

IDENTIFYING THE POTENTIAL OF STUDENTS OF PRE-SCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract –*In the context of the transformation of the system of additional professional education, the author considers approaches to determining the components of the potential, identifying the level of formation of the components of the potential, such as professional and business (professional component), socio-pedagogical (soft component), personal (personality component), general cultural (cultural component) and regional (regional component) and the required skills of a preschool teacher.*

Key words: *transformation of the education system, additional professional education, professional growth, teacher's potential, preschool educational organization.*

I. Introduction

The trend of transformation of the modern education system is due to the influence of powerful socio-economic factors, the current demands of society and parents of students for modern, affordable and high-quality education. The national projects "Demography", "Science", "Education", "Digital Economy" focus the educational vector on the creation of scientific, pedagogical, organizational and methodological conditions that enhance the development of human resources in the system of additional professional education based on the principle of continuous development of the capabilities of each teacher in throughout the entire period of professional activity.

II. Literature review

The concept of "transformation" (lag transformatio - change) is multidimensional and is associated with aggradation, modification, metamorphoses, modification. The dictionary of synonyms interprets the concept of "transformation" as a transformation, display, modification, variation, options, and versions; change, reincarnation, restructuring, etc. The Encyclopedic Dictionary of Economics and Law considers the concept of "transformation" as a transformation of structures, forms and methods, a change in the target orientation of activity; ways of transformation, transformation of the norms of international law into the norms of domestic law.

Philosophical, socio-pedagogical aspects of the problem of education transformation are covered in the works of domestic scientists G.I. Gerasimov, B.S. Gershunsky: S.I. Gessen, G.P. Zinchenko, E.V. Ilyenkova, I.S. Kona, D.S. Likhachev, A.F. Loseva, Y.M. Lotman, V.N. Turchenko, M.M. Potashnik, V.D. Shadrikova and others. Education, according to B.S. Gershunsky, fundamentally "works" for the future, predetermining the personal qualities of each person, his knowledge, skills, worldview and behavioral priorities, and therefore the economic, moral, spiritual potential of society, civilization as a whole.

III. Analysis

Transformation of education as export of G.I. Gerasimov acquires the character of a sociocultural relapse, on the state of which the direction and dynamics of the development of society largely depend, and not the declared processes of the development of society. In the conditions of education transformation V.I. Panarin, V.I. Parshikov, S.I. Chernykh, the formation of a humanitarian culture, as the possession of humanitarian and beneficial values, the ability to see scientific and technical projects, the composition and technical methodology, which allows a specialist to freely choose creativity by means of self-development, and to preserve the well-being of his potential.

Analysis of research in the field of professional and additional professional education, adsorbed practice allow us to conclude that the transformation of education is a continuous process. However, we believe that the main emphasis in the process of transforming the system of additional professional education, focused on achieving modern, affordable and high-quality education, is to find and implement effective approaches to developing the potential of a teacher. The problem of developing the potential of teaching staff and the potential of each teacher is a multifaceted problem. The development of the potential of the individual as a set of opportunities available to a person and hidden resources, a source of internal development of the individual and improvement of professional activity is considered in the studies of O.I. Baidarova, A.M. Bodnar, T.L. Bozhinskaya, E.N. Gusarova, R.B. Dondokova, L.M. Zakharova, O.T. Katerbarg, L.L. Lashkova and others.

Based on the established scientific approaches, we understand the potential of a teacher of a preschool educational organization (PEO) as a set of multidimensional personal manifestations, constantly evolving needs, opening opportunities and abilities that contribute to improving the quality of life and education; readiness to perform new labor functions in accordance with the targets and standards of preschool education; integrating professional, business, socio-pedagogical and personal skills and qualities, general cultural and regional practice.

We have identified the components of a teacher's potential that are necessary for organizing a successful professional activity: professional and business (professional component), socio-pedagogical (soft component), personal (personality component), general cultural (cultural component), regional (regional component) and a set of professional skills preschool teacher.

The allocation of these components of the potential and the complex of professional skills is very conditional, there can be no "hard" boundaries between them, the formation of indicators of one component and the complex of professional skills determine the content and development of others. Thus, the personal component of the potential (the ability to support children, awareness of responsibility, manifestation of activity, etc.) is determined by skills that are largely formed and developed both in professional activities and in everyday life in society. Accordingly, the formation of personal characteristics reflects the effectiveness of professional, business, socio-pedagogical, general cultural components of the potential and professional skills of the teacher, implemented in preschool practice.

As part of the consideration of the problem of developing the potential of a preschool teacher in the process of transforming the system of additional professional education, we have identified the stages of the study. At the first stage, in order to achieve the goal of our study in identifying the level of formation of the components of the potential and the complex of professional skills of a preschool teacher, we used the questionnaire method and the organization of additional individual conversations.

In order to determine a more accurate and objective picture of the study, the diagnostics includes a number of categories: “Assessment of the activities of a teacher (self-diagnosis)”, “Evaluation of the administration (diagnostics of leaders)”, “Evaluation of teaching staff (colleagues) (diagnostics of teachers)”, “Assessment of social partners (parents) (diagnosis of social partners). Thus, based on the processing of the questionnaires, it can be assumed that in the “Professional and business component and professional skills” block, the respondents are satisfied with the level of formation of the professional and business component of the potential and a set of professional skills and are not inclined to pay special attention to this activity in the future. Accordingly, the need for additional actions in building up the professional and business component of the potential and the complex of professional skills will not be reflected in professional activities.

IV. Discussion

It should be noted that teachers of different age groups, with different teaching experience and qualification categories work in preschool educational institutions, therefore, we believe that the identified situation serves as a factor for guidance in the development of a set of measures to influence and assist in making changes to methodological work with an emphasis on individual activity approach.

In recent years, in our state and society, there has been a reassessment of the conceptual foundations, a rethinking of the goals, objectives, and principles of education in general and, in particular, and its initial stage - preschool education. Significant changes have also affected the content and organizational aspects of education. The main organizational results of the modernization of preschool education, which are recorded at the moment, can be considered:

- departure from the uniformity of types of institutions, programs, strict regulation of activities;
- expansion of organizational and legal forms of preschool educational institutions (state, autonomous, municipal, non-state);
- providing parents and teachers with the opportunity to choose educational routes, the formation of a market for educational services;
- strengthening the autonomy of the kindergarten, the development of the creative potential of the personality of the subjects of preschool education.

The growth of professional skills of teachers and managers of preschool education, the expansion of their professional and personal competencies, the enrichment of the system of knowledge and skills with new content - all this is one of the leading guidelines for improving the quality of preschool education.

It is no coincidence that the teacher's professional standard states that the introduction of a new standard should inevitably lead to a change in the standards of training and retraining of teachers in higher education and in centers for advanced training. At present, several of the most important changes in the professional activities of workers in the preschool education system can be identified, in accordance with which the system of advanced training is being developed and restructured. Updating the content, methods and programs of preschool education puts forward requirements for new competencies of deputy leaders, senior educators and methodologists. In the personnel policy of an educational organization, the main innovations are the reformatting of the personnel structure of the united educational complexes, the transition to an effective contract, the need to form new professional competencies and design individual trajectories for the professional development of teachers.

The professional model of a preschool teacher is being actively updated and rebuilt.

The professional standard of a teacher determines the need for teachers to master new competencies, such as:

- work with gifted children;
- work in the context of the implementation of inclusive education programs;
- work with children with developmental problems;
- work with deviant, dependent, socially neglected and socially vulnerable children with serious deviations in behavior.

At the forefront in the activities of a modern teacher are such qualities as professional and personal openness, flexibility, initiative, and creativity, the ability to show and transmit them to children.

The teacher, in accordance with the professional standard, must combine and implement educational, educational and developmental functions in his work. In addition, he needs research competencies, skills in organizing and conducting project activities, the ability to create and implement his own educational trajectories, and focus on the individual lines of development of children.

One of the most difficult new areas is the organization of inclusive education, the success of which is directly related to the advanced training of managers and teachers. We are talking about the focus, structure and content of APE programs for administrative and teaching staff who do not have the education appropriate for conducting this professional activity. Special training for work on inclusive education programs is required not only for educators and educational support staff, but also for specialists - educational psychologists, speech therapists, dialectologists, physical education instructors, etc. Another block of new competencies for teachers includes the knowledge of modern information technologies, which allows you to freely navigate in the information space and easily include information components in your work with children, in professional communication and broadcasting of experience.

V. Conclusion

A significant part of the important directions for the development of preschool education, recorded in other regulatory documents and state programs, are reflected and covered by the APE system

only in a number of regions. The greatest shortage of training programs is observed for such categories of workers as teachers working with early childhood groups, speech therapists, dialectologists, correctional teachers, physical education instructors, music directors, teachers of additional education, and junior educators.

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