

MODEL OF PREPARATION OF EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS FOR INNOVATIVE ACTIVITIES

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Abstract:

The article highlights the importance of training pedagogues of the multidisciplinary specialized state preschool education organization in our country for innovative activities, as well as the reforms being carried out in our country in this regard. The requirements for the activities of pedagogues of multidisciplinary pre-school educational organizations are revealed on the example of the qualification description of the position of teacher-defectologist. Also, the content of the model of preparing the editors of preschool educational organizations of the blind sector for innovative activities envisages highlighting the requirements for activities and the customized curriculum for children with special needs aged 2-7 years.

Keywords: Model, inquisitiveness, creativity, discovery, creativity, non-traditional method, information and communication technologies, inclusive education, rehabilitation, child with special needs, state requirements, program.

KO'P TARMOQLI MAKTABGACHA TA'LIM TASHKILOTLARI PEDAGOGLARINI INNOVATSION FAOLIYATGA TAYYORLASH MODELI

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Annotatsiya:

Maqolada hozirgi zamonda yurtimizdagi ko‘p tarmoqli ixtisoslashtirilgan davlat maktabgacha ta‘lim tashkiloti pedagoglarini innovatsion faoliyatga tayyorlashning dolzarbligi, bu borada yurtimizda olib borilayotgan islohotlar yoritib o‘tilgan. Ko‘p tarmoqli maktabgacha ta‘lim tashkilotlari pedagoglari faoliyatiga qo‘yiladigan talablar o‘qituvchi-defektolog lavozimining malaka tavsiflari misolida ochib berilgan. Shuningdek, ko‘p tarmoqli maktabgacha ta‘lim tashkilotlari pedagoglarini innovatsion faoliyatga tayyorlash modelining mazmuni faoliyatga qo‘yiluvchi talablar va 2-7 yoshli alohida ehtiyojli bolalar uchun moslashtirilgan o‘quv dasturini yoritib berishni ko‘zda tutadi.



Kalit soʻzlar: Model, izlanuvchanlik, yaratuvchanlik, kashf qilish, kreativlik, noanʼanaviy uslub, axborot-kommunikatsiya texnologiyalari, inklyuziv taʼlim, rehabilitatsiya, alohida ehtiyojli bola, davlat talablari, dastur.

As we know, the changes taking place in our society in recent years also cover the field of education. If we look at the changes in the national education system, we can see that many positive things have been done. In particular, the decisions and decrees adopted in the preschool education system brought significant innovations in this field. In particular, specialized preschool educational organizations for the blind sector and defines the goals and tasks, rights, obligations and responsibilities of preschool education organizations of the same type, as well as the procedure for organizing their activities.[1]

At the beginning of the speech of the head of state Shavkat Miromonovich Mirziyoyev at the 2nd UNESCO World Conference on Raising and Teaching Young Children, which was held in Tashkent on November 15, 2022, he touched on the world situation in the field, and the limited access of millions of children to primary education, experts said that it is important to unite and increase the coverage of preschool education. Emphasizing that in Uzbekistan decent living conditions are being created for the population based on the principle that "human dignity, his rights and interests are the highest value" we pay attention. By developing children from a young age, we create a solid foundation for them to fully express their identity in the future. After all, there is no doubt that the investments spent on this noble goal will return tomorrow with several times more." The head of state also touched on the issue of integrity in the education system. He emphasizes that the great thinkers who grew up in our country founded two renaissance periods, and that present and future generations should strive for knowledge. "We are raising the issue of the Third Renaissance in our country as a strategic task and raising it to the level of a national idea. We consider pre-school education and school education, the higher education system, and scientific and cultural institutions as four integral links of the future Renaissance. We consider our kindergarten teacher, school teacher, professor-teachers and scientific and creative intellectuals to be the four pillars of the new Renaissance," says the resident.[2]

One of the effective means of improving the activities of editors is the use of modern technologies, including the achievements of the science of psychology and editors, information technologies, health is the use of innovative educational tools such as retention technologies.

A number of editors work in the preschool education organization for the blind - director, stylist, educator, defectologist, psychologist, music director, and physical education instructor. If the director and coordinator solve organizational and educational issues, the rest of the editors are the editors who directly work with children with special needs.

If the editors working in the state preschool education organizations work on the basis of the "Ilk Cadam" state education program for preschool children, then the specialized state preschool education organizations of the blind sector are based on it, and for preschool children with special needs, their psychophysical development features, they operate according to the "adapted educational program for children with special needs aged 2-7 years", which is created taking into account their individual capabilities. It's no secret that working with children with



special needs requires knowledge, skill, love for children, accuracy, responsibility, and double endurance. It is necessary to organize the educational process in a traditional way with a healthy child and get easy results, and to organize an educational process with children with special needs in a non-traditional way, using innovative technologies. This in itself indicates that it is necessary to develop qualities such as inquisitiveness, creativity, discovery, and creativity in editors. Based on the above, in our research work, we have developed a modern editor - a model for preparing editors of a specialized preschool educational organization for the blind (scheme 1) for this innovative activity, and we would like to reveal its content in today's article.

Scheme 1



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The position of teacher-defectologist (teacher-logored, tifloredagog, surdoredagog, oligophrenoredagog) of groups for children with physical or mental disabilities in development in specialized pre-school organizations of the blind sector and joint-type pre-school education organizations qualification descriptions

1. Job duties:



- introduction of "State requirements for the development of elementary and pre-school children of the Republic of Uzbekistan" and state educational programs into the educational process in the organization and full implementation of the tasks specified in these documents;
- to the education and training process in the organization No. 391 of May 13, 2019 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further improve the activities of preschool education organizations" and "State regulation of preschool education and training on the approval of the standard" of December 22, 2020 No. 802, based on the requirements of the implementation of state educational programs and the organization of the psychological service based on the tasks defined in these documents;
- education and upbringing of children with physical or mental disabilities in their development based on the following principles: - correctional orientation of education;
- social adaptation;
- the use of a special educational methodology and a categorical approach in the organization of the educational process.
- conducting correctional-edagogical trainings with pupils with physical or mental disabilities in their development.
- To determine the need for training with a speech pathologist, conduct a preliminary examination of the development and speech of children within 2 weeks from the time the child is admitted to the preschool education organization.
- the duties of a defectologist in a specialized and joint preschool education organization include:
 - development of an individual direction on the conduct of correctional-edagogical and rehabilitation activities, taking into account the child's unique and age characteristics, health status and level of development;
 - to determine the dynamics of the child's development in the process of implementing the individual direction and, if necessary, make changes to it;
 - monitoring and evaluation of the results of correctional-edagogical and rehabilitation activities, the level of the child's self-service skills and the dynamics of social adaptation, assimilation of educational programs;
 - to organize a comprehensive psychological-edagogical examination in order to clarify defects and to draw up an individual correctional-edagogical work plan;
 - carrying out work aimed at correcting physical or mental defects in development, as well as memory, thinking, attention as much as possible;
 - selection of correctional and editorial methods according to the capabilities and needs of the student;
 - to consider the issue of the need to send the child for re-examination to the Medical-Psychological-Edagogical Commission during the period of the child's stay in a specialized preschool educational organization and a joint-type preschool educational organization;
 - providing education to pupils with physical or mental disabilities, their social adaptation, as well as favorable conditions for the correction of developmental defects, working in cooperation with editors and coordinating these activities;



- to ensure the provision of educational and correctional and educational support to children in accordance with the state requirements for the development of children of primary and preschool age, as well as in accordance with the educational and correctional activity organization programs developed on their basis;

- to work in close cooperation with editors and other specialists of the preschool education organization, to visit the trainings, to advise the editors and legal representatives of the child on the use of special methods and methods of providing assistance to children with disabilities;

- at least one month before the end of the period of stay of the child specified in the conclusion of the medical-psychological-edagogical commission, to notify the legal representatives of the child about the end of the period of stay of the child in a specialized preschool education organization and a joint type preschool education organization, and to stay in these organizations to send it to the medical-psychological-edagogical commission for examination;

2. Must know:

- the essence of the normative legal documents related to preschool education and their implementation in practice;

- children, general and special pedagogy and psychology;

- basics of defectology;

- prospects for the development of education;

- ensuring the implementation of the child's right to education;

- creation of favorable conditions for education and upbringing of children, adaptation to society, as well as correction of developmental defects;

- ensuring the physical, mental and spiritual development of children in accordance with their age and specific capabilities, abilities and needs;

- forming the child's personality, developing his creative abilities, ensuring his social experience;

- to provide qualified social-household, socio-psychological, socio-pedagogical, socio-economic, socio-legal assistance to children with disabilities, children with physical or mental disabilities, as well as to families where such children are raised, in society, in the family help to adapt to life, study and work as fully and in time as possible; - conducting medical qualification and rehabilitation, monitoring and correction of developmental defects of children;

- creating conditions that allow children to receive quality preschool education and upbringing;

- ensuring children's social adaptability and readiness to continue education and training;

- preparing children to study in general education institutions;

- introduction of modern educational programs and technologies into the educational process;

- anatomical and physiological bases specific to children's age;

- regulatory and methodological documents on professional and practical activities; the latest achievements of the science of defectology;

- etiquette, collective agreement, sanitary and hygienic requirements, labor protection, technical and fire safety rules, guidelines for protection of children's life and health.

- measures to improve the content of normative legal documents related to attestation, the procedure for attestation of editors of pre-school, general secondary, secondary special,



vocational and extracurricular educational organizations of the Cabinet of Ministers of the Republic of Uzbekistan on the procedure and criteria of attestation based on decisions No. 572 of September 17, 2021;

3. Qualification requirements:

- higher education at the bachelor's or master's level in their field (professionals with higher editorial education who have passed a professional retraining course temporarily have at least a bachelor's level higher education in their field may perform his duty until his arrival);
- knowledge of the initial stage of one of the foreign languages and the use of information and communication technologies;
- work experience is not required.[3]

The requirements for the activity are based on the state requirements for the development of children of primary and preschool age, taking into account the personal needs of the child, and creating favorable conditions for his comprehensive and harmonious development in accordance with the state curriculum of MTT;

- organizing and implementing the process of education and upbringing of preschool children;
- organization and implementation of mutual cooperation between the family and the local community in the issues of early development of children.

The adapted educational program is designed to work with children with special needs from 2 to 7 years of preschool age. It is an initiative of the Ministry of Preschool Education of the Republic of Uzbekistan to support the development of primary and preschool children of the Republic of Uzbekistan. It was developed on the basis of State requirements, "National Personnel Training Program", Preschool Education System Development Consortium, "First Step" State Curriculum.

The program defines the content of preschool education for children from 2 to 7 years old and directs preschool education organizations to realize equality for all children, individual development and unlocking the potential of each child.

In accordance with the State requirements for the development of elementary and preschool children of the Republic of Uzbekistan, the content of correctional work is aimed at creating a comprehensive support system for children with special needs, correcting defects in the physical or mental development of children, their social adaptation and helping children of this category in their development.

The effectiveness of correctional education work depends on the precise organization of children's time in preschool educational institutions, the correct distribution of activity throughout the day, coordination of the work of all subjects of the correctional process, i.e. defectologist, psychologist, teachers and parents, and includes ensuring continuity. The organization of the activities of defectologists, educators and other specialists throughout the academic year is determined by the established goals of the program. The program is designed for implementation in different age groups (preparation for school age). The main load on children is carried out in small groups and individual lessons.

This program involves parents (or their substitutes), teachers and specialists (music leaders, physical education and swimming teachers) in the correctional and developmental process through walks, art activities and children's activities. can be implemented more successfully if



they are involved in environmental familiarization activities to strengthen the skills and abilities that have been formed.

The program can be used in specialized preschool educational organizations and rehabilitation centers located in the territory of the Republic of Uzbekistan, regardless of the form of ownership. Also, each preschool educational institution has the right to develop its own customized programs based on the customized program, regardless of their departmental affiliation and form of ownership:

in specialized state and non-state educational organizations with preschool groups for children with special needs;

in special secondary and higher educational institutions that prepare personnel for the preschool and primary school education system;

in preschool and general secondary education systems, in organizations that carry out training and retraining of editorial personnel.

The adapted program is based on the State requirements (2018) for the development of children of primary and preschool age in the main directions of the child's personality development (physical development and formation of a healthy lifestyle; social and emotional development; speech, communication, o 'writing and writing skills; cognitive development; creative development). The program's integrated approach to the educational process ensures the integrity of the child's development.

Modernization of the preschool education system in the Republic of Uzbekistan emphasizes the need and importance of providing equal opportunities for preschool education and creating conditions for inclusive education.

Adapted educational program in accordance with the plan of the education sector, the principles of high-quality child-oriented edagogy, the development of the preschool education system, the State requirements of the Republic of Uzbekistan for the development of children of primary and preschool age, "Ilk Kadam" State o based on the curriculum.

International studies show that if children with special needs are dealt with from preschool age, positive development dynamics are observed in them as a result of the activities of substitute opportunities: increase in communication skills, formation and development of cognitive interests, increase in the level of development of cognitive processes, an increase in academic activity and behavioral social compatibility. The potential reserves of the brain are truly enormous. According to modern calculations, the human brain can hold about 1020 units of information, which means that each of us can remember all the information contained in the millions of volumes in the library. Humans use only 4% of the 15 billion cells in the brain. The available capabilities of the brain can be evaluated by the unusual development of a certain function in gifted people and the possibilities of replacing the damaged function at the expense of other functional systems.

The purpose of the program:

- provision of all-round remedial - psychological - educational assistance and support to children with special needs and their parents (legal representatives);
- correction of defects in physical and mental development of children with special needs;



- formation of knowledge in 5 areas of development in children: physical development and formation of a healthy lifestyle, social and emotional development, speech, communication, reading and writing skills, comprehensive development of cognitive and creative development and mental processes, constructive co development of skills;
- to develop the child's emotional, social and intellectual potential, to create conditions for the formation of his positive personal qualities.

The goals and objectives of this program are aimed at providing preschool children with the following:

- correction and development of physical and mental processes
- formation of various types of activities (typical and leading for this age group);
- personal development, formation of positive personality traits;
- awareness of oneself and the surrounding world, orientation to the natural and social world, help in social adaptation and integration;
- support in the process of acquiring the necessary skills for each age group;
- preparation for maximum independent life in society;
- organization of optimal psychological and pedagogical conditions for the development of a child with special needs

The unity of the above directions ensures the effectiveness of corrective and developmental education and training.

In-depth study of the material also serves as a means of establishing closer relations between specialists of the preschool education organization. The use of the same topic by the speech therapist, educator, and leader of music classes in the classes gives children the opportunity to master this material better and then actively use it. Correctional work should be structured in such a way as to support the development of higher mental functions, that is, attention, memory, perception, and thinking.

The program is based on the principles of modern pedagogy and psychology, which are aimed at:

- taking into account the child's rights, individuality and developmental potential;
- interdependence of all types of development in educational activities;
- maintaining and strengthening the child's health, meeting his needs, including meeting his need for movement;
- supporting the child's creativity;
- learning and development through play;
- creating a favorable environment for the child's development and socialization;
- providing a safe environment for the child;
- cooperation of preschool education organization between families, neighborhoods and schools;

taking into account the characteristics of the culture of other nations, valuing national cultural traditions and respecting the culture of others.

Supporting the development of a child in a preschool educational organization is a team effort, for which the head of the preschool educational organization is responsible.



The educational process in specialized pre-school educational organizations and rehabilitation centers is based on the following principles.

- child-oriented teaching method;
- understanding of inclusive education;
- determining the characteristics of the educational environment that ensures the comprehensive (holistic) development of the child;
- organization of education through games as a leading activity of preschool education organization;
- the child is an active participant in the educational process;
- planning effectiveness and evaluation;
- involving parents in the process of child education and development based on cooperation;
- interactive education;
- integrative education.

The tasks of the program should be solved not only in the course of training, but also in the independent, playing and joint activities of children, teachers and parents.

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