

NEW CONTENT AND PERSONNEL OF PRESCHOOL EDUCATION READINESS ISSUES (PART 1)

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In modern times, when changes are taking place in all spheres of life, great changes are also taking place in the field of education. Therefore, preschool education has not been left out of these changes, and these changes should have a positive impact on the activities of educators working in preschool educational institutions.

The implementation of state standards for preschool education is, first of all, education. From all participants in the process to the ideology of its implementation, this requires the right attitude to approaches. The main role in this process is played by its preschool refers to management, which ensures its implementation in educational institutions.

The implementation of state standards of preschool education, first of all, requires the right attitude on the part of all participants in the educational process to the ideology of its implementation and the approaches used. The main role in this process belongs to the management, which ensures its implementation in preschool educational institutions.

Formation of competence of preschool teachers who are ready for creativity, the use of innovations and their creation, who are able to carry out experimental work.

There is a problem with the development of creative abilities. Methodical work occupies a special place in preschool institutions. To improve the quality of methodological work, it is necessary to activate the personality of the teacher, which leads to the development of his creative activity. From this point of view, it is necessary to carry out work in the field of professional development of teachers from time to time.

Particular attention should be paid to the conditions for the implementation of the standards. The analyses carried out allow you to see specific problems and eliminate them. The result of any work depends on who does it and how it is done. It is the professionalism and desire of the participants in this process that ensure the quality of the result.

The implementation of state standards of preschool education directly

depends on the preparation of a teacher working in preschool institutions for this process. The set of professional competencies of a teacher working in a preschool educational institution includes methodological, psychological and pedagogical, communicative, research, presentation, and ICT skills.

The methodological competence of the teacher in the implementation of new content is a systematic approach to the activity. The application of a systematic approach to activities in a preschool institution presupposes the ability of the educator to look at educational interaction with the child's personality from three positions:

First of all, it is an educational system in which the teaching staff of all preschool educational institutions and each teacher tries to regulate all the factors and influence of the preschool education system on the process of children's development.

The second is the educational space of the group, where there is a great pedagogical influence.

The third is to ensure the individual trajectory of the child's development. (before one-on-one tuition)

The essence of the activity approach is that the main attention is paid to the joint (cooperative) activities of adults and the achievements of children as a result of joint work.

At present, an important component of the research competence of a teacher working in a preschool educational institution is his ability to search for the necessary information and apply it in his institution and in his group. Presentation competence in the presentation of the best practices of their professional activities, in published articles, in speeches at conferences of various levels, in presentations on topical problems of preschool education, etc. Reflected.

The requirements for a preschool educational institution and a teacher are expressed in the goals and objectives of children's education. These tasks are carried out in the process of purposeful activity. In the process of implementing the new content, the teacher needs to acquire knowledge and skills to achieve the goal.

In the process of comprehension of new content, along with such qualities as clarity of thought and consistency in demands, motives are of great importance, and here the main goal is to shift the motive.

In order to train personnel involved in the management of the pedagogical process in preschool educational institutions at a level that meets modern requirements, it is necessary to create conditions for their

self-realization and personal development by including them in the effective process of managing pedagogical activities.

Such activities make it possible to carry out the self-determination of specialists, the mastery of pedagogical technologies, their creative use and effective management of the pedagogical process, the elimination of the need for training and its change, and the improvement of pedagogical activity.

There is a need to prepare local acts of preschool education about an educational institution. To do this, it is necessary to clarify the responsibilities of employees in accordance with the instructions.

When taking into account the specifics of preschool educational institutions, it is important to take into account the capabilities of the teaching staff, surveys and parents to think over the algorithm for preparing the curriculum of preschool education.

Particular attention should be paid to the analysis of conditions that meet the requirements of the standards.

The analysis will allow you to see the existing problems and determine ways to solve them.

The result of any work depends on who sees it and how it is implemented. It is the skill, professionalism and desire of the performers that ensure a high-quality result. The process of implementing the requirements of the new content directly depends on the training of a teacher working in the field of preschool education.

A teacher must possess deep scientific, political and pedagogical theories, and possess indefatigable conviction. Teachers of preschool educational institutions must have extensive knowledge, high culture, thoroughly master the methods of upbringing, training and upbringing. To do this, he must know pedagogy, preschool pedagogy, psychology, specialty methodology, acquire skills, skills and habits.

A teacher with pedagogical abilities, skills and abilities can provide training at the level of modern requirements.

Research, communication, presentation, ICT skills are part of the system of professional skills of a teacher working in a preschool educational institution.

A teacher working in a preschool educational institution must have research skills, the ability to apply research and practice-experimental methods of organizing the educational process in practical activities.

The ability to explore motivates each teacher to new pedagogical creativity and search. It is not acquired suddenly, but in a long-term

search and creative process.

Communication skills consist of practical methods of communication that allow all participants in the learning process to carry out activities with a positive mutual result.

A teacher's communication skills mean that they create mutually positive relationships with all participants (children, parents and other family members, educators).

This ability allows you to discover how each child relates to the teacher, to his friends, how to form friendships and friendships between children. A teacher's presentation skills include publishing articles in journals, educational websites, various pedagogical conferences, etc. It is expressed in the ability to present the positive experience of one's professional activities.

It is impossible to imagine that without setting specific goals for teachers and students, without adapting the goals of education to their internal needs, full-fledged specialists who meet the modern requirements of society and are aware of the peculiarities of their future profession are formed. The activity will be successfully trained.

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