



Ways To Increase The Responsibility Of Educators For Their Profession In Preschool Educational Organizations

Mukhtabar Dekhkonovna Tursunboyeva

Chirchik State Pedagogical University

Abstract: In preschool educational organizations, we talked about the development of a teacher's professional activity, the enhancement of their competencies, and the methods and skills of organizing the educational process based on requirements aimed at the child's personality.

Keywords: child, education, upbringing, experience, development, speech, educator, creative activity, pedagogical process, skill, formation, play, preschool age.

Maktabgacha Ta'lim Tashkilotlarida Tarbiyachining Kasbiga Bo'lgan Mas'uliyatini Oshirish Yo'llari

Muxtabar Dexqonovna Tursunboyeva

Chirchik State Pedagogika Universiteti

Annotatsiya: Maktabgacha ta'lim tashkilotlarida tarbiyachining kasbiy faoliyatini rivojlantirish, kompetensiyalarini oshirish, bola shaxsiga yo'naltirilgan talablar asosida ta'lim jarayonini tashkil etish usul va ko'nikmlari haqida gap borgan.

Kalit so'zlar: bola, ta'lim, tarbiya, tajriba, rivojlanish, nutq, tarbiyachi, ijodiy faoliyat, pedagogik jarayon, mahorat, shakillantirish, o'yin, maktabgacha yosh.

The President of the Republic of Uzbekistan Sh.M. Mirziyoev made decisions on further improvement of the preschool education system in 2017-2030. In it, taking into account the advanced foreign experience, creating conditions for the intellectual, moral, aesthetic and physical development of children in all aspects,



increasing the quality of preschool education, fundamentally improving the quality of preparing children for school in preschool educational institutions, applying world practice to the educational process an order was adopted on the implementation of widely used modern educational programs and technologies, training and upgrading of pedagogical personnel.

In the 21st century, education has been recognized as the main factor ensuring sustainable development, and in the international concept of education until 2030, "acquiring quality education and stimulating creativity" has been defined as an urgent task. This requires artistic and aesthetic development of children from preschool age, extensive development of ethno-artistic education through social and cultural traditions.

Based on the above, today the responsibility towards educators has increased. An educator performs an important, proud and at the same time responsible task of raising the young generation to become worthy children of our nation. The political maturity of an educator helps to realize his responsibility to the people and society for the quality of raising children, to take a creative approach to solving educational and educational tasks, to constantly improve his skills and to support the growth of his colleagues at work. . An educator should know the life of the country where he lives, understand the development laws of nature and society, be socially active, master the pedagogy of general and preschool education, psychology and physiology of children. His approach to the analysis of pedagogical phenomena from a scientific point of view allows for the successful implementation of comprehensive development of the child.

The fundamental reforms implemented in the life of our society today will change the norms and rules of creative behavior of the young generation, the foundations of scientific knowledge, professions, qualifications and skills, which are being formed in pre-school educational institutions, schools, secondary special and higher educational institutions. requires thorough handling.

For this purpose, it is necessary to arm every boy and girl with the necessary level of scientific knowledge for public education in the future. the task of introducing and training them physically and spiritually.

Preschool education organizations, which are the first link of continuous education, play an important role in the implementation of this important task of national importance, along with general education schools. His success largely depends on his teacher.



The educator's self-demandingness and ability to control his every behavior is a guarantee of successful implementation of the requirements for preschool educational institutions.

This includes:

- maintaining and strengthening the child's health;
- to develop mental abilities;
- formation of beliefs and views compatible with the ideological and moral principles of our society and national culture;
- formation of love for the Motherland, social activity, responsibility, camaraderie, friendship, honesty, diligence.

Of course, the composition of the qualities listed above cannot cover all aspects of the task of educating the growing young generation, but based on these, it is possible to more effectively prepare children for future independent life and work.

Scientific-pedagogical centers that improve the qualifications of teachers and preschool education employees are being expanded, the demand for their political training is increasing, conditions are being created for them to undergo retraining every 4-5 years.

The educator provides preschool children with basic knowledge and understanding of nature, social phenomena, the work of adults, instills in them cultural ethics, the habits of civilized relations with their peers and adults, kindness, truthfulness, justice, courage, educates moral qualities such as humility, respect for adults, interest in nature, observation, caring for plants and animals, hard work, preservation of the results of adults' work. Knowledge of folk art, music, singing, literature, visual art, love for art - makes the educator cultured and helps in his work with children. A pedagogue can achieve good results in raising and teaching children only if he acquires the necessary knowledge, skills and abilities with a certain consistency.

An educator must undergo special training to become a master of his profession. It must comply with the following conditions:

1. A pedagogue is highly educated, able to acquire the necessary knowledge, select the necessary literature, work with scientific literature, learn and apply the work of advanced pedagogues, and observe children. , should be able to correctly analyze the reasons for their behavior and find ways to positively influence it. In order to make the young generation aware of the necessary knowledge, skills, and abilities, the speech of the pedagogue should be fluent,



clear, logically coherent and concise. Must be able to effectively use technical tools in teaching. In order for children to acquire knowledge, skills, and abilities well, they should use activating questions.

2. In order for the educator to fulfill the task assigned to him, he should be able to arouse interest in the activity in children, attract their attention and increase their activity, and be able to honestly assess the children's behavior and behavior.

3. To prepare the necessary material for each activity in advance, to be able to evaluate it correctly with the newly acquired knowledge, and to match the knowledge, skills, and abilities that children should acquire to their age capabilities and gradually complicate them. must go

4. Necessary materials to be able to properly organize the agenda, to be able to lead the children's team, taking into account each of its members, to make their activities (study, play, work) meaningful. must be provided with.

5. It is necessary to be able to determine the mental and physical condition of children and take this into account in the educational work with children.

6. He should be able to analyze the educational work carried out during the day and find ways to improve it.

7. The educator should hold regular conversations and meetings with the parents, introduce them to the content and methods of the work he does on the education of children, and use positive examples in family education in his educational work. should be used

8. It is important for a teacher to have a benevolent attitude towards children, to create a comfortable mental environment for each child, to be able to comfort him when he is upset, to be able to share his happiness and sadness, especially with children of a small group, he is considerate and strict, should be patient, gentle, a little humorous, confident in the child's strengths and capabilities.

If the teacher treats the child with kindness, a relationship of kindness and care arises between him and the children. The personal qualities, knowledge, skills, and attitude of the children's tutor are evaluated in the small group based on their affection, based on the ability of the 4-5-year-old children's tutor to organize the children's lives well, and in the large group based on their good treatment and work with all children. The most important thing is that the educator should look at the children with confidence, reward their hard work,



independence, initiative, guide them to the profession and create an opportunity for them to conduct independent activities.

The principle of ensuring the harmony of education and social life should be strictly followed in the development of the professional competence of educators of preschool education organizations. It is necessary to take an individual approach to the child's development, respect his personality, take into account his interests, needs and level of development, take into account his feelings. On this basis, teachers master the content, forms, tools and methods of their educational work. Educators should also acquire methods of engaging children in social activities. All this serves as a basis for developing spiritual qualities in the students. Educators of pre-school education organizations should have the experience to develop positive qualities in children and to prevent and eliminate negative characteristics of their behavior. Children who have just arrived at a preschool educational institution often show shyness, capriciousness, and inability to adapt to group life. Eliminating such situations, adapting children to community life, bringing them into communication situations, and ensuring their mental peace are among the important tasks of pedagogues-educators. Helping to eliminate negative aspects of children's character, teaching them correctness and honesty, strengthening their will are important tasks of pedagogues. In this case, educators should use the method of collective influence. Educators should familiarize children with the surrounding reality, prepare them to participate in this process. Only when children are given clear tasks of moderate complexity, they show a desire to show initiative, curiosity, and activity. As a result, the child develops a sense of responsibility and strives to justify the trust expressed by the educator. Children's ability to complete tasks helps regulate their behavior. As a result, their character and willpower are strengthened.

By relying on the positive aspects of children's behavior, the educator encourages them and overcomes their shortcomings. However, it is necessary to bring to the mind of pedagogues-educators that constantly highlighting the child's shortcomings will not bring positive results.

A pedagogue-educator should be kind and demanding in order to shape children's behavior. It is necessary to eliminate such qualities as shyness, indifference, playfulness, stubbornness in the child's behavior as a result of close cooperation with parents.



In the organization and management of the educational process of preschool educational organizations, cooperation with parents and the neighborhood is also important. The role of the pedagogue-educator is incomparable in determining moral qualities such as hard work, meticulousness, intelligence, diligence, responsibility in children, and they should understand such a responsible task in the process of studying in higher pedagogical educational institutions.

It can be seen that the tasks set before educators working in the preschool education organization are complex and multifaceted. Therefore, it is necessary to systematically work in the field of formation of scientific outlook, high moral qualities, skills and habits of self-restraint in the community and society in educators and management staff.

It is important to convey the need to rely on certain principles to ensure the effectiveness of the pre-school education process. Public events, holiday parties, various excursions should be brought to the minds of educators to expand children's spiritual world and worldview, and pedagogical processes should be systematically organized to prepare them for such events.

If the educator can attract and interest children in activities, they will have a need to learn more about things, subjects, and events. From this point of view, various clubs, holiday parties, early mornings organized in the organization of preschool education are of particular importance. The need to carry out educational work in the preschool educational organization based on the knowledge, habits and life experiences acquired by children is conveyed to pedagogues. On this basis, they master the complex forms of pedagogical influence on children, combine the newly acquired knowledge with the previously acquired knowledge, behavior criteria and rules.

The principle of systematicity makes it possible to carry out activities on the basis of consistency. In the work plan of a pedagogue-educator of a preschool educational organization, it is important to consider activities that have specific relevance and consistency. This system, first of all, should represent the educational system of preschool education, should serve to educate children in the spirit of national and universal, spiritual, moral ideas and patriotism. In addition, it should reflect the specific characteristics of the children's group work, the traditions of the composition, the work style of the pedagogue-educator, his methodology, which is different from others.



For educators, it is of particular importance to organize the activities of the students and to develop methods that create independence and initiative in them. It is known that pupils of pre-school education organizations have insufficiently developed life experience. Therefore, they need to be managed by pedagogues and educators.

At the moment, stimulating and developing their desire for activity and independence is the primary task of a pedagogue-educator. A pedagogue-educator should provide pedagogical supervision over the activities of students, ensure their independence, encourage every success of the child. It is important for the development of every child. Educators' skills, involving pupils in interesting activities and regularly encouraging them to complete tasks, play an important role in ensuring the quality and efficiency of preschool education.

Managing the pedagogical processes of preschool educational organizations is a complex pedagogical task, in which it is important to take into account the age characteristics and individual abilities of children. The content, methods and methods of organizing the preschool education process are determined by the unique characteristics of each group of students. These signs change depending on the age characteristics of children.

It is necessary to take into account the age characteristics of children when choosing the content of educational activity of preschool education organization pedagogues-educators. Forms and methods of education change depending on the age groups of students. A wider interpretation of concepts and information is required for students of pre-school educational organizations. First of all, children are taught the need to follow the norms of behavior. That is why, starting from the process of preschool education, the necessary standards are instilled in the child's behavior. In the process of socialization of children in pre-school educational organizations, pedagogical influence is shown to them with the help of games, persuasion, prohibition methods, educators appear as the direct organizers and managers of the daily activities of the students. Ensuring the balance between the demands placed on students and their capabilities is an important aspect of the activities of pedagogues-educators. When children are given very difficult tasks, they get tired of training and have a feeling of not believing in themselves. It is important to take into account the uniqueness of children's nervous system in the pedagogical process. A nervous child should be calmed down, encouraged to be calm, and shy children should be encouraged to be active and encouraged. It is necessary to encourage children who stand



out from their peers with their ingenuity and creativity and to realize their talents. In addition, it is important to further develop positive qualities in children and enrich their worldview. For this, in the process of pedagogical practice, pedagogues-educators of future preschool education organizations need to study each pupil in detail, to be able to determine the specific aspects of their development. In this process, it is necessary to take into account the gender characteristics of each of the boys and girls.

In order to succeed in their activities in training pedagogues-educators for preschool educational organizations, it is required to acquire professional skills and qualities specific to pedagogy in the process of higher pedagogical education. Children of preschool age are very curious. In most cases, they ask a lot of questions to their educators and parents and expect clear answers to their questions. They get a lot of information by listening to the radio, watching various cartoons on television, reading fairy tales and riddles. As a result, they are interested in knowing everything, many questions arise and they turn to adults with their questions. Educators should be able to answer their questions clearly and calmly. Hesitating, speaking incorrectly, leaving the situation in search of an opportunity harms the teacher's reputation, creates a feeling of mistrust towards the teacher among children. That is why educators should constantly search, get independent knowledge, and be aware of daily events. They are required to follow news and research in the fields of fiction, art, science and technology, and technology. Only then can they satisfy the knowledge needs of their students and perform effective pedagogical activities in the future.

REFERENCES:

1. Rabidjanovna, S. S. (2022). Boshlang'ich sinf o'zlashtirmovchi o'quvchilarni bilish jarayonlarini pedagogik-psixologik o'rganish. Ta'lim va rivojlanish tahlili onlayn ilmiy jurnali, 228-230.
2. Samarova, S. R. (2024). Features of personality and professional abilities of a teacher of a preschool educational organization. European Science Methodical Journal, 2(6), 393-397.
3. Xidoyatova, N. A. (2022). Integrative approach: important element of teaching of foreign language. Mugallim, 1(2), 62-65.
4. Xidoyatova, N. A. (2022). The psychological development of properties volitional qualities of pupils. Mugallim, 1(2), 68-71.



5. Yunusalievna, E. M., & Maxmudovna, K. M. (2023). Theoretical Foundations of Using the Possibilities of Mobile Learning in the Educational Process. *Journal of Survey in Fisheries Sciences*, 10(2S), 3443-3453.
6. Сулейманова, С. А. (2022). Процесс формирования инновационной культуры будущего учителя. *Innovative research*, 2(17), 100-109.
7. Samarova, S. R. (2023). Pedagog faoliyatining samaradorligini oshirish orqali ta'lim jarayonini takomillashtirish. *UzMU Xabarлари*, 1(11), 176-178.
8. Abdusamatova, S. S. (2024). Tolerantlikning shaxsiy omillari. *Inter education & global study*, (5 (1)), 487-489.
9. Abdusamatova, S. S., & Sul-tonqulova, G. F. (2023). Ehtiyojlar va faoliyatning o'zaro bog'liqligi. *Евразийский журнал академических исследований*, 3(3 Part 3), 65-69.
10. Abdusamatova, S. (2023). Description of modern concepts of emotional intelligence. *Science and innovation*, 2(B11), 524-529.
11. Каримжонова, Д. А., & Хидоятова, Н. А. (2022). Мактабгача ёшдаги болаларнинг нутқини ривожланиши устувор йўналишлари. *Евразийский журнал академических исследований*, 2(4), 86-92.
12. Avazovna, X. N. (2022). Maktabgacha yoshdagi bolalar nutqini ostirish. *World scientific research journal*, 7(1), 3-5.
13. Khidoyatova, N. A. (2023). Methodical ways of developing the language of pre-school children. *Galaxy International Interdisciplinary Research Journal*, 11(4), 1033-1035.
14. Muhammadiev, L. G. (2024). About Some Aspects of Socio-Economic Development in Uzbekistan. *AMERICAN Journal of Language, Literacy and Learning in STEM Education*, 2(2), 101-104.
15. G'ayratovich, M. L. (2023). Ma'naviy-ma'rifiy ishlarni tashkil qilishning nazariy-metodologik masalalari. O'zbekistonda fanlararo innovatsiyalar va ilmiy tadqiqotlar jurnali, 2(20), 134-142.
16. Фаязова, Д. Т. (2023). Условия формирования профессиональных компетенций. *Scientific Impulse*, 1(8), 565-570.
17. Eshnayev, NJ; Kobilova, S. (2024). Continuous inclusive education and its scientific and theoretical conceptual issues. *European Science Methodical Journal*, 2(6), 327-332.
18. Kobilova, S. K. (2023). Pedagogical approaches to formation of life safety competence of students with disabilities in practical activiti. *ACADEMICIA: An International Multidisciplinary Research Journal*, 13(1), 72-78.



19. Urinbayeva, Z. (2024). Xalqaro baholash dasturlarida kreativ fikrlash va uning ta'lim jarayonidagi ahamiyati. *Creative Education*, 1(1), 364-367.
20. Urinbayeva, Z. (2024). Xalqaro baholash dasturlari asosida o'quvchilarda moliyaviy savodxonlikni shakllantirish. *Inter education & global study*, (5 (1)), 62-69.
21. Shermetova, S. T. (2024). Psychological and pedagogical foundations of the organization oriented education. *European Science Methodical Journal*, 2(6), 566-570.
22. Shermetova, S. T. (2024). Learning and teacher collaboration is an important educational part of independent work methodology. *Western European Journal of Modern Experiments and Scientific Methods*, 2(5), 195-197.
23. Фаизова, Ф. Ш. (2021). Вопросы изучения статейных списков. *Н34 Наука и инновации в XXI веке: Материалы Международной*, 126.