

# Psychological Strategies of Educators in Preschool Educational Institutions

**Surayyo Gofurovna Rustamova**

*Tashkent State Pedagogical University, Tashkent, Uzbekistan*

## Abstract

This scientific article delves into the critical role of psychological knowledge among teachers in preschool educational institutions, emphasizing the profound impact of these approaches on their interactions with children. In the rapidly evolving landscape of early childhood education, the psychological competence of educators is paramount to fostering a supportive and nurturing environment conducive to the holistic development of young learners. The article explores various psychological theories and methodologies that educators employ to understand and address the diverse emotional, social, and cognitive needs of preschool children. It highlights how a deep understanding of child psychology enables teachers to create an inclusive and empathetic classroom atmosphere, promoting positive behaviors and mitigating potential behavioral issues. The research underscores the importance of educators being equipped with skills in emotional intelligence, conflict resolution, and empathetic communication. These skills are crucial for building trust and rapport with children, which in turn enhances their learning experiences and emotional well-being. The article also examines case studies and practical applications of psychological approaches in real-world preschool settings, illustrating how teachers can effectively apply these techniques to manage classroom dynamics and support individual children's growth. Furthermore, it discusses the need for ongoing professional development and training for educators to stay abreast of the latest psychological research and practices.

**Keywords:** teacher-teacher, child's personality, psychological knowledge, trajectory, psychological support

## Introduction

In this day and age, the problem of training modern teachers and educators is relevant in the processes of modernization of preschool education. The formation of a future member of society begins with kindergarten and teacher. This is why it is honorable and vitally important to be a

kindergarten teacher. A modern educator in preschool educational institutions also needs psychological competence and knowledge, manners, love for children, pedagogical skills, and creativity.

Unit 11 of the Law of the Republic of Uzbekistan “About Education” states that: “Preschool education has the goals of forming a healthy and mature personality of the child, prepared for school. This education is conducted in the family, kindergarten and other educational institutions, regardless of the form of ownership, until the age of six or seven.” [1] It is essential to enhance the preschool education system, ensure that educators properly organize the educational process of the mature generation, and effectively organize the professional skills of educators and the process of improving their qualifications.

### **Materials and Methods**

The work on radical reform of preschool educational institutions assigns responsible tasks to educators. According to the requirements of our time, a teacher-educator is required to be morally and spiritually mature, socially active, have a passion for creative activity, a new professional outlook, and the ability to adapt to the requirements of changing times. In the process of upbringing, children develop not only rules and norms of behavior, but also all the positive qualities of speech and thinking. To do this, the teacher must have pedagogical skills and psychological knowledge. Pedagogical skill helps to effectively carry out educational work that realizes the upbringing of a person, depending on their age, they will try to organize their attitude and different games, understanding child psychology.

### **Results and Discussion**

Scientific research on the psychology of children developing in preschool educational institutions L.S. Vygotsky, A.N. Leontyev, V.P. Zinchenko, I.A. Zimnyaya, K. Rogers, A. Maslow, G. M. Andreeva, A. I. Donsov, A. L. Zhuravlev, Y. Yu. Kolominsky, R. S. Nemov, Yu. I. Umansky, A. S. Chernyshev and about the problems of modern preschool education A. G. Asmolov, Yu. A. Venger, V. V. Davydov, A. V. Zaporoges, V. T. Kudryavtsev, V. S. Mukhina, D. B. Elkonin expressed their scientific and psychological conclusions. Ellen Sandler Brokhus has experimented with math games that influence preschool children's math skills. A.Kuznetsov and his colleagues studied the impact of the use of information technology on the development of preschool children [2].

Preschool education plays an important role in shaping a child's future personality and preparing them for success. At the moment, a kindergarten teacher is required to have a high level of professional skills and psychological competence. One of the main problems is the lack of qualified teachers, and another one is the lack of a unified psychological and methodological base and standards for preschool educational institutions. We need to introduce teaching aids that provide psychological support to teachers working in preschool educational institutions, as well as pedagogical technologies which is enriched with innovations.

Moreover, it is appropriate to introduce an individual educational trajectory in raising a child with a modern kindergarten teacher. There is a need to introduce psychological service programs that include our national values related to the processes of a child’s lifelong education. Teachers working in preschool educational institutions are busy with such things as caring for the health and well-being of children, maintaining psychological records and documents studying children, and planning future work. The work of a teacher in preschool educational institutions is an activity that requires constant work on oneself, creative thinking and research work. Today, educators have high demands from the parents of children and the general public; they must provide a good education, have personal and

professional qualities, competent speech and decent appearance as a teacher, as well as, knowledge, skills and abilities.

In a preschool educational institution, the teacher must have grammatically correct speech, since at that age when the child's vocabulary is just being formed, but is growing very quickly, the surrounding language environment must be morally correct, clear and so on. The teacher's speech should be simple and understandable to the child, but at the same time clear and logical. Enriching a child's speech vocabulary cannot remain without the attention of the teacher.

The main person who can influence the upbringing of a child in kindergarten is the teacher. A teacher-educator is a professional who loves his profession, is friendly towards children and carries out activities that influence the mental development of the child. However, the role of the kindergarten teacher is underestimated, since his influence on the child is not always easy. In preschool age, the development of a child as a person begins in kindergarten.

It is necessary to pay special attention to the fact that changes in the child's living conditions, changes in the content and methods of teaching affect his development. Since in kindergarten, the child has practically no life experience, he begins to be interested in everything and give a lot of questions. All of a child's skills, cognitive development, and social behavior are developed in kindergarten. For this reason, teachers are required to have knowledge of child psychology. Educators, using their experience, establish good relationships, create a positive emotional environment, positively evaluate the child's work, provide practical assistance to the child, show empathy, and have a good influence on the child's socialization. Kindergarten is a favorite place for many fathers and mothers. When parents bring their child to this convenient place every morning, leaving there with peace and confidence. Therefore, it is natural that great responsibility is required from the educator-teacher. The activities of any educator-teacher are inextricably linked with psychology, because he or she has to work with children. Young children have a number of unique characteristics that must be taken into account in the process of work, namely the need to know their emotions, feed the child, keep him awake, shape his behavior and skills, ensuring his comprehensive development is of particular importance in early childhood. Curiosity about the environment in early childhood is involuntary; when a child wants to know a lot, he asks questions that do not correspond to each other. We need to answer children's questions correctly. The fact that adults do not understand the child's wishes, completely resist his involuntary behavior, or the parent cannot give the answer the child expects, creates psychological dissatisfaction in communicating with adults.

The main task of a teacher educator is to help socialize children of preschool and primary school age. To a large extent, it depends on the teacher how well the child adapts to a new society, establishes relationships with peers and acquires important social skills. In kindergartens, the teacher not only helps with socialization. But together with parents, he also teaches children basic skills, for instance, independent communication, dressing, eating, bathing.

In fact, the psychology of the educator-teacher manifests itself, is formed and changes in the process of his pedagogical activity. The professional goal of teaching is to educate the younger generation. The activities of preschool educational institutions have their own forms of organization, content and methods of implementation. The content and psychology of pedagogical activity in preschool educational institutions, firstly, social factors - the role and functions of the kindergarten teacher in society, society's requirements for the teacher, then sociopsychological factors, the teacher is determined with the help of the social expectations of the people around him.

We know that the humanization of the education system, which characterizes the current stage of its development, places high demands on the general and professional training of teaching staff and the manifestation of their creative individuality. Individual style of activity is one of the important features of the process of individualization of professional activity. Preschool educational activity is complex and multicomponent, and its components are also diverse. Kindergarten requires methodical approaches to life.

The main task of a kindergarten teacher is to provide standard conditions for mental development, correct conditions that have a negative impact on the child's behavior, quickly identify deviations in the process of mental development, it is pivotal to predict further development, carry out the necessary prevention of possible problems of mental development, perhaps even seek help from a specialist - a psychologist. In addition, knowledge about the child's psyche should be determined by integrity, universality and systematicity; and it is crucial to understand the relationship between individual areas of development of the child's psyche, forms of its activity, mental characteristics and processes, as well as abilities and motives. Kindergarten teachers are required to pay practical attention to studying children, understanding their behavior, determining their inclinations, and creating conditions for their development.

### **Conclusion**

In conclusion, it is evident that preschool educational institutions necessitate a responsible and informed psychological approach from educators. The early years of a child's life are critical for their emotional, social, and cognitive development, and the role of the educator is paramount in shaping these formative experiences. Therefore, it is imperative for teachers to possess a robust understanding of psychological principles and methodologies to effectively cater to the diverse needs of young learners. This article underscores the significant impact that well-informed psychological approaches can have on the quality of interactions between teachers and children, ultimately contributing to a positive and enriching learning environment.

One of the key recommendations highlighted in this research is the need for continuous professional development and training for preschool educators. By equipping teachers with advanced psychological knowledge and practical skills, they can better manage classroom dynamics, address behavioral challenges, and support the individual development of each child. This includes fostering emotional intelligence, developing effective communication strategies, and employing conflict resolution techniques. Such competencies are essential for creating an inclusive and empathetic classroom atmosphere, where children feel safe, valued, and motivated to learn.

The article also emphasizes the importance of integrating psychological teaching aids and resources into the curriculum. These tools can provide educators with valuable insights and strategies for implementing psychological approaches in their daily interactions with children. By utilizing these aids, teachers can enhance their ability to observe, understand, and respond to the unique needs of each child, thereby promoting their overall well-being and academic success.

Moreover, the need for institutional support in facilitating access to psychological knowledge and resources is highlighted. Schools and educational authorities should prioritize the provision of ongoing training programs, workshops, and seminars that focus on the latest psychological research and best practices in early childhood education. This will ensure that educators are well-prepared to meet the challenges of their profession and effectively contribute to the development of their students.

In summary, the article advocates for a comprehensive and responsible psychological approach in preschool education. By enhancing efforts to provide teachers with the necessary psychological knowledge and teaching aids, we can create a more supportive and effective educational environment for young children. This commitment to psychological understanding and application will significantly benefit the holistic development of preschoolers, laying a strong foundation for their future learning and personal growth.

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