

Pedagogical-Psychological Problems in School Educational Problems

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Abstract

In the article, further improvement of the preschool education system, expansion of the network of preschool education facilities, provision of qualified pedagogic personnel, radical improvement of the level of preparation of children for school education, implementation of modern educational methods and technologies in the educational process, children's comprehensive intellectual, moral, ecstatic and Let's talk about the important aspects of the radical integration of the preschool education system, which is aimed at creating conditions for social development.

Key words: pedagogical process, educational relations, education, upbringing, self-education, communication and development, creative technologies, diversification, didactics.

In accordance with the trends of innovative development in the field of education in the world, special attention is paid to the improvement of the pre-school education system based on competence requirements. In particular, organization of high-quality educational services aimed at developing independent and creative thinking in children for the sustainable development goals set by UNESCO until 2030 are noted as urgent tasks.

International experiences create the need to increase the effectiveness of the pedagogical process in preschool educational institutions, to introduce the basics of STEAM education from an early age, and to diversify educational services. On a global scale, scientific and practical research is being conducted on the development of creative technologies aimed at increasing the psychophysiological, intellectual, creative and personal potential of children, the organization of an innovative educational environment in preschool educational institutions, and the improvement of quality management

mechanisms of preschool education based on the principles of strategic management. In these studies, the improvement of the information-methodological system of preschool education management, the diversification of quality education services, the introduction of information and communication technologies, interactive and problem-based teaching methods into the educational process, the effective forms and methods of developing and evaluating the professional-innovative competence of preschool education system employees special attention is paid to implementation issues.

Conceptual reforms aimed at fundamental improvement of the regulatory and legal framework in the field of preschool education, integration of advanced foreign experiences, scientific developments and technologies into the activities of preschool educational institutions, and support of scientific, innovative and pedagogical activities in the field of early development of preschool children are being carried out in our republic today. In the action strategy for the further development of the Republic of Uzbekistan, "Expanding the network of preschool educational institutions and fundamentally improving the conditions for the all-round intellectual, aesthetic and physical development of children in these institutions, seriously increasing the coverage of children with preschool education and ensuring access to it, the qualification level of pedagogues and specialists such important tasks as promotion" [1] are defined. In this regard, improvement of preschool education management system, introduction of modern forms of management, development of knowledge and skills of preschool education system employees on modern management and pedagogical technologies are considered as urgent directions.

Since the knowledge and values instilled in a preschool child determine his entire future life, preschool education is important in forming a well-rounded person. Taking this into account, in the past period, a number of regulatory legal documents aimed at the development and effective functioning of preschool education in the Republic of Uzbekistan were adopted and complex measures were implemented.

The observations showed that the existing conflicts in the full implementation of the state policy in the field of preschool education, the current state of preschool education management does not allow timely identification and elimination of systemic problems, the development and introduction of modern innovative technologies in this field, including the non-state sector; secondly, public-private partnership mechanisms aimed at attracting investments in the field of preschool education, including the establishment of social and universal preschool educational institutions, their material and technical re-equipment, and the use of advanced pedagogical technologies, have not been introduced; thirdly, the current state of the infrastructure and material and technical base of preschool educational institutions does not allow to ensure the full coverage of children in preschool educational institutions, the growth of the population in the country leads to overcrowding of some preschool educational institutions; fourthly, the preparation of teaching-methodical, didactic (including games and toys) and fiction materials reflecting national cultural-historical values and arousing interest in reading books from childhood and introducing them into the activities of preschool educational institutions do not meet modern requirements; fifth, the current system of personnel training and retraining cannot provide the field of preschool education with highly qualified specialists who are able to solve the issues of raising and comprehensive development of children at a professional level; sixthly, the low level of the financial incentive system for the employees of pre-school educational institutions does not allow to attract qualified personnel; seventhly, shortcomings in the organization of the work of regional health authorities on providing medical services to children in preschool educational

institutions lead to a decrease in the effectiveness of preventive measures to protect the life and health of children, including ensuring healthy nutrition.

The concept of the development of preschool education system of the Republic of Uzbekistan until 2030 [2] will be the basis for the development of programs and complex measures aimed at the development of preschool education. The document envisages solving the problems of lack of qualified pedagogical personnel, overcrowding of state educational institutions, inconsistency of material and technical conditions, and low provision of educational and methodological materials of state educational institutions.

In pedagogical studies and literature [3], the concepts of pedagogical processes and pedagogical system are used in a certain sense as a set subordinated to the goal, while some S.T. Turgunov [4] recognize them as all forms of educational processes and processes of educational relations. Although the concept of pedagogical process is interpreted differently in the literature, it cannot be denied that this process is of great importance in the development of the human personality.

Therefore, the pedagogical process is a process that ensures that the students assimilate the experience of our generations and join them in social life. Pedagogical process creates necessary conditions for the formation of comprehensive concepts, personal characteristics and human qualities in students, as well as the development of their worldview.

The importance of ensuring the activity of the students in the classes organized in the MTM, teaching them to think independently and freely, and creating the necessary conditions for them to engage in free and independent communication is reflected in the effectiveness of educational processes. Pedagogical practice shows that the formation of independent and free thinking skills and a rich spiritual worldview in students of MTM takes place not only in specially organized pedagogical processes, but also in the educational environment created by the environment in which they live and receive education, the interaction of the members of the team of the educational institution, and the processes of interpersonal relations. Also, the personal qualities, behavior, outlook, experience, knowledge, skills and qualifications of MTM managers and educators have a unique effect on the development of the personality of the students.

According to S.T.Turgunov, the processes of education-independent education, education-self-education and educational relations, which activate the internal capabilities of the subjects of the pedagogical process and help them to develop their concepts independently, are complementary, as well as mutually reinforcing. as a provider, it serves for the development of a person and the formation of personal abilities. Some researchers believe that it is necessary to take into account the processes of interaction between the family, neighborhood, educational institution and peers, which are important in the development of the personality of the mature generation, as components of the pedagogical process.

In the literature, it is defined as an interactive form of a person's activity or communication in a certain activity, and it is described as an independently significant process that interacts with each other. According to B.R.Djuraeva and H.M.Tozhiboeva [5], any communication occurs in the process of interaction, and the process of self-awareness of a person occurs in this process. For this, a person needs to understand which system and which society he belongs to.

A person participating in the process of interaction affects not only himself and his personal characteristics, but also the concrete situation, the situation, in which the development of interacting subjects takes place, as well as the process of interaction.

Therefore, the scientific and practical importance of interaction processes as a component of pedagogical processes organized in MTM is also reflected in the development of human personality. As a component of the pedagogical process organized in MTM, the following results that can be achieved in the process of interaction are of special importance in the development of the personality of the students:

- the development of activity and initiative of students;
- change of psychological characteristics of the children, independent of age;
- development of spiritual and cultural worldviews and understandings of students;
- formation and development of skills such as self-awareness and self-assessment in students;
- Increasing the level of professional competence of MTM managers and educators;
- creation of cooperative activity of the leader and pedagogic staff;
- Increasing the effectiveness of information exchange between teachers and students in MTM;
- acceleration of psychological adaptation of young pedagogues and educators to professional activity and the social and educational environment of newly arrived students in groups.

As we said above, in the process of educational relations and interpersonal relations in MTM, the interaction of special importance occurs in direct and indirect communication processes. Therefore, the interaction, which is important in the development of the personality of students in MTM, and is considered a component of the pedagogical process, defines the need to take into account the existence of educational relations and their specific characteristics. Therefore, the process of learning by the students as a result of interaction the actions performed by the students in the process of interpersonal relations is an educational process, which serves for the formation and development of personal qualities in the students.

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