

## **NEW CONTENT AND PERSONNEL OF PRESCHOOL EDUCATION READINESS ISSUES (PART 2)**

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Improving the professionalism of teachers can be carried out in several directions: analysis of teachers' professional training on the basis of identifying the needs of teachers, studying the results of their activities and, depending on the demand, involving them in various forms of professional development; (both at the level of a preschool educational institution and at the district and city levels); development of a professional development program that takes into account the following in the company's database: issues of education and upbringing of children, taking into account the achievements of modern science and practice, ways of their implementation; opportunities to engage in research activities in the practical and experimental direction of teachers; ensuring an organic connection between the content and the form of educational and experimental activities to create innovative experience in the context of social cooperation;

Involvement of specialists at all stages of activity: from the development of the project and the concept of the innovative model of the enterprise to its implementation. The latter direction forces teachers to be in "learning mode" all the time. In the process of work, there is a need to get used to new knowledge, methods of mastering program materials offered by specialists. Every experienced teacher working in a preschool educational institution should be able to organize his work as follows: he should always be on the lookout for innovations and work on himself; the development of children's activity should remain in the foreground; exercises should be organized on the basis of new teaching methods and technologies; when teaching a child, he should not be satisfied with just providing information, he should instill in him the ability to "teach learning"; efforts should be made to develop a sense of self-esteem and self-confidence; be creative and try to develop creative thinking in children; using methods that stimulate the development of children's free thinking and independent decision-making, it is necessary to create a favorable environment in this direction.

The great Russian pedagogue K. D. Ushinsky wrote that... Children's natures are not the same. Therefore, we advise educators... to study the children they bring up and the conditions that surround them, to study the history of various pedagogical activities that do not always come to mind. Therefore, a teacher must always work on himself and constantly learn. [3]

Work to improve the professionalism of teachers should be divided into areas and the following basic requirements should be observed: should be experimental; should integrate scientific research and advanced (innovative) pedagogical practices in his/her work; should provide an individually differentiated approach (taking into account the abilities and professional interests of teachers); should provide a basis for enhancing the acquisition of knowledge and the consolidation of specialized skills; evaluate the effectiveness of professional development and make timely adjustments to this process; provide a systematic and integrated approach. [2]

The study of the activity and personality of the teacher is a necessary approach to improve the effectiveness and quality of methodological work.

It is possible to help the educator in improving the results of education and upbringing of children not only in the context of a comprehensive consideration of future health work, but also within the limits of the real capabilities of each educator. Because even if two teachers working in the same kindergarten have worked together for many years, they are not at the same level of training from a theoretical and methodological point of view.

The choice of forms and methods of health-improving improvement is associated with the psychological features of the cognitive activity of adults.

Here are some of the many forms and methods currently offered to educators in their work:

- Dialogical lectures activate the thinking and understanding activity of the listener. In the course of such lectures, the content of Ra'ov Zuna is explained and issues are explored together.

- Problem-based lectures involve the audience in proving individual rules and conclusions.

- Interviews – Workshops have a great impact on developing skills such as formulating questions, drawing conclusions, and giving advice.

- Seminar is a creative activity aimed at creating innovative projects and developing creative thinking. [4]

Such methods and forms as a discussion with a group that carries out

a collective solution to a problem situation, brainstorming, trainings in small groups to improve professional skills, a scientific and practical conference on the results of innovative activities are used. Successful implementation of state standards of preschool education presupposes that the teacher has the competence that determines the ability to train: ensuring the emotional safety of each child; to organize constructive interaction of children in different types of activities, to create conditions for the free choice of participants in joint activities: organize variable training; work in the area of the child's direct development; non-directive support for children's initiatives, play time and the organization of a transformable multifunctional environment.

Skills: to use forms and methods of cooperation in the training process that are suitable for their psychological, age and individual characteristics; organization of the learning process based on interaction with adults, aimed at the interests and capabilities of each child; support positive and kind attitudes of peers, as well as children of different ages in different activities; [1]

Thus, for the successful solution of educational goals in the learning process, it is necessary to take into account the content and structure of the individual psychological, age and socio-psychological characteristics of the educator, which are necessary for a specialist in modern preschool education. with higher education, methodical and it is required that vocational training is at an optimal level, and interaction with children pursues the same goals.

The pedagogical skills of teachers, their correct orientation to learning, the ability to creatively use the educational opportunities of the lesson, the achievement of the unity of education and training, the successful formation of the child's personality are necessary conditions.

### References.

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