



USE OF METHODOLOGICAL TOOLS IN IMPROVING THE PEDAGOGICAL SKILLS OF TEACHERS

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Annotation

In this article, the use of pedagogical software tools in the educational process of training educators of future preschool educational organizations provides a number of new opportunities and advantages for both the teacher and the student compared to the traditional teaching method.

Key words: information technologies in education, pedagogical software, pedagogical training, educator of preschool educational organization.

ИСПОЛЬЗОВАНИЕ МЕТОДИЧЕСКИХ СРЕДСТВ В ПОВЫШЕНИИ ПЕДАГОГИЧЕСКОГО КВАЛИФИКАЦИИ УЧИТЕЛЕЙ

АННОТАЦИЯ

В данной статье использование педагогических программных средств в образовательном процессе подготовки воспитателей будущих дошкольных образовательных организаций дает ряд новых возможностей и преимуществ как для педагога, так и для учащегося по сравнению с традиционным методом обучения.

Ключевые слова: информационные технологии в образовании, педагогическое обеспечение, педагогическая подготовка, воспитатель дошкольной образовательной организации.

INTRODUCTION

Practice shows that most computer users could not imagine how to do their work without its help five decades ago. Currently, it is impossible to achieve high professional skills, the ability to independently think and make effective decisions without mastering information technologies. Informatization in the field of training a future teacher (pedagogue) includes, first of all, increasing the efficiency of the educational process, as well as increasing his qualifications and professional literacy. The competence of the future educator depends not on past experience, but on having a sufficient amount of information about the rapidly changing situation and the ability





to use it, and this information technology knowledge and experience requires skills. Thus, information technologies as a means of pedagogical activity can be successfully implemented in the process of preschool education by determining the possibilities of using them as an educational tool.

In order to become a master of his profession, an educator must undergo special training and follow the following conditions:

A pedagogue should be highly educated, able to acquire the necessary knowledge, choose the necessary literature, work with scientific literature, and have advanced experience in order to educate the young generation. There should be someone who can learn the experience of the pedagogue and apply it to his work.

A pedagogue should be able to observe children, correctly analyze the reasons for their behavior and behavior, and find a tool that has a positive effect on them.

To make the young generation aware of the necessary knowledge, skills, and abilities the speech of the pedagogue should be fluent, clear, logical and concise. In education must be able to use technical tools effectively. Children should use activating questions to better master knowledge, skills, and abilities.

In order to fulfill the task assigned to him, the educator must be able to arouse interest in the children's activities, attract the attention of the teacher and increase their activity, the attitude and behavior of the children.

A pedagogue-educator influences children in everyday life, in play, in training, in joint work activities and in the behavior in which they learn. He should carefully study each child, find out his personal characteristics, abilities, show his pedagogic delicacy, honestly evaluate the child's behavior and work results, be able to provide timely help to them, and his family situation. interest is necessary. One of the main qualities of a modern educator is his devotion to his profession, ideological belief, love for his profession and his boundless devotion to this profession. One of the important requirements for a pedagogue is that he must have thoroughly mastered his subject and its methodology.

LITERATURE ANALYSIS AND METHODOLOGY

The analysis of psychological, pedagogical and methodological literature on the research problem made it possible to emphasize that the problem of using information technologies as a means of training future teachers is one of the urgent problems of modern preschool education. In a general form, its relevance is due to the need to carry out targeted work to increase the level of readiness of future educators for pedagogical activities, the insufficient development of the problem of using information technologies in the process of preparing future educators for pedagogical





activities, and the lack of developed models of information use. technologies of preparation for pedagogical activity, reflected in modern documents in the field of education. With this in mind, we formulated a research problem to find ways to use software tools to improve the effectiveness of teacher training. However, currently there are no scientifically based recommendations on the use of software tools as a means of training future teachers, which determines the relevance of this research. For example, different approaches to pedagogical training of specialists S. Ya. Batishev, A. T. Glazunov, A. M. Novikov, G. M. Romansev, I. P. Smirnov, Ye. V. Tkachenko, etc.; content and technologies of teaching Yu.K.Babansky, V.I.Zagvyazinsky, M.V.Klarin, V.V.Kraevsky, V.C.Lednev, A.N.Leibovich, I.Ya.Lerner, etc.; reflected in his works. didactic and methodological approaches to the use of information technologies in the educational process are described in the works of V.P. Bepalko, I.G. Zakharova, D. Sh. Matros, N.N. Melnikova, V.M. Monakhov, Ye.S. Polat, D.M. Polev, I.V. Robert and others.; issues of psychological and pedagogical justification of the use of information and communication technologies in the educational process were studied in the works of M.I.Bashmakov, L.I.Doliner, Ye.I.Mashbis, P.A.Reznik, B.E.Starchenko and others. The analysis of the works of these authors showed that a large number of works are devoted to the issues of training specialists with the help of information technologies, but they do not take into account the training of educators, there are no scientifically based recommendations as a means of using information technologies.

Training of future teachers of preschool education. This once again confirms the relevance of the topic and reveals the contradiction between the growing demand of the labor market for educators who are able to work in the conditions of information society and the insufficient development of methods that allow the use of software tools in the training of educators in pedagogical colleges.

Development and promotion of pedagogical software is one of the main directions of education information. At the same time, there is still no defined terminology in this field, as synonyms of pedagogical software tools are used: "electronic educational publications", "educational CDs", etc.

As noted by E.I. Mashbis, we will mention the main problems that arise in the creation of pedagogical software tools:

- the need to process the educational course for computerization;
- the need to adjust the organization of the educational process using new generation teaching tools;
- determining the proportion and form of presentation of educational material;





- selection of knowledge control tools, assessment of the level of strengthening of knowledge and skills.

RESULTS

Pedagogical software tools from the user's point of view include:

software tools - separate computer programs with methodological recommendations or instructions for the user;

computer (or computerized) courses - pedagogical software tools focused on the topic covering the studied topic or training; electronic textbooks - methodical recommendations for the user of subject-oriented and integrated computer courses; software-methodical complexes - a set of software tools, computer courses, electronic textbooks and a methodological manual for working with them, combined into a complex thematic plan to achieve a common goal.

The main drawback of many existing programs is the illegal transfer of traditional forms and methods of teaching to the computer curriculum. Of course, this is a result of the fact that practical needs are not yet adequately covered by relevant theoretical research and there are no qualified leaders of computer courses. There is still no set terminology in this field, you may hear about "e-learning publications", "educational CDs", "educational software", etc. The project "Informatization of the educational system" adopted the term "electronic textbook".

An electronic textbook is a curriculum, an integrated system that ensures the continuity and completeness of the didactic cycle of the educational process; provides theoretical materials, conducts training sessions; monitors the level of knowledge, and also provides information acquisition activities with computer visualization, mathematical and simulation modeling, and interactive feedback services. An electronic textbook reflects a collection of graphic, textual, digital, speech, music, video, photo and other data that can be in any electronic medium, as well as printed user documents - magnetic (magnetic tape, magnetic disk and etc.), optical (CD-ROM, DVD, CD-R, CD-I, CD+, etc.), as well as in an electronic computer network.

Systematically, the electronic textbook consists of:

- educational material block;
- internal control or self-control unit (questions, exercises, tests);
- self-education block (additional questions for self-study, links to resources);
- external control block (exercises, laboratory works).

The above blocks are interconnected as follows:

- the manual is divided into modules containing sections;
- each section contains theoretical information;





- self-management unit.

The e-textbook also includes a self-education section and an external control section. It is necessary to name the didactic principles that should be followed by the development of an electronic textbook. The principle of scientific presentation.

Special attention should be paid to this principle in applied sciences where the terminology has not yet been established. It is necessary to consider the relations of this applied science with fundamental sciences. The principle of taking into account interdisciplinary relations between sciences. This principle provides for the coverage of the material on the development of information systems, helps to update the knowledge acquired by students during the study of the computer science course; it provides concepts such as information system, information, information carriers. The principle of consistency. Educational materials are divided into topics, several topics are grouped into chapters, and connections between topics are included, special attention is paid to the relationship of this subject with other subjects. The main goal of creating an electronic course is to show the connection of this subject with others, to reveal the importance of studying the subject for future pedagogical activity, and thus to increase the student's interest in future pedagogical activity. The principle of availability.

Various tips, control questions, and exercises are used in the manual to help you master the material in depth. The principle of visibility. The lecture and e-textbook contain many examples that explain specific parts of the material being studied, which are justified and used with various diagrams and drawings where necessary.

When designing electronic material, attention is paid to the color palette, font sizes, their style, and uniformity of the material being designed. The use of pedagogical programs in the educational process provides a number of new opportunities and advantages for both the teacher and the student compared to the traditional teaching method.

In our opinion, a modern teacher is a bachelor should be able to show positive qualities in his appearance. The adjectives in question in essence, a task, a duty that must be performed by a teacher-bachelor and summarizes the responsibilities. So, the teacher-bachelor is a social society the changes taking place in his life, the nature of the ongoing social reforms to have a deep understanding and to give correct and reasonable information to the students in this regard to receive, as a modern teacher, science, technology and technology news and always aware of his achievements, deep and thorough in his specialty has knowledge, is constantly searching for himself, the basics of pedagogy and psychology thorough knowledge, age and psychological of students in the educational process organization of activities taking into account their





characteristics, the most important in the educational process to the ability to effectively use effective forms, methods and tools and to have creativity, initiative and organizational skills, high level pedagogical skills, including communication skills, pedagogical techniques - process such as speech, facial, limb and body movements, mime, pantomime, gesture to have thoroughly mastered the rules, to adhere to speech culture, i.e charm, precision, correctness, fluency and various dialectal words in his speech should reflect the status, be pure in personal life, be able to be an example to others.

The teacher is an active participant in the process of pedagogical communication it is necessary to achieve the composition of a number of qualities. First of all, he is thoughtful, calm, able to correctly assess the situation and resolve existing conflicts must be able to get out. In the process of communication with students, parents and colleagues it is appropriate to pay attention to the clear and complete statement of his opinion.

With them in the relationship process, the word is not about giving evidence about negative situations, on the contrary, recognition of the student's (or colleague's, parents') successes, to establish a positive relationship with him if he expresses confidence that they will become richer allows. From the teacher's words to the interlocutor in the process of communication benevolence, sincerity, friendly attitude is noticeable, as well as possible being in an upbeat mood is part of the requirements and rules from the point of view of professional ethics.

The image of a teacher that meets these requirements is his students, ensures that he gains respect among colleagues and parents. The teacher participates in the process of raising a mature generation, not only to be an example to others with his spiritual and moral culture, at the same time, able to demonstrate pedagogical skills, qualified personnel as mature pedagogues that it is his professional duty to make his proper contribution to the preparation work should know.

DISCUSSION

A teacher who develops and uses pedagogical software tools in the educational process:

- it is easy to popularize your experience, teaching a certain scientific discipline for other candidates, your model is created once and the program is easily replicated;
- simultaneous implementation of different teaching methods for students of different categories in order to individualize the educational process;
- reducing the amount of materials presented using demonstration modeling;
- using the computer as a simulator to practice different abilities of students;





- continuous and uninterrupted monitoring of the process of acquiring knowledge;
- to store the educational history of each student, to store and develop statistical data, thereby more accurately, reliably and easily managing educational activities;
- reducing the amount of regular work, thereby freeing up time for creative and individual work with students;
- to make the independent work of students more effective through control and management.

Using pedagogical programs, the student:

- he gets the opportunity to work quickly;
- it is taught in the method and presentation level that best matches the level of training and psychophysical characteristics;
- will be able to return to previously learned material, get the necessary help, stop the learning process at will and return to it later;
- can monitor the dynamics of various processes, the interaction of various mechanisms, etc.;
- can manage the studied objects, actions, processes and see the results of their actions;
- overcoming psychological obstacles (indecision, fear of ridicule) due to certain unknownness of communication with the computer.

CONCLUSION

The process of education and upbringing requires great intelligence, patience, great love for students and their profession from every teacher. The ability of the teacher to always be in search, to gain knowledge and experience, to have a deep understanding of the students, to notice their inner world, to control the levels of growth and development and to help them with water, work or practical action when necessary. Education and training are factors that ensure the success of the process.

Teachers with professional pedagogical experience are often successful in their work. They prepare various instructional weapons, they are able to organize their pedagogical work well. The level of mastery of the teachers will not be bad either. But this is the usual work that every teacher should strive to do. If the teacher is creative, he will follow a non-standard way in organizing educational work. That is, he organizes the work differently from the usual work.





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