

## Theoretical And Practical State Of Preparation Of Students For Pedagogical Activity In The Field Of "Preschool Education"

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**Article History:** Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

**Annotation:** To the article on the theoretical and practical state of preparation of students for pedagogical activity in the field of "Preschool education"

The article discusses the theoretical and practical state of preparation of students for pedagogical activities in the field of "Preschool education" and the tasks that need to be addressed in this regard.

The respondent showed that they are not ready to work with students, to conduct questionnaires and tests, to conduct interviews and questions, to organize pedagogical activities in preschool education in the pre-test period. Although the students possessed basic theoretical knowledge in the field of "Pedagogics", they did not have the skills to prepare preschoolers for school life, protect them from negative social influences, and provide pedagogical assistance to families.

Experimental research has shown that in higher education institutions to prepare students for educational activities in real life, more hours should be allocated in the curriculum for practical training.

**Keywords:** preschool education, pedagogical, respondent-students, pedagogical research

During the years of independence in the Republic of Uzbekistan, improving the system of continuing education, educating the individual at the level of world educational standards and increasing the effectiveness of education has been identified as one of the priorities of state policy. In this regard, the President of the Republic of Uzbekistan Sh.M.Mirziyoev states:

In the process of educational reforms in the country, special attention was paid to ensuring a positive solution to such pressing issues as the training of qualified personnel.

At present, practical efforts are being made in higher education institutions of the country to prepare students for the organization of pedagogical activities on the basis of this subject.

Preparation of students for pedagogical activity in the direction of "Preschool education" is a goal-oriented, consistent, systematic and continuous educational process. It is important that training is organized in accordance with pedagogical requirements.

Theoretical and practical study of the problem showed that pedagogical higher education institutions have accumulated initial experience in preparing students for pedagogical activities in the field of "Preschool education". However, higher education institutions have a number of tasks that need to be addressed. In our opinion, they are:

-Creation of the necessary pedagogical and methodological conditions that will help to effectively teach the subject "Pedagogy" in the direction of "Preschool education" of higher education institutions.

-Decision of a technological approach to the process of preparing students for pedagogical activities in the field of "Preschool education" in teachers.

- To develop students' understanding of the essence of pedagogical activity, its socio-national significance and positive results and the ability to evaluate the results of "Preschool education".

-decision of interaction between educational institutions and relevant organizations in the preparation of students for pedagogical activities.

The positive solution of these tasks not only ensures a high level of preparation of students for pedagogical activity in pedagogical higher education institutions, but also a number of socially significant.

At the same time, pedagogical higher education institutions have the task of directing students to the organization of pedagogical activities aimed at preparing preschool children for school education, the formation of their knowledge, skills and competencies in this area.

During the groundbreaking experiment, students' theoretical knowledge, practical skills and competencies in the organization of pedagogical activities in preschool education were studied. The study was conducted on the basis of direct and indirect observation of student activities, questionnaires and tests, interviews. The questionnaire helped to find out the opinion of students about the state of teaching the subject "Pedagogy" in higher education, the conditions created, while the test questionnaire allowed to assess the degree to which they have mastered the basics of the subject "Pedagogy".

A total of 300 students were involved in the experimental work, who were randomly assigned to the experimental (148) and (152) groups.

During the groundbreaking experiment, the respondent-students responded to the questionnaire as follows.

**Respondent’s Answers to the Questionnaire (substantiated experience)**

**Table 1.3.1.**

| Order of questions | Experimental groups |              |          | Control groups |              |          |
|--------------------|---------------------|--------------|----------|----------------|--------------|----------|
|                    | Positive            | Satisfactory | Negative | Positive       | Satisfactory | Negative |
|                    | In percentage terms |              |          |                |              |          |
| 1-question         | 21,6                | 46,6         | 31,7     | 19             | 52           | 29       |
| 2- question        | 20,2                | 45,2         | 34,5     | 22,4           | 45,4         | 32,2     |
| 3- question        | 18,2                | 45,9         | 35,8     | 16,4           | 49,3         | 34,2     |
| 4- question        | 10,8                | 43,9         | 45,2     | 11,8           | 46,1         | 42,1     |
| 5- question        | 16,9                | 48,6         | 34,4     | 18,4           | 45,4         | 36,2     |
| 6- question        | 16,8                | 50,7         | 32,5     | 16,4           | 50           | 33,6     |
| 7- question        | 15,5                | 45,9         | 38,5     | 20,4           | 48,6         | 31       |
| 8- question        | 17,6                | 49,3         | 33,1     | 19,1           | 51,3         | 29,6     |

When the respondents' answers to the questionnaire varied in terms of content, the following became clear.

- The majority of students are not satisfied with the traditional approach to the subject of "Pedagogy", the lack of "live" communication, the lack of active communication between students and teachers, the use of storytelling in the classroom.

- In general, students do not positively assess the professional skills of science teachers, due to the fact that they do not have a creative approach to the organization of regular classes, do not organize the educational process using various forms, methods and tools, do not allow students to be active.

- The lack of a large number of visual aids, the lack of teaching resources in science, the lack of didactic support for the lessons.

- Organizational and technological training today, including failures to meet the needs of students; in most cases, theoretical classes are organized in the form of lectures, and practical classes are organized in the form of seminars; students want the sessions to be business-like, based on active communication and discussion.

Lectures and seminars are the main forms of training, although to a certain extent they help students to acquire theoretical knowledge and practical skills, but cannot provide high efficiency.

- Methods such as explanation, oral presentation, storytelling, question-answer, which are widely used in the classroom, do not provide a great opportunity to enable creative research and activity in students; therefore, teachers should focus on methods that encourage students to be active, creative, independent, and free-thinking;

- Teacher's speech, visual aids and some other manual are the main tools in the training process; tools such as information technology are almost never used; this situation in itself leads to poor mastery of the basics of science by students;

- Classes on the subject of "Pedagogy" should provide students with social and pedagogical practice options, but currently they only provide students with theoretical knowledge.

During the groundbreaking experiment, a test task was also used to assess the level of knowledge, skills and abilities of students on the basics of the subject "Pedagogy".

**Table 1.3.2**

**Respondent’s indicators on the test task (substantiated experience)**

| Levels Groups               | High                      |                     | Medium                    |                     | Low                       |                     |
|-----------------------------|---------------------------|---------------------|---------------------------|---------------------|---------------------------|---------------------|
|                             | At the expense of student | In percentage terms | At the expense of student | In percentage terms | At the expense of student | In percentage terms |
| Experience (n= 148 student) | 29                        | 19,6                | 55                        | 37,2                | 64                        | 43,2                |
| Control (n=152 student)     | 32                        | 21,2                | 53                        | 34,8                | 67                        | 44,1                |

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During the groundbreaking experiment, the respondents 'students' practical skills and competencies in organizing pedagogical activities in preschool education were also studied.

**The results are reflected in the table below. (Table 1.3.3)**

**The level of practical skills and competencies of respondents-students in the organization of pedagogical activity. (founding experience)**

| Levels Groups               | High                      |                     | Medium                    |                     | Low                       |                     |
|-----------------------------|---------------------------|---------------------|---------------------------|---------------------|---------------------------|---------------------|
|                             | At the expense of student | In percentage terms | At the expense of student | In percentage terms | At the expense of student | In percentage terms |
| Experience (n= 148 student) | 22                        | 14,9                | 40                        | 27                  | 86                        | 58,1                |
| Control (n=152 student)     | 26                        | 17,1                | 34                        | 22,4                | 92                        | 60,5                |

The results of the substantiated experience show that although the preparation of students for pedagogical activity in higher education institutions is carried out, there are still tasks to be solved. In our view, such tasks include:

- Creation of a textbook on the subject of "Pedagogy" that can fully meet the requirements of modern textbooks, in particular, the new generation, taking into account the direction of development of the Republic of Uzbekistan and the specifics of the region;

- Lack of educational activity and independent learning skills, which are a factor in the effective implementation of pedagogical activities in preschool education;

- Lack of conditions for students to study the experience of pedagogical activities in educational institutions of developed countries.

Pedagogical research requires the identification of measures to positively address the problems that are specific to the educational process and identified by the researcher. Therefore, during the groundbreaking experiment, attention was paid to solving the above problems.

**Scientific-methodical recommendations on preparation of students for pedagogical activity and ways of their implementation in practice.**

| Scientific and methodical recommendations  | Ways to implement them in practice.  | Expected results   |
|--|--|--|
| Add category Social Sciences and Humanities. (including "Pedagogy of preschool education", "Family pedagogy", "Pedagogy", "Psychology",)   | "Pedagogy of preschool education", "Family pedagogy", "Pedagogy", "Psychology",) to identify topics for the organization of pedagogical activities in preschool education and to combine their capabilities.   | Students' general pedagogical knowledge will be enriched, their professional skills will be improved, they will be psychologically ready to organize pedagogical activity. |
| Focus on the formation of learning activity in students, as well as independent learning skills.   | Encourage students to study independently, to solve problem situations, to support students' personal initiatives.   | Students will develop social and academic activity, independent learning skills.   |
| Achieving close cooperation between students of developed foreign countries and the republic's preschool educational institutions.   | Establish continuous pedagogical practice of students in preschool educational institutions by signing educational contracts between higher education and preschool education institutions.  | Students' professional knowledge will be enriched, their skills of effective organization of pedagogical activity will be improved.  |
| Creating the necessary conditions for students to get acquainted with the best practices and methods of pedagogical activity of developed foreign countries and the republic's preschool educational institutions. | Improving the activities of the clubs, the organization of scientific conferences, the study of pedagogical experience of foreign countries on the basis of "Internet Dialogue" and the creation of opportunities to use advanced aspects in their work. | Students' professional knowledge will be enriched, skills of creative approach to the organization of pedagogical activity will be improved.                               |

Thus, the study of the theoretical and practical state of preparation of students for pedagogical activity in the field of "Preschool education" showed that there are tasks that need to be addressed in this regard.

The respondent showed that they are not ready to work with students, to conduct questionnaires and tests, to conduct interviews and questions, to organize pedagogical activities in preschool education in the pre-test period. Although the students possessed basic theoretical knowledge in the field of "Pedagogics", however, they did not have the skills to prepare preschoolers for school life, to protect them from negative social influences, and to provide pedagogical assistance to families.

In short, one of the most pressing issues today is the preparation of future educators for educational activities in preschool education. The educator of pre-school educational institutions should have comprehensive knowledge, skills and abilities. Experimental research has shown that in higher education institutions more time should be allocated in the curriculum for the organization of practical training and pedagogical practices in preparing students for educational activities.

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