

Preparation of Preschool Students for Professional Activity on the Basis of Innovative Approach

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ANNOTATION: This article discusses the content, goals and objectives, methods and tools of preparing preschool students for professional activity on the basis of an innovative approach.

KEYWORD: innovation, innovative approach, preschool education, professional activity, methods and tools.

From the first years of independence in our republic

The ongoing reforms in the system of continuing education are aimed at improving the national education system, implementing a "national model" in line with modern requirements, meeting the standards of the world, raising our morale, ensuring the harmonious development of young people. This, in turn, plays an important role in expanding the level of general pedagogical knowledge and skills of students, the correct attitude to the spiritual, historical and intellectual heritage of our ancestors.

Reforming the system of continuing education in the Republic of Uzbekistan to create a new generation of educators in the future high professional culture, creative and social activity, free, independent activity in socio-political life, high aimed at acquiring a level of pedagogical skills. Preschool education is the primary part of continuing education is He is a healthy and developed person of the child stimulating interest in reading prepares for systematic training. Preschoolers ages 6-7 education is carried out in state and non-state children's preschool educational institutions and in the family.

The purpose of pre-school education is to prepare children for quality school education, to form a child as a healthy, developed, independent person, to reveal their abilities, to develop a passion for learning, systematic education consists of upbringing. In order to fulfill the task of comprehensive training of future professionals for professional activities, the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" was developed.

The strategic goals of the development of the higher education system are to increase the level of coverage of higher education, to train highly qualified, creative and systematic thinking, independent decision-makers on the basis of international standards, to create the necessary conditions for their intellectual abilities and spiritual development. identified as priorities.

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It is known that the process of professional training of future preschool education specialists is carried out in pedagogical universities. At present, the state and society set new requirements for the process of training specialists in the field of preschool education. Preschool in the process of higher pedagogical education today

Teaching innovative pedagogical technologies to students in the field of education is essential for preparing them for social life. One of the important aspects of modern education is the achievement of an innovative nature of pedagogical activity. V.A. Slasten sees innovation as a set of goal-oriented, goal-oriented processes aimed at creating, disseminating, and using innovation. According to the author, any innovation aims to meet the needs and aspirations of social actors using new tools. The concepts of "new" and "innovation" are important in any innovation. Innovation introduced into various attitudes and processes is manifested in the form of content private, subjective, local and conditional ideas. Private innovation refers to the renewal of an attitude, the change of one of the elements pertaining to an object or process.

Subjective novelty represents the need to update the self of a particular object. Local innovation serves to describe the practical significance of the innovation being introduced for a particular object. Conditional novelty, on the other hand, serves to shed light on a set of specific elements that enable a complex, progressive update to take place in an attitude, object, or process. RN Yusufbekova focuses on the pedagogical approach to innovation. In particular, it is emphasized by the author that pedagogical innovations are the variable content of a previously unknown, unregistered situation or pedagogical event leading to a result in the process of education and upbringing. AI Prigogin, a Russian scientist, focused on the study of the innovation process and its components. At this point, they acknowledge that there are two approaches to the organization of the innovation process:

- 1) individual micro level of innovation (according to which some new idea is introduced into practice);
- 2) a micro level, which represents the interaction of individually introduced innovations (in this case, the interaction, unity, competition and replacement of one by another is considered important).

Well-known scientist N.A.Muslimov in his research tried to substantiate the systemic concept of innovation. At this point, the authors distinguish the following two important stages of the innovation process:

1. Development of ideas that appear as innovations (planning of the development of a particular type of product by the enterprise, organization).
2. Extensive development of innovation (specific product). There are unresolved scientific problems in research work in developed countries on innovative activities, innovative approaches to pedagogical activities, substantiation of innovative ideas and their effective implementation in practice, active use of them in pedagogical activities through awareness of pedagogical innovations in foreign countries and the country. can be recognized.

In this regard, educators and pedagogical psychologists of preschool education organizations form the most necessary knowledge and concepts for students, teach them to read, write and count. In this regard, to educators and teachers of future preschool educational institutions in the process of higher pedagogical education

Particular attention should be paid to the extent to which innovative pedagogical technologies are being integrated. At the same time, future experts note that the efficiency, acceptability, scientificity of the educational process has risen to a new level of quality.

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An integral part of innovative pedagogical technologies in modern pedagogy is the use of innovative technologies. Problems of application of innovative technologies in vocational training and prospects of its solution In modern pedagogy the student abandons the sharp "authoritarian management" which appears as "object" of educational activity, the system of support and encouragement of initiative of the object of training. to create conditions, to teach through creative activity, to the form of collaborative pedagogy.

The problem of students' access to innovative technologies, which have recently been widely introduced in universities, and the prospects for its solution are becoming a topical issue. This is due to the fact that it is necessary to have professional knowledge inherent in pedagogical activity, to prepare and adapt to independent pedagogical activity and social relations, including in the pedagogical community. The application, creation and management of innovative technologies in career-oriented education solves the current problems of education and upbringing. Therefore, it is expedient to search for pedagogical innovations, select the most effective ones through study, analysis and determine the order of their application in practice. Therefore, the educator-educator seeks ways, methods and techniques, forms and means of teaching that are convenient for the student, convenient for himself and the learner, and improves them. One of the requirements of society today for the personality of the educator is his creative activity, creative approach to the realization of his professional skills, the availability of creative self-development skills. In modern conditions, every educator must be able to develop the following pedagogical skills:

- 1) the ability to actively attract attention;
- 2) emotional sensitivity (professional intelligence, empathy for others, intuition);
- 3) mobility, the ability to voluntarily influence and persuade participants in the learning process;
- 4) emotional stability (self-control, self-management, self-control);
- 5) be able to predict the future optimally;
- 6) professional independence, creative ability

Students preparing for professional activity must be well versed in all the qualities inherent in the profession of educator. To do this, it is necessary to determine the pedagogical ability of students in the selection of students in pedagogical universities. The main indicator of professional development is professional competence, ie knowledge, skills and abilities. The transition to professional activity is a continuous, step-by-step activity, and the transition to independent professional activity in education is an important aspect for everyone. In today's environment, professional experience is becoming somewhat outdated until the specialist's professional career is over. Therefore, such circumstances also have an impact on a person's choice of a suitable profession. For this reason, it is especially important that a person makes the right choice of profession, his tendencies, interests, professional orientations and training, regular study of changes in professional attitudes. Because at the initial stage of mastering a certain profession, the future specialist cannot imagine enough what needs to be done to acquire it. Radical reforms in the field of preschool education require a new approach to lesson design. The technological approach to preschool education guarantees the effective management of this process and the achievement of set educational goals. Educational technologies cover a specific area of pedagogical activity. The activity of pedagogical educators, on the one hand, creates a system that corresponds to the chosen technology, forming its basis, and on the other hand, manifests itself as an integral expression of pedagogical activity.

The technological approach to the process of preparing future preschool education professionals for innovative professional activities allows to fully express and fully imagine the educational process. It

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facilitates the discovery of aspects of educational, pedagogical, social activities. These include: high-precision reflection of results and effective management of the pedagogical process; study the scientific basis of existing pedagogical practices and their application in pedagogical practice; solving educational and social tasks; creation of a favorable pedagogical environment for the personal development of the pupil; reduction of the impact on educators as a result of adverse events; achieving rational use of pedagogical opportunities in the educational process.

At the same time, the preparation of future preschool education specialists for innovative professional activities will help them to develop as individuals, to socialize, based on the identification of opportunities for each pupil. The following conclusions can be drawn from the study:

- Today, the experience of professional activity of teachers of preschool and educational institutions, the teaching staff, the educational process and the management skills of the educational organization are insufficiently developed;
- At the present time, when the system of preschool education in our country is being radically reformed, great demands are placed on the level of knowledge and professionalism of teachers working in these educational institutions;
- Along with the expansion of the network of preschool education institutions, the development of the sector of governmental and non-governmental organizations, teachers working in these educational institutions are required to master the specifics of professional activity, management of the pedagogical process and educational organization;
- The expansion of the social order in the field of preschool education places special demands on the process of training future professionals, which has strengthened the need for a broad, active, creative, person-centered approach to the process of vocational education;
- The need to improve the level of knowledge of the pre-school education system, pedagogical staff, the development of the theoretical basis for the training of specialists working in this field has led to the need to enrich it with new approaches. In addition to critical analysis and updating of the quality of preschool education, taking into account the requirements for it, it is necessary to enrich the content of the system of organization and management of pedagogical processes in these educational institutions. In short, the pre-school education process should provide an opportunity for each learner to demonstrate their interests and cognitive abilities during the lessons.

Therefore, from the first years of independence, the task of radically reforming the system of continuing education, the formation of its innovative basis, improving the logistics and methodological support based on the experience of developed countries has been identified as one of the priorities.

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