

ORGANIZATION AND INNOVATIVE MANAGEMENT OF THE PROCESSES OF PREPARING STUDENTS OF THE PRESCHOOL EDUCATIONAL DIRECTION FOR PROFESSIONAL AND CREATIVE ACTIVITIES

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ABSTRACT

The educator of the XXI century must possess pedagogical skills, a keen mind, pedagogical psychological knowledge, deep knowledge of his work and high thinking, political literacy, a wide range of flash, and thoughtfulness due to the current state of the world, the development of technology, and the ICT in science day by day. Teachers who work in preschool educational institutions should be well-versed in the best ways to organize educational materials, the theory of unstable personalities, and the enrichment of existing knowledge with new concepts. This article offers input on how preschool education is organized and how innovative management is used to get pupils ready for work-related and creative activities.

KEYWORDS: *Students, Preschool Education, Professional-Creative, Process, Activity, Innovative Management, Preparation.*

INTRODUCTION

The model of an educator in society will not only be someone who ensures that parenting is efficient, but at the same time, his prestige in society will rise and respect for him will appear on the faces of the educators. It is possible to prevent mistakes from occurring or mistakes from being made in pedagogical activity, to succeed in relationships with educators, colleagues, and parents, by organizing practical actions on the route to strengthening professional abilities. An educator with high pedagogical skills should be able to dream of a child, treat him humanly, timely resolve possible conflicts if he correctly evaluates any pedagogical situation, and always advance in pedagogical activity should be able to connect with life the good ideas that are instilled in the minds of those brought up in the total yat development and pedagogical process.

We all know that a person's capacity to actively engage in society depends on the competences they acquire there. His position and significance in the educational society are greatly influenced by the cognitive abilities and malacalry he has earned throughout his career. According to V.A. Slasttel, the acquisition of specialized generalized skills is the primary indicator of any activity's ability, despite a high appearance in the professional direction of pedagogical abilities. The majority of the time, educators quit conducting self-research using pre-made materials due to a lack of pedagogical pisichalogic knowledge of educational professional knowledge or because

they pay it little attention. This leads to a level of ignorance in relation to the personality of the educator.

When describing the teacher's constant practice of reading many disciplines in order to establish himself in society, the great German pedagogue Adolf Disterverg said: "The teacher must frequently practice science. If not, it will appear to be a stone and a dried tree. Future outcomes from such a caregiver cannot be anticipated, just as a stone and a withered tree cannot produce fruit." The educator must first be educated, comprehend the rules of medicine and society in which he lives, be socially engaged, be skilled in general and preschool education pedagogy, grasp the psyche and physics of children, and be aware of the age features of children. Also, the approach of the pedagogical educator from a scientific point of view to the development of the child to the development of all methods allows you to increase the complexity to the effect. In his research, Kolnlsky noted that the attitude of the educator to children is a decisive role in the interests of the work of the educator without question, and is considered an important factor in pedagogical skills.

In his view, this particular process harakter plays a significant role in how the students engage with the teacher. A.S., a well-known educator from Russia It is difficult for a pedagogue to not carve out a definite unique role in the lesson, according to Makarenko, who expresses this view in his writings about the professional competence of the instructor. A teacher cannot carry out professional duties if they are unable to participate in the school environment. In a way, he performs as an actor. Additionally, we are not capable of using our actions, personalities, or character as a teaching tool. It is generally impossible to educate children with suffering from heart and soul, with the help of our hijran feelings. After all, we are human. If it is possible to finish work in owners of any other profession without effort, the pedagogue will also have to carry out activities without suffering. The reader is sometimes faced with the need to demonstrate suffering in communication. For this, the pedagogue must also know how to play a positive role as an actor on stage.

The capacity of a person in the sphere of muay Thai activity, as well as the subjective conditions for the successful implementation of work, are individual-psychological characteristics of a person. The more he learns that this work was designed to direct the educational process rather than educate or teach children, the more flexibility, initiative, and independent thinking opportunities he has given his kids. The educator who is capable of instructing at a very high level appears to be watching the educational process from the outside, but in reality, this process is under control.

Socrates, the great Greek philosopher, in those times, had already called expert educators "Obstetricians of thought." It is necessary not to declare the finished truth, but to ensure that a new thought is born in your children. The first task of the educator in the management of the educational process is when he sets a goal. And the goal is the main factor in pedagogical activity. The educator and the general labor of children are guided in a certain direction. This leads to the expected results in its place. The essence of the management process is that it makes the movement of participants in the pedagogical process relevant. The personality of the educator must have organizational skills. The abundance of tasks performed by the educator makes it possible to use the elements of many other specialties in his profession, such as acting, recessionalism, menjerning, research. Ya. The main sign of upbringing according to Komensky is

that he, with his high level of morality, love for people, knowledge and cocktail love and other qualities, will become an example for the educator and, setting an example, raise humanity in them.

It wouldn't be overstating things to claim that the integration of various games into educational processes aimed at the development of foundational skills in preschool instructors will enable the achievement of the desired effectiveness. The reason is that this approach fosters the development of reflexive competence, which combines interpersonal, intellectual, general, and communication abilities. According to the pedagogical encyclopedia, pedagogical reflection refers to the self-equivalence of educational process subjects during interaction. The process of theoretical activity designed to comprehend the comprehension of the subjects' own conduct and their foundations is known as the educator's reflexive competence.

The principle of integration is considered the leading principle in the development of the modern educational system. The essence of the principle of integration is that preschool children are guided by the desire to create a synthetic, holistic system of knowledge that gives an idea of a holistic view of the world. As a result, a personality of self-realization develops in them, the ability to socialize, find solutions to problem situations is formed. As a result, on the basis of compliance with the laws of society, teachers of the direction of preschool education, the civil competence is formed. And the case method, in addition to involving students in practical activities, also serves to expand the scope of the game, connecting it with real life reality. This method connects the learning process with specific life situations, encouraging students to actively seek solutions to the problems posed, to gradually discuss the results of joint activities.

Social and pedagogical, psychological preparation of the formation of the model of the educator in society - is comparable to the level of ownership of the educational process, its content, principles, form, method of Organization of education, and initial theoretical information about the pedagogical, psychological knowledge skills, knowledge of the age and individual characteristics of the educational person and their ability to It is necessary for the educator to apply his methods correctly and accurately in order to be interested in the management of educators in society, in the socialization of the educator model, his pedagogical skills, abilities, attention to the young characteristics of each of my pupils, be carried out on the basis of state requirements, and in these aspects the correct way It requires the educator to recognize and use techniques that provide a solid study of the knowledge of the easy mastery of training, which is suitable for the young characteristics of the trainees.

The essential self-realization of an individual, which is characterized by awareness as a subject of the environment in which he lives, is one of the most significant aspects of raising. Self-awareness in civil, professional, and moral aspects is crucial for human development. The only way to effectively raise a child is if the instructor also teaches them self-education, or intentional, diligent effort on oneself. The development of a student's self-education methods depends on the teacher's expertise and the effective planning of instructional activities. Students frequently mimic the actions of their loved ones, and occasionally professors.

In Conclusion, The educator should be able to implant in the reader feelings of self-confidence and love in his spirit by using his pedagogical skills. Students observe the teacher's behavior in and out of the classroom, including how he acts, dresses, and interacts with others. This helps

pupils educate themselves effectively and is a crucial step in raising their social standing. Under the close supervision of the teacher, students develop skills in the processes of education and upbringing, rest, community service, and self-education. These techniques promote initiative and independent feedback from the students.

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