

# THE SIGNIFICANCE OF DEVELOPING THE ANALYTICAL COMPETENCES OF YOUNG EDUCATORS IN THE PRESCHOOL EDUCATION SYSTEM

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## Abstract

This article describes the theoretical and practical aspects of the methodology of analyzing educational activities in preschool educational organizations. Also, the pedagogical importance of training analysis and the necessary aspects of mastering the methodology of educational activity analysis in improving the professional analytical competences of young pedagogues have been revealed.

**Keywords:** Preschool education, educational activity, analysis, pedagogical analysis, methodical analysis, analytical ability, introspection, quality of education.

## Introduction

In accordance with the Law of the Republic of Uzbekistan "On Education", preschool education is an important link of the continuous education system, in which conditions are created for the formation of a preschool child as a person, intellectual, social and emotional development. In this process, improving the quality of educational activities and ensuring their effectiveness has become one of the current pedagogical tasks. [1]

Systematic and regular analysis of educational activities in pre-school education allows to identify deficiencies in the educational process and to eliminate them in time, as well as to ensure the effectiveness of the quality of education, along with the improvement of pedagogical activities.

Analysis is a method of mentally dividing the observed object into parts, elements or properties and comparing them with each other. Analysis is a logical cognitive process that involves mental processes.

Through the analysis of educational activities, the suitability of the content of education given to students in the educational process to the age characteristics of children, the effectiveness of the methods and methods used by the pedagogue, the skills of children's activity and independent movement, and the level of professional skills of the pedagogue are determined.

## Theoretical Foundations

In the past, attention has been paid to the analysis of educational activities. Great Czech pedagogue Ya. A. Komenskii (1592-1670 years) says, "Educational process should be goal-oriented, consistent and under control." Analysis, which is a structural element of control, requires its quality.

The analysis of educational activities in the preschool education system, that is, the study and evaluation of the effectiveness of educational processes, became widespread in the late 20th and early 21st centuries. Until this period, in preschool education, it was important not to teach children, but to observe and analyze their development.

American philosopher, psychologist and pedagogue John Dewey (1859 - 1952), based on the theory of reflective pedagogy, saw the analysis of educational activities as a continuous process of experience, observation and analysis. He suggests evaluating the effectiveness of educational activities organized by pedagogues by the child's readiness for life situations. [6]

Another American pedagogue, David Perry Weikart (1931-2003), the founder of the High Scope model of preschool education, believed that the educational process consists of planning, implementation and analysis. [7]

If we pay attention to the analysis of the educational process recommended by M. M. Potoshnik (1941) in the modern methodology, it means to eliminate the problems that are not important for the final result in education, to focus on the most important aspects, and to simplify the analysis. [2]

According to A.D. Sinyakova, "Analysis is a logical way of knowing, it is a consistent study of an object (event, process) into parts, elements or symbols, comparing them and determining important, i.e., necessary and specific qualities and characteristics." [4]

The purpose of the analysis is to clarify the problems in the educational process and ensure that they are studied in parts to solve them. Approaches to the analysis of educational activities are comprehensively organized, and it is required to be closely related to each other psychologically, pedagogically, methodologically. A comprehensive methodological analysis of educational activity includes all components of pedagogical and psychological analysis.

Pedagogical analysis of the educational process is the process of studying the educational process on a scientific basis, evaluating and drawing conclusions. The educational process should be goal-oriented and under consistent control. It is the analytical method of educational activities that ensures consistent control.

Along with experienced pedagogues, young pedagogues are also involved in the analysis of open lessons observed as a team in preschool educational organizations. The goal is to study the experience of experienced pedagogues and learn to apply innovative technologies in practice. At the same time, at the end of the observation, young pedagogues are asked for their analytical opinions about the training. In this regard, when we observed the analysis sheets of educational activities of many young pedagogues, we observed that the educators faced difficulties in analyzing the training. When comparing the observation sheets, the most common mistakes can be observed. We can see that the young educators give different comments to the training step by step. For example, they did not focus on the teacher's

educational methods and the extent to which they were used, and most of the training analyzes recorded general comments without reflecting on any aspect of the training. Analysis of such training can be explained by not knowing which aspects to pay attention to. Most of the conclusions given by many young teachers who carried out the analysis show that they are unfounded and subjective in nature. Often, in their analysis, we can see not opinions on the analysis of educational activity, but an explanation of what is happening in the training.

Differences in the criteria for evaluating training are seen in the fact that young pedagogues do not perform methodologically correct analysis, do not have a clear understanding of what it should be. It can be seen from this that it is explained by the lack of analytical skills of our young pedagogues.

In general, analytic (Greek: analytikos) is derived from the Greek word - "analytikos", which means "to have the ability to analyze" or "to divide into elements, principles". [5]

Analytics is actually a concept of thought, which means a complete and detailed representation of the process. Usually, approaches to solving problems are called analytical. It is a method of analytical thinking and analysis, which is widely used in all areas of life, including education. Analytical thinking is very important in personal development. A pedagogue analyzing educational activities should be able to identify up to 3-5 deficiencies as the basis of the deficiencies identified during the analysis. Several solutions to the identified shortcomings must be proposed. In analytical analysis, the problem encountered is divided into parts and a solution theory is developed in order to solve this problem.

In addition, it also implies the development of introspection skills of pedagogues in the analysis of educational activities. The method of introspection is widely used in other areas of pedagogy. We suggest using the introspection method in preschool education as well. This method of analysis helps educators to control their actions, to adequately evaluate pedagogical decisions in their activities, and to increase their professional analytical competence. The method of introspective analysis is a tool for improving the quality of work of pedagogues and improving the educational process, and this approach helps teachers not only to objectively evaluate their own work, but also to communicate effectively with students. [4]

The teacher's ability to self-analyze the educational activities organized by him is an important part of professional competence. Therefore, one of the main stages of developing the professional skills of young pedagogues-educators in preschool educational organizations should be the development of the ability to perform a comprehensive methodological analysis of educational activities.

Based on the theoretical views of scientists, the correct assessment of the pedagogue's activity in the development of analytical methods allows for a deep understanding of children's developmental needs.

The analysis of educational activities in preschool education is based on methodological principles such as systematicity, scientificity, objectivity, development. The principle of systematicity implies that all stages of training should be analyzed as a whole and related to each other.

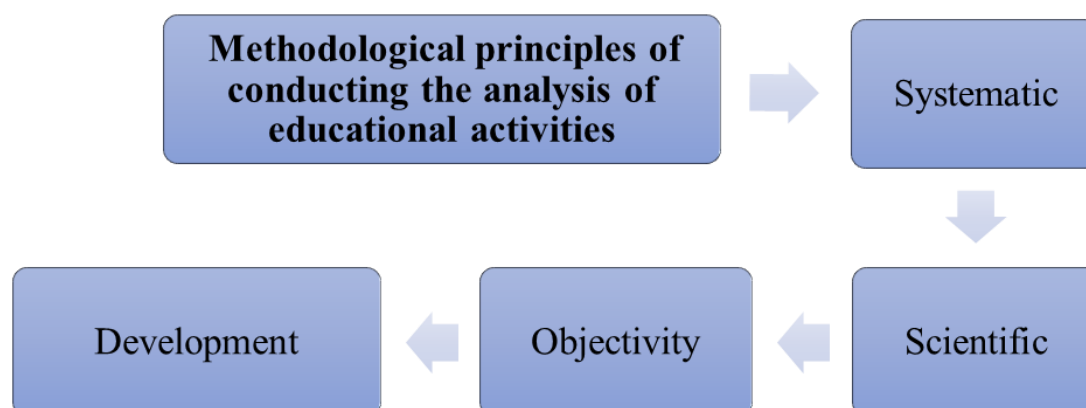


Table 1. Methodological principles of conducting the analysis of educational activities

In the analysis of training based on the principle of scientificity, it is necessary to evaluate the pedagogical process based on pedagogical and psychological laws.

Based on the principle of objectivity, the observer is expected to draw a conclusion to the analysis without personal relations.

In the developmental principle, it is based on the fact that the results of the analysis are aimed at the development of the educator's activity.

To sum up, the analysis in the educational documents of preschool education, which is currently in practice, is shown in a narrow framework. In carrying out the analysis, its positive and negative sides were asked. We believe that in order to solve these problems, it is necessary for pedagogues to conduct training analyzes with well-structured criteria and the most convenient methods. Forming the analytical skills of young pedagogues in the analysis of educational activities is considered one of the modern competencies. Because it is inappropriate to talk about high competence without equipping pedagogues to a high level of methodology.

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