

THE CONTENT AND STRUCTURE OF THE PREPARATION OF FUTURE EDUCATORS FOR PROFESSIONAL ACTIVITIES ON THE BASIS OF MODERN APPROACHES

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ANNOTATION

The development of professional competency of future educators in the world, improving the quality of Higher Education, necessitates the training of pedagogical personnel who meet new social needs and modern requirements. At the international level, it is important to develop professional training and form methodological practices of future educators, modernize the preschool education system, integrate in accordance with the requirements of today, introduce educational programs based on competencies, develop advanced innovation mechanisms that serve to develop the professional activities of educators are recognized as an urgent problem.

INTRODUCTION

Today the reforms carried out in our country to update the content of education and improve the effectiveness of educational processes pay off. The importance and importance of creating a technology to effectively use the environment of information and communication technologies in the implementation of these processes, the development of the technology for organizing pedagogical practice in the preparation of future educators for professional activities, the integration of the process of continuous practice in the preparation of future educators for professional activities, the formation of faith in

The promising civilization of any society depends on its educational status, the composition and essence of the educational system in a new way, the educational culture of teran. Only a high level of education is the only factor that ensures the future of society, the state and the nation, determines its prestige over the world.

Currently, the sole purpose of our independent state is to establish a humane, democratic-legal society, as well as to raise it to the upper stages of socio-economic and cultural development, to fulfill noble goals aimed at taking a worthy place in the ranks of the world community.

The fact that these goals have a positive result depends, first of all, on the effective organization of educational and educational work on the formation of spiritual and moral qualities, carefully teaching the younger generation the basics of scientific knowledge, forming a wide worldview and scope of thought in them. The creation of a bright prospect of a Zero country, the widespread dissemination of its name, the demonstration of the national-cultural mezos created by the greatness to society, the ensuring that our independent republic occupies a place among the developed countries, depends on the upbringing of the younger generation as a perfect person and a qualified specialist.

Each stage of training qualified personnel determines several specific tasks in itself, such as the effective organization of the educational process, its promotion to higher stages, the creation of conditions for future specialists to become socially active, promising personnel capable of reacting to events taking place in the life of society.

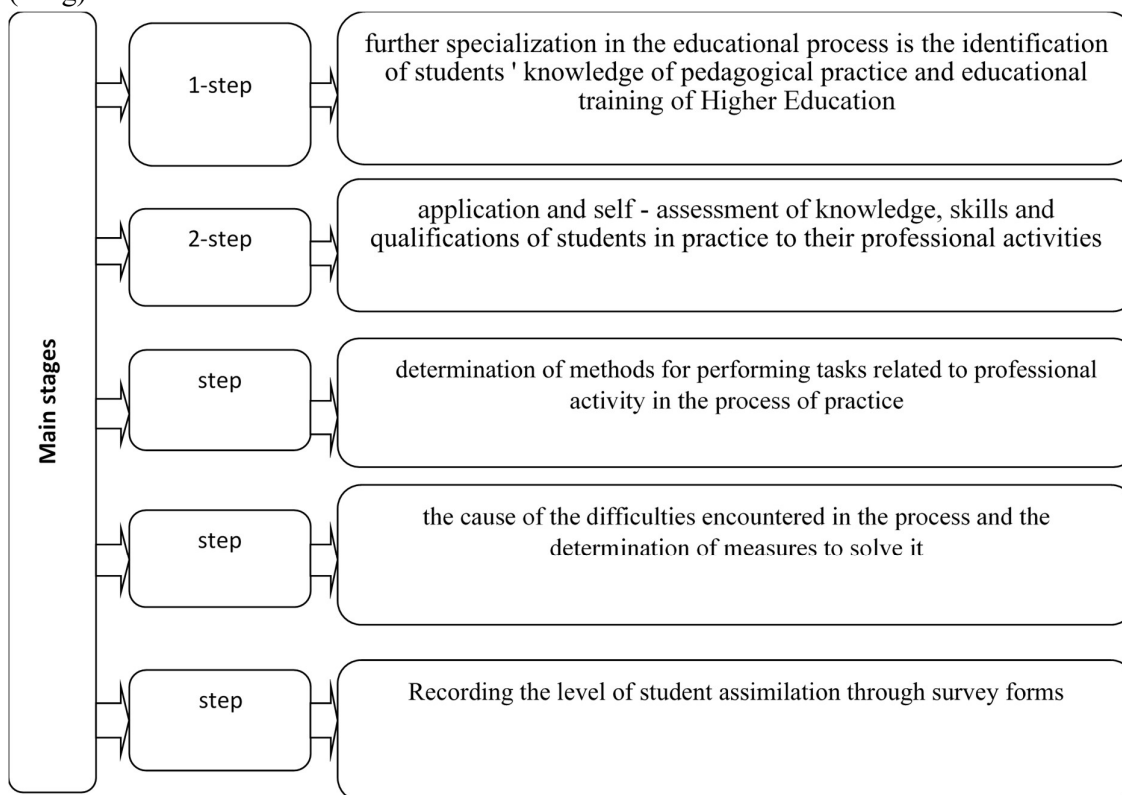
It determines that attention should be paid to the preparation of future specialists for professional activities in ensuring that the owners of professions operating in different spheres of social life know and operate in accordance with their specific professional laws.

MATERIALS AND METHODS

They acquire knowledge, qualifications in order to be able to positively apply the main tasks facing preschool education in the activities of preschool departments and preschool organizations. Work is carried out to get acquainted with the work of the supervisor of preschool education, Methodist, head of the preschool educational organization, methodologist, be able to independently organize methodological work, check the preschool educational organization on a gross and selected topic;

in the course of pedagogical practice, each student is formed in relation to his chosen profession, interest in pedagogical activity, level of training in this area.

Based on the results of the theoretical analysis, the following five-stage structure of improving the processes of preparing future educators for professional activities was clarified (1-fig).



1.1-figure. The main stages of organizing pedagogical practice in the preparation of future educators for professional activities

Theoretical analysis was carried out on the basis of a theoretical idea, scientific evidence, as well as practical results, recorded in printed and electronic sources, which are manifested as a research problem or the result of scientific research on related topics. In the process of analysis, it was found that it is advisable to study the direction, scope, scope of research aimed at developing a positive attitude towards practice in the preparation of foreign countries and future educators for professional activities, the most important idea put forward in them and the essence of scientific, practical and methodological recommendations.

The following tasks were solved during the learning process:

- collection of material with reference to professional activities carried out on topics close to or related to the research problem;
- the direction of the collected literature on the basis of the content study, the definition of the theoretical idea, scientific evidence and practical and methodological recommendations put forward in them;
- critical study of the theoretical idea, scientific evidence and practical and methodological recommendations, as well as assessment of their practicality, established on the basis of existing research;
- further enrichment of the assessed theoretical idea, scientific evidence and practical and methodological recommendations;
- justification of the methodology that allows them to be applied directly to practice by forming independent ideas of the dissertation on the positive solution of the selected problem;
- testing in practice a methodology aimed at developing skills for preparing future educators for professional activities.

Qualification pedagogical practice is a place of study of advanced work experiences, a school of skill.

Taking into account the peculiarities of the field of preschool education, it is important for future educators to initially explain the social essence of their profession. X.Abdukarimov rates this situation as follows, "today everyone is the educator, the right mother is the first educator, the family educator, the neighbors, the neighborhood, the kindergarten, the school, the Higher School is the community educator. The profession of upbringing is necessary and relevant in a legal civil society, which is drawing up on the path of Great Goals." [3]

The purpose of pedagogical practice in preschool educational organizations: to closely familiarize students with the life of the preschool educational organization, educational and pedagogical processes in it. Studying and following the current urgent tasks set before preschool educational organizations.

The main tasks of the practice:

- study, observation and analysis of the processes associated with the development and upbringing of preschool children;

- to closely familiarize the employees of the preschool Department, Republican preschool institutions with the Center for professional development and the toy exhibition, which is connected with the preschool education system;

- learning to carry out educational work, relying on theoretical knowledge gained from the subjects of preschool pedagogy, children's Anatomy and physiology;

- preparation of students for conducting various pedagogical processes using techniques that help to activate the cognitive activity of children;

- teach students to be able to monitor the performance of the Educator of the preschool educational organization, to work in the role of an educator, to carry out educational work in the children's community and individually.

When analyzing pedagogical-psychological and methodological literature, the textbook created on the issues of preparing future educators and teachers for professional activities" initially gave a model of pedagogical practice, in which the stages of pedagogical practice are based and the criteria for organizing pedagogical practice are given"[4].

According to this, the criteria for organizing pedagogical practice are as follows:

- educational character of pedagogical practice;

- the character of the developer of pedagogical practice;

- strengthening and development of pedagogical practice.

This manual defines the didactic and methodological foundations of the process of practice, the objectives of the goal, which are aimed at preparing future educators and teachers for professional activities.

The tasks and tasks carried out above were aimed at instilling respect for the profession of future educators and improving their knowledge of regulatory documents, which did not bring the expected positive result. The reason for this was found to be that students did not have sufficient theoretical knowledge about the regulatory documents of preschool educational organizations. It was discovered through research observations that this problem was not only the problem of prospective caregivers, but also of caregivers operating in a preschool organization.

Based on the content of regulatory documents of preschool educational organizations developed by our state in order to increase the potential of future educators, to develop pedagogical skills, specific features were identified that carry out the professional activities of the future educator.

The content of the internship program, which is intended for the 2nd courses" direction of preschool education", is aimed at organizing educational training jrayons for students, as well as organizing independent training and walks. As a result of the qualification pedagogical practice conducted in the 2nd year, questionnaire surveys were conducted on determining the attitude of students to their professional activities. 160 year 2 students participated in the surveys as respondents.

2.2-table

№	Attitude to professional activities	Number of answers	In percentage account
1.	Did you feel like an educator in the process of practice?	160	100%
2.	Have you identified complex processes in the activities of the educator?	120	100%
3.	What has changed in the practice of the 1st year, the practice of the 2nd year?	144	100%
4.	Are you ready to treat children with affection?	161	100%
5.	Did you feel the main difficulties in the process of practice?	84	100%
6.	Can you mobilize yourself to observe, analyze and conduct training?	112	100%
7.	Have you analyzed the shortcomings posed in the practice process?	51	100%

According to the results of the above survey and the analysis of pedagogical practice conducted in the 1st and 2nd year:

- 81% of 1-2 year students have an interest in professional activities;
- the fact that students have a difficult process of adaptation to practice due to the fact that they cannot quickly learn the psychological characteristics of children for 2 weeks;
- the lack of professional experience in students is due to the fact that they are not sufficiently prepared for independent activities;
- it was determined by the students, such as their full compliance with the rules of professional duty and discipline.

In the process of qualifying pedagogical practice in the 2nd year 3-4th semester in the experimental test group, it was observed that students react more responsibly to professional activities, fully follow the implementation of the tasks and requirements set. The 2nd year internship served to further develop students' knowledge and skills as a continuation of the 1st year internship. 2nd year students acquired the integrity of the educational process and its logical structure, the skills and qualifications of conducting independent activities in a 2-week internship process.

Continuity in the practice of the 1st-3rd year served as an important factor that laid the foundation for the later stages of pedagogical practice. In the later stages of qualifying pedagogical practice, students were able to expand their professional activities. The qualification pedagogical practice, which takes place in the 5th semester of the 3rd stage, is a process of preparing students for qualification practice and is aimed at preparing students for independent professional activities.

In the 3rd year, students will receive all the specialty and methodological subjects prescribed in the curriculum, including:

1. Theory and technologies for raising children speech.

2. Theory and technologies of fine activity.
3. Theory and technologies of the formation of mathematical representations.
4. Theory and technology of acquaintance with nature.
5. Theory and technology of physical education.
6. Children are fully educated in subjects such as musical education.

Future educators will have the opportunity to apply the theoretical knowledge received from the disciplines of the above-mentioned specialty in the process of pedagogical practice in the 1-3rd year.

In the process of qualification pedagogical practice in preschool educational organizations in students, attention should be paid to the acquisition of knowledge about the requirements for conducting the following classes in the formation of the qualification for the correct Organization of work, independent organization and conduct of educational activities.

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