

PEDAGOGICAL OPPORTUNITIES FOR IMPROVING THE READINESS OF STUDENTS TO INTERACT WITH CHILDREN

Irisboeva Yakutkhan O'tbosarovna

Researcher of TDPU named after Nizami

Abstract. Professional training for pedagogical activity combines interrelated components that ensure the effectiveness of the pedagogue's activity in organizing pedagogical interaction. The article highlights the importance of professional-active, personal-active approaches in the step-by-step formation of components of students' professional preparation for interaction with children.

Key words: pedagogical activity, professional training, interaction, pedagogic activity, professional-active, personal-active approaches.

Tasks aimed at establishing an effective system of education aimed at bringing the growing generation to a healthy adulthood and introducing effective methods into the educational process in our country have been defined. These tasks are given in the form of priority issues, a strong foundation for improving public-private partnership in the field of education, increasing the number of non-governmental educational institutions and expanding the types of services provided [1].

According to R. Safarova, professional preparation for pedagogical activity represents a certain set of motivational-valuable attitudes to activity, professional and socially important qualities of a person, professional-pedagogical knowledge and skills. It is based on the principles of organizing the process of formation of cooperative activity skills based on mutual friendly relations [3].

In general, preparation is divided into the following components: communicative-technological, practical-active, intellectual, emotional-volitional, evaluation components. Each of these components is characterized by a set of necessary knowledge, skills and competencies, as well as personal qualities, motivational and value relationships, which ensure the success of the activity [8].

Professional pedagogical preparation of students for interaction with children consists of motivational-need, cognitive, emotional, initiative-volitional and operational components [9].

The need-motivational component determines the professional orientation of the student, the level of voluntary behavior in the activity, is characterized by the understanding of the content of one's profession, a positive attitude towards it, the necessary level of self-evaluation and the tendency in the activity. Motivational preparation for professional activity in training students of pedagogic higher educational institutions is manifested in personal and professional development, motivational orientation to self-development in the educational process. It includes professional-pedagogical orientation, valuable attitude to pedagogical activity, highly developed social and universal motives.

The communicative-technological component implies the existence of the level of improvement of skills and competencies for effective and constructive interaction with the professional environment. Communicativeness involves empathy, compassion, communication skills, and the ability to correctly solve problems in interactions with children. It also includes technological skills and competencies, characteristics of interaction with children and the possibilities of organizing and managing activities with them, knowledge of pedagogical communication in general [4]. The operational-practical component includes the teacher's skills, important professional skills and willpower, his ability to self-manage his behavior and activities. This includes professional behavior habits, important professional qualities, knowledge, skills and competencies such as communicative, constructive, managerial, improving, interactive, and a set of theoretical and practical knowledge that helps the pedagogue to organize person-oriented interactions taking into account the age and individual characteristics of each child [7].

M.Yu. Makhkamova's intellectual-cognitive component focuses on the professional development of the pedagogue's cognitive sphere. These are: professional perception, thinking, imagination, memory, attention, which provide the pedagogue with an understanding of the pedagogical problem, an adequate assessment of its significance, and knowledge of the methods and means of solving it. This component includes intellectual skills that ensure the ability and readiness to solve intellectual tasks, generalized methods of behavior, formed analytical and design skills. Together, they reflect the thinking activity of the pedagogue [2].

<https://conferencea.org>

JUNE 10th 2022

The emotional-volitional component includes the skills of responsibility, inspiration, self-control and evaluation, distribution of one's forces, and concentration. In the process of interaction with children, self-control and positive emotional-psychological communication skills are included.

The evaluation component is related to the evaluation-self-evaluation relationship: self-evaluation and evaluation of others, evaluation of the other and his attitude to himself. In this case, the harmonious connection of these relations in the mind of the pedagogue provides socio-psychological and personal preparation for communication management, cognitive planning of mutual relations [2].

So, the student's readiness to interact with children can be distinguished as the main, central concept of the professional training process.

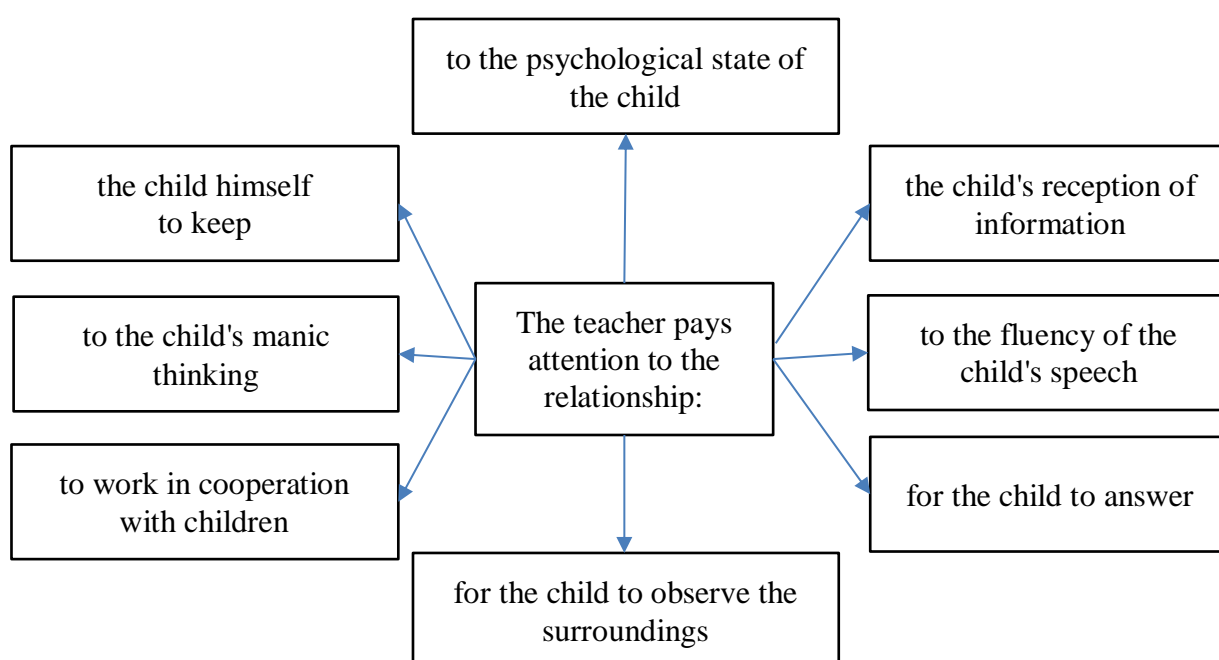
I.M.Sirojiddinova improved the criteria for the development of professional-creative abilities (reproductive, productive, creative) based on the expression of creative ability according to the technique of "Assessment" technology, variable and invariant didactic functions of teaching professional knowledge, separately studying invariant and variable didactic functions in the development of professional-positive abilities released [6].

A.A. Khalikov's pedagogical skill in the pedagogical system focuses on the actions of the teacher as a person in the process of performing the tasks directed at his professional activity. Pedagogical skill is characterized by the development of special skills and determined by the teacher's position in skillfully managing the pedagogical activity [10].

We believe that it is necessary to understand the student's readiness for subject-subject interaction as a set of higher professional-functional abilities (perceptive, empathic, reflexive, communicative) of the pedagogue related to self-evaluation relations. Formed abilities provide the possibility of building functional-dynamic models of interaction with children, and their design is determined by the content of the teacher's interaction with children, professional status and professional-pedagogical direction [10].

The readiness of students to interact with children as the main forms of manifestation of activity, which ensures the subjectivity of the person during the communication and activities of the pedagogue, and is determined by the correct ideas about the child, social and psychological institutions, the organization of various forms of activity of the child, is determined by the necessary professional qualifications and skills, empathy and organizational skills. can be considered as a personal derivative.

In this way, preparation for interaction can be viewed as a need for accessibility to the resulting relationship, which is manifested in the presence of all four components with the leading role of the initiative-willing component [5].



<https://conferencea.org>

1. picture. Important aspects of the future professional activity of students on the preparation of interaction with children. The teacher's need for reciprocity is no less than the child's need for reciprocity, and motives prevail in it. Attitudes can be defined as a mental state that prompts the organization of cooperative partnership activities with children based on motives.

It is important to form a system of skills as the ability to perform certain activities based on existing knowledge in changing conditions. Vocational training includes two aspects:

1) a system of measures aimed at acquiring a profession and mastering the field of knowledge that forms its theoretical basis;

2 a system of measures aimed at self-improvement until students' self-awareness and self-confidence that allows a person to perform professional tasks competently.

Professional-pedagogical training is improved based on a number of approaches. It is important to use a systematic approach in solving the problems of professional training of students of pedagogical higher education organizations. The systematic approach implies the analysis of all factors affecting the pedagogical phenomenon as a studied system, aimed at ensuring the optimal functioning of the pedagogical systems included in the object of pedagogical influence of the subject of activity [7].

As a conclusion, it can be said that the descriptions of students' readiness to interact with children can be considered as personal qualities, theoretical and practical knowledge, skills and competencies, motivational-value relationships.

LIST OF USED LITERATURE:

1. Ўзбекистон Республикаси мактабгача таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиqlаш тўғрисида. Ўзбекистон Республикаси Президентининг ПҚ-4312-сон қарори. 2019 йил 8 май.
2. Махкамова М. Ю. Бўлажак тарбиячиларнинг педагогик мулоқот маданиятини шакллантириш: Пед. фанл. ф. дисс. автореф. -Т.: 2002. -22 б
3. Сафарова Р. ва б. Ўқувчиларда ўзаро дўстона муносабатларга асосланиб ҳамкорликда фаолият кўрсатиш кўникмаларини шакллантириш жараёнини ташкил этиш тамойиллари ва параметрлари \ Монография. -Тошкент: “Fan va texnologiya”, 2013. 13 б. т.
4. Сваталова Т. А. Пути повышения профессиональной компетентности педагогов дошкольного образования в системе дополнительного образования // Качество дошкольного образования: научные исследования и практический опыт-Челябинск: Образование, 2005. -с. 35-40.
5. Сергеев А.М. Личностные качества педагога и проблема лидерства // Столичное образование - 3: теоретические подходы к модернизации дошкольного образования. - М., 2002. - с. 67 - 71.
6. Сирожиддинова И. М. Олий таълим муассасалари талабаларининг касбий-ижодий қобилиятларини ривожлантириш // Пед. фан. док (PhD) ... дисс. автореферати. -Т. : 2020. -13 б.
7. Слепцова, Ирина Федоровна Формирование готовности будущих воспитателей к взаимодействию с детьми дошкольного возраста в процессе профессиональной подготовки: диссертация ... кандидата педагогических наук : 13.00.08 Москва 2007
8. Ураков Ш. Р. Олий таълим муассасаларида бўлажак ўқитувчиларни тайёрлашнинг компетент ёндашувга асосланган педагогик тизимини такомиллаштириш// Пед. фан. док (PhD) ... дисс. автореферати. -Самарқанд. : 2018. -11 б.
9. Фомина Л. Новые творческие технологии в дошкольном детстве // Дошкольное воспитание. -2004-№ 11. -с. 23-27.
10. Халиков А. А. Олий таълим муассасаларида бўлажак ўқитувчилар педагогик маҳоратини ривожлантириш // Пед. фан. док. . (DSC... дисс. автореферати . -Тошкент. : 2018. -53 б.