

IMPROVEMENT OF PEDAGOGICAL ABILITIES ON THE BASIS OF AN INTEGRATIVE APPROACH

Xasanova Gulnoza

Teacher of JSPU

Abstract

This article talks about the content of the integrative approach in improving the pedagogical skills of preschool teachers.

Keywords: Professional skill, psychological knowledge, strong will, pedagogical skill, skill, educator model, educational effectiveness, humane attitude.

Introduction

The fact that the educator model in society has its own skills is not only a person who ensures the effectiveness of upbringing, but at the same time increases his reputation in society, respect for it arises for those who are brought up. Global changes in the present day, the day-to-day development of technological and informational communication technologies of science requires the Educator of the 21st century to have pedagogical skills, sharp will, pedagogical psychological knowledge, deep knowledge of his work and high thinking, political literacy, a wide and thoughtful range of facilitation. Educators operating in preschool educational organizations should thoroughly know the optimal organization of educational forms, the theory of the formation of a harmonious personality, the enrichment with various new ideas. The organization of practical actions on the way to improving professional skills makes it possible to get rid of mistakes made or committed in pedagogical activities, to achieve difficulties in relations with educators, colleagues, and parents. An educator with high pedagogical skills should be able to understand a child, treat him humanely, timely eliminate possible conflicts if he correctly evaluates any pedagogical situation, always be advanced in pedagogical activity, be able to connect with life the good ideas that are embedded in the minds of those brought up in the development of society and in the pedagogical process.

LITERATURE ANALYSIS AND METHODOLOGY

As we all know, the ability of an individual to actively participate in the life of society directly depends on the competencies formed in it. The cognitive skills and malalakalri acquired by the educator during his career are important in rivalling his place and importance in society. V.A.Slastelin rates that any activity with a high visibility in the professional direction of the personality of pedagogical abilities is the fact that the main indicator of ability, in his opinion, acquires special generalized qualifications. The lack of pedagogical psychological knowledge in particular of educational professional knowledge, or its rejection and failure to pay enough attention to it, in most cases, the educator interrupts research on himself using ready – made materials. This leads to a level of ignorance towards the person of the educator. The Great German pedagogue Adolf Disterverg spoke of the educator's constant involvement in the study of the sciences in order to take his place in society, saying: “the educator must regularly engage



in science. Otherwise it will look like a dried tree and stone. As a dry tree and a stone cannot bear fruit, no result can be expected from such a tutor in the future.”

The educator must first of all be educated, understand the laws of the medicine and society in which he lives, be socially active, master the pedagogy of general and preschool education, children's psyche and physiology, and know the young traits of children. Also, the pedagogical educator's approach to the analysis of phenomena from a scientific point of view makes it possible to carry out the struggle for the development of each punctuality of the child. L.Y. In his study, Kolmsky insisted that the attitude of the educator to children is considered to play a decisive role in the achievements of the work of the careless educator, as well as an important end to pedagogical skill. In his opinion, it is this process that largely depends on the relationship of the educator and children. Well-known Russian pedagogue A.S. In his works, Makarenko expresses his thoughts about the professional quality of the educator as follows: "it is impossible that the educator does not play a certain specific role in the lesson. An educator who does not know how to play a role on the class scene cannot carry out professional activities. He is an actor in a certain sense. It is also impossible for our behavior, temperament, character to be a pedagogical weapon for us. It is completely impossible to educate children with the pain of the heart and heart, with the help of our hijra feelings. After all, we are human. If in any other profession it is possible to finish work without hard work, then the educator will also have to carry out activities without suffering. The reader sometimes comes to the show of suffering in communication. To do this, the educator must also know how to play a positive role as an actor on the stage.

RESULTS

Ability is an individual-psychological feature of an individual, the sum of individual psychic qualities that represent his competence in a particular activity and the subjective conditions for the successful implementation of work. This task, which was created not to educate children, not to educate them, not to lead them, to lead them to the process of upbringing, the deeper he understood it, the more freedom, initiative, independent thinking he would have provided to his children. The educator, who has a really high level of educational ability, seems to be watching the educational process from the outside while in reality this process is controlled.

DISCUSSION

On the basis of an integrative approach, it is not an exaggeration to say that the use of games of different types in pedagogical processes aimed at the formation of base competencies in Educators of the preschool educational sphere makes it possible to achieve the expected efficiency. The reason is, with the help of this method, reflexive competence is formed, in which personal, intellectual, general, communicative skills are harmonized.

According to the pedagogical encyclopedia, pedagogical reflection refers to the self - equality of subjects of educational educational processes in the process of interaction. The reflexive competence of an educator is a process of theoretical activity aimed at the realization of the subjects ' own behavior and understanding of their foundations.

The principle of integration is considered a leading principle in the development of the modern educational system. The essence of the principle of integration is the desire to create a synthetic,



holistic system of knowledge that gives preschool children an idea of the holistic picture of the world. As a result, they develop a sense of self-awareness and develop socialization, the ability to find solutions to problematic situations. As a result, on the basis of following the laws of society, active civil competence is formed in Educators of the preschool educational sphere. The case method, on the other hand, serves to expand the scope of the game, connecting it with real-life reality, in addition to involving students in practical activities. This method connects the educational process with specific life situations, encouraging students to actively seek solutions to the problems posed, to discuss the results of joint activities step by step.

CONCLUSION

Social and pedagogical, psychological training of the formation of the educator's model in society is compared with the level of ownership of the educational process, its content, principles, initial theoretical information about the form, methods and means of organizing education, knowledge of the age and individual characteristics of the educational person and their control of the psychological state. It is necessary for the educator to correctly and accurately apply their methods in the socialization of the educator model in society, since they are inclined to control the educators, their pedagogical skill, ability, trust in the young Hussites of each educator, are carried out on the basis of state requirements and these facetsngng correctly pour it on the person of the educator first of all. It requires the educator to choose and use techniques that provide a solid study of their knowledge, making it easy to master the training that is suitable for the young Hussites of their upbringing.

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