



PROFESSIONAL TRAINING OF TEACHING STAFF AND TASKS FOR STANDARDIZATION OF PRESCHOOL EDUCATION IN UZBEKISTAN

Tatyana Levanovna Chabrova

PhD, Associate Professor, Department of Preschool and School Education, Chirchik State Pedagogical University

Abstract

The concept and content of professional training for teaching staff revolves around the quality of preschool education and is currently directly dependent on the professionalism of teaching staff, while the current system for assessing the effectiveness of teaching requires significant changes. As a result, in the context of education modernization and in response to new societal demands on teachers, a professional teacher standard has been developed for the first time in the domestic education system.

Keywords: Preschool education, Professional training, Teaching staff professionalism, Educational standards, Teacher competence, Education modernization, Pedagogical technologies, Early childhood development.

Introduction

In Uzbekistan, the development of the professional readiness of teaching staff and the standardization of preschool education are regulated by legislation, state programs, and a system for training specialists. These processes are aimed at improving the quality of education, ensuring compliance with modern requirements, and training qualified teachers. [<https://zokirjon.com/wp-content/uploads/2024/07/802-ГОс.стант.pdf>].

Law of the Republic of Uzbekistan dated December 16, 2019 No. 3PY-595 "On Preschool Education and Upbringing" - is aimed at regulating relations in the field of preschool education and upbringing. [<https://lex.uz/ru/docs/4646931>].

Let's consider some key aspects reflected in the law:



- Preschool education and upbringing is defined as a type of continuous education aimed at the training and upbringing of children, their intellectual, spiritual, moral, ethical, aesthetic, and physical development, as well as preparation for general secondary education.
- Preschool age is considered the period from birth to 7 years of age, prior to admission to a general secondary education institution.
- The right of every child to receive a mandatory one-year preparation for general secondary education in state preschool educational institutions one year prior to admission to such institutions is guaranteed.
- The preschool education and upbringing system includes preschool educational institutions (state and non-state), alternative forms of education, research institutions, government bodies, and organizations subordinate to them.
- The state educational program for preschool education and upbringing must ensure the cognitive and intellectual development of the child, interaction with his/her legal representatives, familiarization with national and universal values, social adaptation, corrective-pedagogical and medical-psychological work with children with special educational needs, preparation for general secondary education

First and foremost, the professional standard is intended to establish a new level of teacher professionalism, one that is no longer directly linked to work experience and a diploma. The numerous facets of professionalism reflecting this new level are defined in laws, regulations, and state programs governing the training system for specialists.

Undoubtedly, the modernization of the modern preschool education system must begin with the training of teaching staff.

With the variability of preschool education and the implementation of the National Program for Personnel Training in Uzbekistan, the professional activities of preschool teaching staff are taking on new meaning, necessitating the search for ways to improve their training system, its forms and methods, and the development and implementation of effective, cutting-edge technologies. Given the importance of the preschool period in life for the subsequent development of an individual, it is essential to prioritize preschool education as the initial stage of a continuous education system. Preschool specialists are the key element in this system. A modern preschool educator must possess a high degree of social



awareness, knowledge of the key directions of state educational policy in the preschool sector, the ability to find solutions to current problems in the context of its development prospects, and an understanding of the cultural and historical underpinnings of ongoing societal transformations. They must also possess developed management skills, ranging from managing the educational process within a group of children to managing intergroups and managing the preschool institution as a whole locally. Today, a contradiction has arisen between the preschool education sector's need for specialists capable of ensuring a modern, high-quality educational process in a new type of preschool institution, based on variable formats and educational technologies, and the traditional approach to training and professional development of preschool specialists, which does not fully address the increased complexity of their professional functions.

Against this backdrop, the goals of preschool education are defined in the Law "On Education" of the Republic of Uzbekistan, as well as in the state program "First Step." These guidelines set the benchmarks for the preschool education system and its specialists – a mandate from the state and society as a whole. The goal of this mandate is the upbringing and development of a well-rounded and harmonious preschool child. Currently, the quality of preschool education is measured by the enrollment of children in various preschool educational institutions. Meanwhile, statistics show that in Uzbekistan, 85% of children aged 3 to 7 years attend preschool institutions, while 78% of children enter schools without special preparation. This creates significant challenges for implementing the educational process in accordance with state standards in primary schools.

Given this, in 2025, under the leadership of the Ministry of Preschool and School Education, early development schools are planned to be established in mahallas. The goal of these schools will be to thoroughly prepare children for school. As is well known, the quality of preschool education largely depends on the professional competence of preschool personnel. The analysis of the professional training under consideration showed that the diversification of the preschool educational institution staff determines the need for: - additional training of preschool education specialists (formation of new educational content for preschool education teachers, ensuring the readiness of graduates of pedagogical universities for work); - knowledge of the basic concepts of preschool education development; - free orientation in constantly updated regulatory, legal, program



and methodological documentary materials; - proficiency in the basic principles of correctional work with children with different health capabilities and educational needs; - use of new educational and methodological literature for the "First Step" program. The results of the analysis of the integrated child contingent of a modern preschool educational institution (children with normal development and children with disabilities) formed the basis for the description of the adaptive subject-development environment of the preschool institution. It has been established that the design of an educational process for an integrated contingent of children requires flexible content and the use of pedagogical technologies that ensure individual, personally-oriented child development, as well as a broader range of differentiated training options.

From this perspective, we examined each of the variable forms of preschool education, identifying their distinctive features and the specifics of psychological and pedagogical support for children and parents involved in these forms. We also examined differentiated, individually-oriented educational programs developed and implemented by various preschool educational institutions, as well as specialized centers such as the Republican Center for Social Adaptation of Children, and existing options for organizing subject-based developmental environments and specialized developmental play spaces. Based on this, we are conducting research into the educational environment for children with normal development and for children with disabilities.

The model for developing the professional preparedness of teaching staff for the implementation of preschool programs is built taking into account the social mandate and its correlation with the professional and educational needs of teachers, as well as taking into account the formulated general and personally significant goals of professional training; determining the categories of preschool teachers in the system of training, advanced training and methodological support depending on the form 203 of professional education, educational status (students, working teachers in need of additional training and ongoing support for their activities), educational level (general secondary, higher non-pedagogical, higher pedagogical education) and professional experience (no experience, with little or extensive experience in preschool educational institutions).

How does the professional readiness of teaching staff develop? Teacher training is carried out by higher education institutions. In cases stipulated by law, training



may also be conducted by professional educational organizations. Admission to training is based on a state grant and a paid contract. When forming a state order, target admission indicators may be set for regions with a high demand for teaching staff. Retraining and advanced training of teachers are regulated by Cabinet of Ministers Resolution No. 1026 of December 28, 2017. The system includes:

- The Ministry of Preschool and School Education of the Republic of Uzbekistan;
- The Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Educational Organizations;
- Territorial Centers for Retraining and Advanced Training of Public Education Workers.

What are the main forms of advanced training: with time off from main work; partially released from main work (harmonious method); Without interrupting their main job (distance learning).

Teachers must receive advanced training at least once every five years. The duration of these retraining programs cannot be less than 16 weeks (576 hours). Retraining and professional development objectives: implementation of mechanisms for continuously updating professional knowledge, skills, and qualifications; development of a unified educational and methodological framework; implementation of an electronic portfolio system; use of information technology in teaching; updating educational programs incorporating advanced international practices.

Mentoring is one of the mechanisms for supporting beginning teachers. A person new to their professional career at an educational organization is assigned an experienced teacher for mentoring for one academic year. Additional payment may be made to the teacher's base salary for mentoring.

Standardization of Preschool Education. The state standard for preschool education and upbringing was approved by Resolution No. PP-4312 of the Cabinet of Ministers dated December 22, 2020. Its goal is to organize the preschool education system in accordance with modern requirements and to raise healthy and well-rounded children. [norma.uz +1].



State standard components:

1. State requirements for the development of young and preschool-aged children.
2. State curriculum for preschool educational institutions.
3. Standards for equipping preschool educational institutions with games, toys, furniture, equipment, and other technical and rehabilitation aids.

The main principles of the state standard are: priority of the student's aspirations, abilities, and interests; equal opportunities for every child, including children with physical or mental disabilities; compliance of the state standard with the requirements of the state and society in the field of education; continuity of preschool education with other types and levels of education; unity and integrity of the content of preschool education in all regions of the country; selection of the content, forms, means, and methods of preschool education based on innovative technologies; use of the experience of foreign countries, taking into account national characteristics.

The state educational program for preschool education and upbringing must ensure: the cognitive and intellectual development of the child; interaction with the child's legal representatives; familiarization of children with national and universal values, customs, and traditions; social adaptation of the child; correctional pedagogical and medical-psychological work with children with special educational needs; preparation of children for general secondary education.

Thus, the system of teacher training and the standardization of preschool education in Uzbekistan are aimed at ensuring the quality of education, meeting modern requirements, and preparing qualified specialists capable of working in a dynamically changing world.

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