the fulfillment of the duties of an educator.

3.3. Development of skills necessary for the pedagogical activity of a young specialist.

3.4. Stimulating interest in pedagogical activity to retain young professionals and educators at MDOU.

Consulting

Of the various forms of methodological work in kindergarten, especially the form of counseling for educators, it was strictly implemented in practice. Individual and group

consultations; the main directions of the work of the whole team, advice on current problems of pedagogy at the request of educators, etc.

Any counseling requires training and professional skills from a senior caregiver.

Major consultations are planned in the institute's annual work plan, but some are held as needed.

Using different methods, during the consultation, the senior educator not only sets the task of imparting knowledge to the educators, but also tries to form a creative attitude to the activity.

Thus, a problem with a problematic presentation of the material arises and a method of solving it is shown.

1. Partial search method - educators are actively involved in hypothesizing, making action plans and solving problems independently.

2. Method of explanation. - this method has a number of positive qualities: reliability, economic selection of specific evidence, scientific interpretation of the phenomena under consideration, etc. It is useful to formulate questions at the beginning of the consultation to attract the attention of educators and encourage them to follow the logic of the presentation. The questions sent to educators during the counseling process help them to understand experiences from the point of view of scientific conclusions, to express their thoughts, assumptions, and draw conclusions.

Depending on the educator's level of competence, the senior educator determines the extent to which he can draw on the knowledge gained from his experience or limit his explanations.

3. Heuristic interview method. During the interview, some rules of the methodological literature read will be revealed in more detail, explanations will be given on the issues that are of most interest to educators, the mistakes of their thoughts and the shortcomings of professional experience will be identified, the level of understanding and mastering of knowledge will be determined, and self-orientation to education is carried out.

4. Discussion method - in terms of form and content, the discussion is close to the conversation style. It also includes comprehensive discussion, preparation of questions for educators, selection of an important topic that requires an introduction and closing remarks. However, unlike a conversation, a discussion requires a struggle of ideas, the formulation of controversial issues. During the discussion, many other additional questions should be asked, the number and content of which cannot be predicted in advance. Therefore, using the discussion as a method requires a high professional skill, pedagogical skill, great culture and decency from a senior educator. The host of the discussion should have the ability to quickly enter the environment, catch the train of thoughts and moods of the participants, create an atmosphere of trust.

List of references.

1. Abdurahimovna, B. Z. (2023). LAUNCHING THE ORGANIZATIONAL ACTIVITY OF THE DIRECTOR OF PRESCHOOL EDUCATION ORGANIZATIONS. *Open Access Repository*, 4(3), 1024-1030.
2. Abdurahimovna, B. Z., & Bakhodirovna, I. U. (2023). TYPES OF GAMES USED IN PRESCHOOL EDUCATION AND METHODS OF THEIR ORGANIZATION. *Open Access Repository*, 4(3), 1037-1041.
3. Abdurahimovna, B. Z., & Zaynalobidinovna, K. M. (2023). REFORMS IN THE PRESCHOOL EDUCATION SYSTEM AND THEIR EFFECTIVE RESULTS. *Open Access Repository*, 4(3), 1042-1047.
4. Abdurakhimovna, B. Z. (2023). MONITORING IN STATE AND NON-STATE PRESCHOOL EDUCATIONAL ORGANIZATIONS. *Open Access Repository*, 4(3), 704-710.
5. Abobakirova, O. (2020). INTERPRETATION OF THE PERIOD AND HEROES IN UZBEK CHILDREN'S STORIES. *Theoretical & Applied Science*, (5), 821-825.
6. Atadjanov, J. M. (2018). Developing Professional Pedagogical Mastery of Future Initial Classes Teachers. *Eastern European Scientific Journal*, (2).

7. Atadjanov, J. M. (2018). Developing Professional Pedagogical Mastery of Future Initial Classes Teachers. *Eastern European Scientific Journal*, (2).
8. Jo'rayev, V. T. (2019). The advantage of distance learning courses in the process of education. *Scientific and Technical Journal of Namangan Institute of Engineering and Technology*, 1(9), 220-224.
9. Jo'rayev, V. T. (2020). The role and advantages of distance courses in the innovative educational system. *The American Journal of Social Science and Education Innovations*, 2(10), 434-439.
10. Jurayev, V. T. (2020). PEDAGOGICAL SOFTWARE IN THE PREPARATION OF FUTURE TEACHERS OF INFORMATICS IN AN INNOVATIVE ENVIRONMENT. *Theoretical & Applied Science*, (4), 182-185.
11. Mashrabjonovich, O. J. (2022). DEVELOPMENT OF COMMUNICATIVE COMPETENCE AMONG FUTURE PRESCHOOL TEACHERS. *Web of Scientist: International Scientific Research Journal*, 3(10), 201-207.
12. Mashrabjonovich, O. J. (2023). Formation of Professional Competence of the Future Teacher in the Information and Educational Process. *CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY*, 4(2), 107-111.
13. Mukhtoraliyevna, Z. S. (2023). System for Teaching Homonyms Words in Primary School. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 3(3), 1-4.
14. Mukhtoraliyevna, Z. S., & Egamberdiyevna, H. M. (2023). USE OF MODERN TEACHING METHODS IN MOTHER LANGUAGE AND READING LITERACY LESSONS OF PRIMARY CLASS. *Open Access Repository*, 4(3), 1092-1100.
15. Muxtoraliyevna, Z. S. (2023). BOSHLANG 'ICH SINF O 'QUVCHILARINING IMLOSI USTIDA ISHLASHDA DIDAKTIK O 'YINLARDAN FOYDALANISH. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI*, 3(2), 473-478.
16. O'rinova, F. (2019). REPORT ON PROBLEMS IN THE PRE-SCHOOLS OF ORGANIZATIONAL PREVENTIVE CENTERS. *Scientific Bulletin of Namangan State University*, 1(11), 311-315.
17. Oljayevna, O., & Shavkatovna, S. (2020). The Development of Logical Thinking of Primary School Students in Mathematics. *European Journal of Research and Reflection in Educational Sciences*, 8(2), 235-239.
18. Sobirjonovich, S. I. (2021). Speech Education for Children from 1 To 3 Years of Age. *International Journal of Innovative Analyses and Emerging Technology*, 1(7), 135-141.
19. Sobirjonovich, S. I. (2022). Child Thinking and Problem Solving. *European Multidisciplinary Journal of Modern Science*, 4, 111-115.
20. Sobirjonovich, S. I. (2022). FAIRY TALES AND THEIR ROLE IN EDUCATION OF PRESCHOOL CHILDREN. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIIY JURNALI*, 150-155.
21. Sobirjonovich, S. I., & Kamoldin, Q. X. (2021). Didactic Interaction as Whole Integral Education. *International Journal of Discoveries and Innovations in Applied Sciences*, 1(7), 80-83.
22. Soliyev, I. (2023). TARBIYALANUVCHILARDA IJTIMOIIY FAOLLIKNI OSHIRISH-IJTIMOIIY-PEDAGOGIK ZARURIYAT SIFATIDA. *Евразийский журнал технологий и инноваций*, 1(3), 92-95.
23. Soliyev, I., & No'monjonova, M. (2023). MAKTABGACHA TA'LIM TASHKILOTLARIDA NUTQ O 'STIRISH MASHG 'ULOTLARIDA O 'YINLAR ORQALI BOLALAR NUTQINI O 'STIRISH. *Центральноазиатский журнал образования и инноваций*, 2(3 Part 2), 129-132.

24. Soliyev, I., & No'monjonova, M. (2023). MAKTABGACHA TA'LIM YOSHIDAGI BOLALARDA NUTQNING TOVUSH MADANIYATINI SHAKLLANTIRISHNING PEDAGOGIK ASOSLARI. *Бюллетень педагогов нового Узбекистана*, 1(3), 123-127.
25. Takhirjonovna, M. O. (2023). TYPES OF LEXICAL MEANING ACCORDING TO THE FORMATION. *Open Access Repository*, 4(3), 1065-1070.
26. Tokhirjonovna, M. O. (2022). VOCABULARY DEVELOPMENT IN ONTOGENESIS IN PRESCHOOL CHILDREN. *Modern Journal of Social Sciences and Humanities*, 5, 375-379.
27. Tokhirjonovna, M. O. Semantics of the Word in Children's Speech. *International Journal of Culture and Modernity*, 17, 267-273.
28. Toxirjonovna, O. M. (2021, October). SOZ TURKUMLARINI TASNIFLASHDA INTERFAOL METODLARDAN UNUMLI FOYDALANISH JARAYONIDA KOMPETENSIYAVIY USULLARNING QOLLANISHI. In " *ONLINE-CONFERENCES*" PLATFORM (pp. 219-224).
29. Uljaevna, U. F. (2020). Didactic games in preschool educational system. *Проблемы современной науки и образования*, (4-2 (149)), 27-29.
30. Абобакирова, О. (2014). Особенности развития речи у дошкольников. *Актуальные проблемы гуманитарных и естественных наук*, (6-2), 76-78.
31. Абобакирова, О. Н. (2016). Особенности наглядно-образного мышления у детей с общим недоразвитием речи. *Молодой ученый*, (4), 734-736.
32. Абобакирова, О. Н. (2018). Формирование у старших дошкольников эстетических чувств средствами кукольного театра. *Молодой ученый*, (18), 148-150.
33. Зокирова, С. М. (2021). О ОМОСЕМАНТИЧЕСКОЙ КОНГРУЭНТНОСТИ В ЯЗЫКАХ. *Редакционная коллегия*.