

Formation Of Quality Education In The Field Of Pedagogy.

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Annotation: This article provides comprehensive information on the use of new technologies in the field of pedagogy and their development in the form of education. Thoughts about the quality of education and its determining factors, as well as the main tasks of teachers-pedagogues in its implementation are highlighted.

Keywords: Professional activity, professional quality, structure of teacher's professional activity, quality of education, factors that determine the quality of education.

In pedagogical and psychological literature, the structure of a teacher's professional activities is also considered to be his professional qualities or professional abilities. Based on this structure, hundreds of professional qualities and qualities of the teacher have been identified. For example, about 200 positive qualities, namely abilities and more than 60 negative professional qualities, have been studied. The structure of the teacher's professional activities can be described as follows: 1. Ability to be educated - training - is a high-level art that represents the ability of an individual to meet the requirements of social life. The ability to train a person is determined to be able to direct himself, not to raise himself. The goal of today's upbringing is also to form individuals who can think independently and have the ability to train themselves.

2. Organizational abilities - the teacher's organizational abilities will play a special role in effectively promoting educational work. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

3. Communication abilities are aimed at establishing the right relationships with "Teacher-Teacher," parents, the community, neighborhoods, and other organizations, as well as professional and cultural ties.

4. Pertceptive abilities are the ability of a teacher to find his way to the heart of a student and a student, in turn, to be able to feel heartbroken and put him in his place, to study the spiritual and spiritual world of young people, to give him an objective assessment, and to study a child's mood, emotions, attention, and other psychological processes, knowing his psychological characteristics.

5. Information abilities are considered the beginning, or beginning, of the learning process and are reflected in how much information a teacher can obtain, how much information he or she can study, analyze, and deliver in accordance with the age, mind, and worldliness of the student and student. At the same time, feedback and its effectiveness determine the level of information skills of the teacher.

6. Didactive abilities are important for students and students to identify their interest in learning, to study the knowledge, skills, and skills they acquire based on their independent opinions, logical and analytical thinking, and to what extent the knowledge gained in this process is becoming skills and skills. Another didactive ability of the teacher is his ability to track and analyze the learning process. Another feature of didactive ability is the knowledge of the teacher, the sharpness of his mind, the appearance of creativity. Didactive ability develops on the basis of the teacher's information abilities.

7. Guiding abilities are related to motivations and motivations and are in harmony with free thought, interest, passion, aspiration, and desire.

8. Developmental abilities are realized in accordance with the development of education, in which the teacher is characterized by the ability to purposefully develop the student's emotional, didactic orientation, mobilization, innovation aspirations, and scientific and creative abilities in a specific system.

9. Creative ability is a teacher's unique ability to study new concepts in his mind, start with analyzing it, seek innovation, collect information in his field, make it a separate program, and apply it to the teaching and training process.

10. Gnostic (research) abilities encourage a teacher to pursue, to work creatively, to be interested in science, to be able to set goals and tasks in solving problems, to collect scientific and practical facts based on their importance, to find a particular scientific philosophy solution, to engage in scientific research, and to work on the principle of knowledge-based education.

(Matthew 24:14; 28:19, 20) Today, during the development of technology and information technology in the world, issues related to reforming preschool education, educating a perfect person, and providing them with modern education are the first problems that need to be addressed. It is important and necessary to improve the quality of education determined by a child's preparation for school in reforming preschool education.

In this regard, increasing the competence of preschool educational organizations in the implementation of modern approaches, management, innovation and information technology in the educational process will be of great importance.

To accomplish this task, the heads of preschool educational organizations are required to have high professional potential and human qualities. "First of all, he expects him to have the qualities of patriotism and patriotism, to sincerely love and follow his homeland, not to set himself aside for his land, to be willing to sacrifice his life along the way if necessary, to be a master of his profession, a true scholar of this work, and an example to others in this regard. The congregation wants a leader to be distinguished from others by his independent worldview, his broad thinking, his ability to see the distance, his faith is strong, his will is strong, his will is strong, his will is unclean, he is sought-after, he is entrepreneurial, he is entrepreneurial, he is demanding, and he is determined." [4; 201-b.].

The independence of the Republic of Uzbekistan has put before preschool educational organizations an important task, such as the formation of citizens of a new democratic state. This, along with theoretical knowledge, currently meets the demands of time in the preschool education system, leads to the need to prepare and improve their skills in accordance with world standards. At the same time, one of the main conditions for reforming preschool education is that it requires the cultivation of a generation of professionals with great spiritual qualities, inculcating human qualities, and working as mature cadres. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to answers with you. One of the most pressing tasks facing MTT leaders and pedagogical standards is the formation of a free citizen spirituality, a free person. In other words, it is necessary to educate free, perfect people in all respects who know their rights, understand their strengths and capabilities, take an independent view of what is happening around them, and at the same time build their personal interests in harmony with the interests of the country and the people. In this regard, raising a perfect person requires great skill and responsibility first and foremost from teachers. There is no ready-made templates or molds of mentoring skills and art of crafts. Mastering this art requires great effort, creativity and years of experience from a person.

One of the main factors of reforming preschool education in Uzbekistan is the research of a number of scientists on the issues of "the interests of individuals and the priority of education" in the upbringing of a perfect human being. These are R.H. Djuraev, J.G. They are S.Turg'unov, R.Safarova, M. Habakkushev, SH.A. Abdullaeva, Y. M. Assadov.

Discussion And Results

As a result of the implementation of a wide range of initiatives to reform the preschool education system in Uzbekistan, scientific and pedagogical content in our country's preschool educational organizations has changed dramatically today, effectively functioning as educational institutions with a modern educational base and a material and technological base.

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