

## **The Importance of the Principles of the Educational Paradigm in Developing the Pedagogical Skills of Preschool Students**

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**Abstract:** The development of pedagogical abilities and pedagogical skills of students of higher education institutions in the field of preschool education in an integrative direction, positive reaction to them based on advanced teaching methods and a modern approach, teachers in interactive educational processes is recognized as a clear example of effectiveness built on mutual cooperation.

**Keywords:** spiritual, potential, high pedagogical skills, qualification improvement, criteria for developing pedagogical skills, form, methods, educational system, important tasks, determination of motivations.

### **INTRODUCTION**

A number of reforms are being implemented in our country with the aim of regularly increasing the effectiveness of education and upbringing to the level of modern requirements, training teachers with spiritual, potential, high pedagogical skills, increasing their intellectual potential.

At the same time, it is becoming relevant to improve the criteria for developing the pedagogical abilities of future teachers in the world system of higher education and in our republic, as well as methods, means and mechanisms for developing pedagogical abilities.

Technological modernization of all stages of education and upbringing, based on the current modern conditions, implements important tasks for the development of mutual cooperation with the requirements of reform in important strategic areas in the education system.

### **LITERATURE REVIEW AND METHODOLOGY**

In order to develop the pedagogical abilities of students of a preschool educational institution of higher education in a holistic form as a set of requirements of a specific education system and achieve learning effectiveness, it is advisable to create conditions for continuous improvement of students' knowledge, as well as the need for a teacher to use stimulating methods in the implementation of tasks.

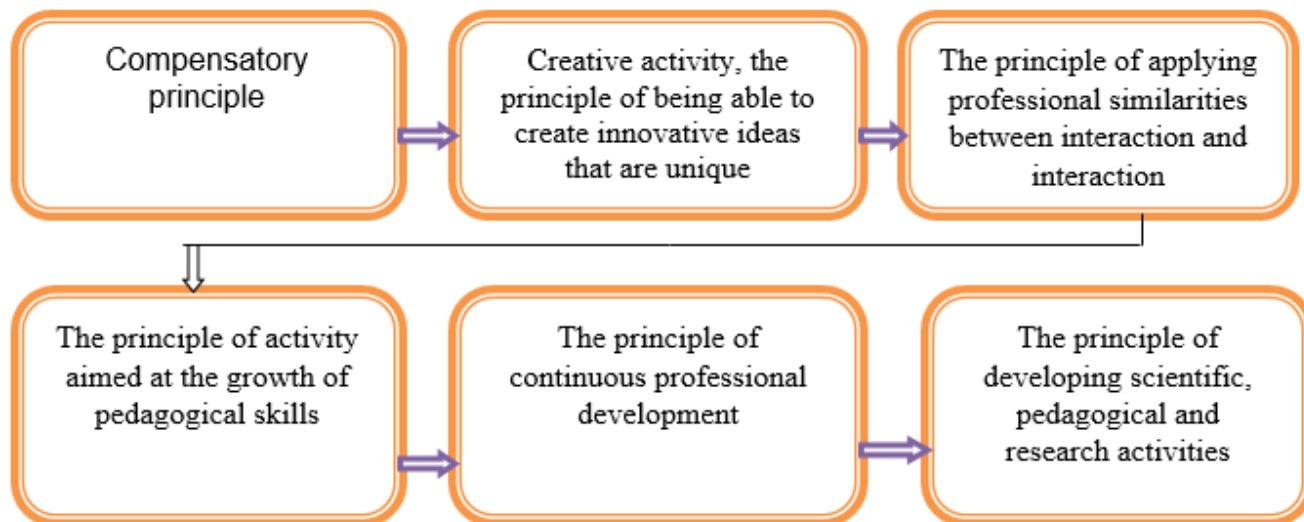
Sh.Q.Mardonov, K.Zaripov, A.B.Borisova and other researchers believe that the role and role of interactive learning and interactive teaching methods in organizing the professional development process based on a creative approach are invaluable. After all, they are, in fact, able to encourage listeners to be active, to cause heated discussions in the process of professional development.

At the present stage of the development of the education system, it requires teachers to constantly fill their educational and professional needs through independent professional development. Continuing education cannot be fully implemented using the resources of the traditional education system, but the growing share of continuing education and advanced training determines the importance of independent educational activities of students.

## RESULTS

Also, in the educational process, the approach of the audience taking into account the principles of allowing them to bring their capabilities to the surface, identifying and increasing motivations, stimulating and re-communicating serves to further increase the effectiveness of this process.

Based on the results of our study, we note that the improvement of the pedagogical abilities of students in the direction of preschool education of a higher educational institution should be carried out in accordance with the following principles of the educational paradigm (Figure 1).



**Figure 1. Principles of the educational paradigm for improving pedagogical skills of students of preschool education in a higher educational institution in an integrative direction.**

The compensatory principle is an important factor combining the compensatory competence of a teacher with communicative competence, determining the possibilities of restoring the active qualities and skills of a teacher. According to this principle, a teacher should adapt his independent educational activities to the needs of society, use new forms and methods in working with students, develop his experience and skills, self-development, independent qualifications, independently implement a development program through reflection. and ensure its implementation.

The principle of a teacher's creative activity, originality and the ability to create innovative ideas is the unique approach of a teacher to pedagogical activity, through the development of his personal and professional sides when introducing innovative ideas into education. This means that he will develop his own. creative activity as a result of increasing his creative activity, improving pedagogical skills and experience.

The principle of applying professional similarity in relationships and relationships is to study the activities of experienced and successful teachers (colleagues), the effective introduction of innovative technologies in the application of professional similarity.

The principle of activity aimed at the growth of pedagogical skills is the continuous development of professional qualities of a teacher, the process of implementing his professional and pedagogical activities, the content of his activities, personal goals, interests in creating innovative conditions within his unique capabilities. , defines development functions that can show effective results in proportion to their capabilities.

The principle of continuous professional development-self-development of an educator is determined by continuity, purposefulness, integrativity, unity of general professional culture, interdependence and continuity, advanced character, constant transition from low to high, adaptation to changing conditions, mobilization of his extensions in the framework of his activities.

And the principle of development of scientific and pedagogical and research activities provides for the development of activities such as participation in scientific projects, invention (patent), authorship of

innovative developments, publication of articles in scientific conferences and journals, monograph, preparation of a catalog of author's creative works, publication of educational literature.

## **DISCUSSION**

It should be noted that direct professional development is aimed at developing professional skills and pedagogical mastery in educational institutions, taking into account the possibilities of using various forms of independent acquisition of knowledge based on the needs of preschool education students in higher education institutions. Highly effective modern education and innovative technologies, widespread use of advanced foreign experience, the Internet, multimedia systems and taking into account the effectiveness of scientific and scientific-pedagogical activity, taking into account the acquisition of advanced pedagogical, innovative technologies and information and communication technologies, the development of skills for their application in the educational process using distance learning methods determines the approach. As E.F. Zeer noted, self-governing and independently developed educational technologies play an important role in the integration of pedagogical skills in higher education, which can include home ones:

- cognitive-oriented technologies: dialogue teaching methods, seminars-discussions, problem-based learning, cognitive instructions, instrumental-logical trainings, educational reflections, etc. - activity-oriented technologies: project methods, reference texts, contextual learning, organizational and activity games, collective didactic tasks, process maps, modeling of technological processes through simulation games, etc.;
- personality-oriented educational technologies: interactive and simulation games, developmental learning, developmental psychodiagnostics, etc.

The effectiveness of university students' activities in the field of preschool education requires organization, eloquence, system analysis and psychological skills, as well as the ability to understand the logical essence of the pedagogical process and education. A modern teacher must be a highly qualified specialist in his field and have fundamental knowledge in other areas.

Higher educational institutions in the process of improving the pedagogical abilities of preschoolers in an integrated direction, in the system of professional qualities, their pedagogical grasp, understanding the essence and content of national education, deep scientific and theoretical potential, pedagogical creativity, improve the educational opportunities of knowledge of their specialty, striving to improve pedagogical knowledge, understanding the traditions, values and customs of the Uzbek people, history, culture, politics, spirituality, literature and it is important to master art, religious studies, ethics, ethnopedagogy, as well as ethnopsychological knowledge.

## **CONCLUSION**

In our country, in line with developed foreign countries, a number of reforms are being implemented in order to systematically increase the effectiveness of education and upbringing in line with the requirements of the time, to train teachers with spiritual, potential, high pedagogical skills, and to increase their intellectual potential.

The development of pedagogical skills of students in preschool education is considered the main factor leading to the improvement of their pedagogical skills. Pedagogical skills are considered a social pedagogical phenomenon that combines the synthesis of pedagogical theory and practice in the cultural and historical development of society, as well as the qualitative specificity of pedagogical activity. Also, it is necessary to develop pedagogical skills, like any other skills. The development of pedagogical skills is considered to be the creation of the necessary conditions for further enrichment and improvement of skills that are inherent only to teachers (teachers) as specialists.

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