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**PROFESSIONAL TRAINING OF PRESCHOOL TEACHERS FOR THE  
SOCIAL DEVELOPMENT OF PRESCHOOL CHILDREN**

Abstract: the article discusses the professional training of preschool teachers for the social development of preschool children.

Keywords: preschool education, pedagogy, children, development, age.

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**ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА ПЕДАГОГОВ  
ДОШКОЛЬНОГО ОБРАЗОВАНИЯ К СОЦИАЛЬНОМУ РАЗВИТИЮ  
ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА**

**Аннотация:** в статье рассуждается о профессиональной подготовке педагогов дошкольного образования к социальному развитию детей дошкольного возраста.

**Ключевые слова:** дошкольное образование, педагогика, дети, развитие, возраст.

Childhood is a unique, valuable period of formation and social development of the individual, requiring special psychological and pedagogical support and conditions. Social development is the development of a child's positive attitude towards himself, other people, the world around him, an indicator of communicative and social competence. In this regard, the task of a modern preschool educational organization is to ensure that its students leave its walls not only with a certain stock of knowledge, skills and abilities, but also as independent, active, morally and ethically educated people. The preschool education standard in force in our country puts forward a number of requirements for the social and personal development of students. These requirements include: fostering a positive attitude of the child towards himself and the world around him; creating conditions for developing confidence in his abilities; education of self-esteem, positive attitude towards people around, regardless of social origin, race and nationality, language, religion, gender, age, respect for self-esteem of other people, their opinions, desires, views and many others [1]. Thus, during preschool childhood, a child's extensive social experience is formed, who today is interested not only in the world of objects and toys. Modern children have even become overly informed and are quite freely oriented in modern technology, in adult life, which is facilitated by the richness of the environment in kindergarten and at home. All this requires from the teacher, even a beginner, a certain level of readiness to create conditions for the harmonious socialization of the child. The state of readiness for professional activity, mastering the basics of skill and the process of professional training are practically inseparable, since it is during this period that professional competencies are laid.

Among the criteria determining the competence of a teacher in the field of social development of preschoolers, the following can be distinguished: the ability to organize interaction with preschoolers of different age categories, taking into account the characteristics of their mental, physical development, gender, health, character, needs, national and religious traditions; the ability to create a developing subject-spatial environment that promotes the social development of children, to organize

various types of children's activities; possession of methods that allow children to form systemic knowledge and ideas about social reality, to be aware of its phenomena, to cultivate an attitude towards themselves, other people, and events of social life; the ability to organize activities to involve preschoolers in socially significant, volunteer and charitable activities; the ability to create a favorable social environment and a comfortable environment, where the teacher himself will be the bearer and demonstrator of highly cultural communication skills and moral standards. In order for today's university graduate to be competent in solving issues of social development of pupils, he must have practical experience. That is why, even during the period of study at the university, it is necessary to provide such practical activities in which the student would form his own experience of organizing various types of children's activities, acquired on the basis of practice within the framework of network interaction of the educational organization and the university. For this, the teacher must have the skills: setting goals and objectives, creating and maintaining motivation and interest of children, organizing a children's team. At the same time, he himself, first of all, must act as a demonstrator of the correct methods of interaction in order to promote the formation of objective assessments, deepening knowledge, cultivating personal qualities and himself realizing the importance and necessity of mastering the norms and rules of interaction. Already by the time of graduation, the student should have formed the correct attitude to certain phenomena of social reality and have experience of socially significant activities. It is possible for future and practicing teachers to work out methods and test tools in the conditions of modeling professional activity at seminars, workshops and in the conditions of real practical activity in a preschool organization. For a practicing teacher, as well as for a student, in order to improve skills and increase experience, it is possible to reproduce the content of practical professional activity (both subject and social) using the method of analyzing a specific production situation and situational tasks; formulating and resolving a problem situation; business games; conducting scientific observations. These can be trainings aimed at developing communication skills, acquiring

analytical skills, forming the correct moral point of view on moral and ethical issues, including: attitude towards people from socially vulnerable strata of society and socially disadvantaged families; attitude and formation of a humane attitude towards children and adults with disabilities, and people who have survived military conflicts and disasters; understanding the priority of interests and needs, the needs of people around you over your own; vision and understanding of the problems of interfaith and interethnic conflicts, etc.

These are the problems that arise most acutely in the professional activity of a modern teacher, and for which he is often not prepared. The acquisition and transmission of experience in practical socially significant activities involves participation in volunteer and charitable activities, project work and research of a social nature in social and rehabilitation institutions for children. For this, close communication and interaction with various social educational institutions should be organized. Summarizing all of the above, it should be noted that in order to form competence in matters of social development of preschoolers, a teacher of any level and experience should: know and competently apply in practice the means and methods of introducing children to the phenomena of social and public life at an accessible level; be able to organize the environment and various types of activities in it with preschool children; have their own stable moral and ethical and spiritual convictions, value orientations and attitudes to a number of the most important phenomena and problems of the social life of society; understand their responsibility for the social education of children; be ready to demonstrate and transmit the best experience of interaction with various members of society and the experience of socially significant activities. Only in this case the social development of children will be natural, and therefore true and complete.

The state educational program "Ilk Qadam" for preschool educational institutions provides for the implementation of educational activities for children with special needs, carried out in preschool institutions in the course of collective work to

support the development of a child with limited health capabilities (impairments of the visual, auditory analyzers or musculoskeletal sphere).

According to this program, the formation of a healthy lifestyle is carried out in the course of implementing a competence-based approach in the educational process of preschool children, as a result of which the child acquires personal hygiene skills, learns the basics of a healthy lifestyle and nutrition, and follows the rules of the basics of life safety.

As is known, the state educational program "Ilk Qadam" is based on state requirements for the development of children of early and preschool age of the Republic of Uzbekistan. In particular, when implementing the sub-area "Healthy lifestyle and safety", the teacher solves the tasks set before him on health preservation and preparation of the child for the upcoming school life, developing in him vital skills and abilities dictated by the motivation for a healthy lifestyle and interest in maintaining, first of all, his own health, as well as the health of others.

According to these requirements, a 5-6 year old child should: maintain personal hygiene and food culture at the table; know the importance and role of vitamins in nutrition, as well as have general knowledge of the main parts of the body and their functions; understand the importance of taking care of health, as well as drinking water and independently follow the drinking regime; know the basic traffic rules for pedestrians, as well as safe behavior and be able to follow them. At the same time, a preschooler should know that if help is needed, he should turn to adults and be able to distinguish danger when playing on the roadway, swimming, riding a bicycle. At the age of 6-7, the child deepens previously acquired knowledge and strives to independently perform physical exercises, take care of plants and animals in a nature corner. At the same time, he understands and distinguishes between forms of premises that are harmful to health, the danger of playing with fire, failure to comply with the rules of conduct in preschool educational institutions, on the street and in transport, knows the phone numbers of emergency services, how to behave in dangerous situations and what to do if lost on the street, in a supermarket, etc.

Along with this, in our opinion, when forming healthy lifestyle skills, the child should understand and realize the importance of performing hardening procedures and be able to use the health factors of the external environment and prevent its negative impacts. An equally important component of a healthy lifestyle is the formation of correct interpersonal relationships, respectful attitude towards peers and adults

In the context of what has been said, it is necessary to cite the words of the famous teacher and doctor Janusz Korczak, who wrote: “Children, just like adults, want to be healthy and strong, only children do not know what to do for this. Explain to them, and they will take care of themselves.” In this regard, it is currently very important to develop in preschool children the motives, concepts, and beliefs about the need to maintain their health and strengthen it by introducing them to a healthy lifestyle.

According to T.M. Savelyeva, the problem arises due to the lack of a system in the approach to health-preserving support for preschoolers: the presence of a contradiction between the negative dynamics of children's health, on the one hand, and the priority of health-preserving pedagogy, as well as the lack of development of mechanisms for including health-preserving content of education in the pedagogical process of preschool educational institutions, on the other.

We agree with the author that the introduction of a system of health-preserving support for preschoolers into the pedagogical process leads to improved health and the formation of cognitive motivation for a healthy lifestyle in children.

Undoubtedly, by forming a stable positive motivation to maintain and strengthen their own health, it is possible to achieve the formation of a healthy lifestyle in them.

The above allows us to formulate the following recommendations:

- carry out calendar-thematic planning of work with children and parents during the child's stay in the preschool educational institution;

•compile diagnostic cards and select diagnostic tools, develop educational activity notes and leisure activity notes; compile a card index of health-preserving games.

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