

## Formation of Research Competence in Future Teachers of Preschool Education

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### Abstract

The ongoing socio-economic transformations in the country have necessitated a radical change in the entire education system, including the system of preschool education. The traditional function of the educator of a preschool educational institution as a “translator”, “transmitter” for children of a strictly regulated amount of knowledge no longer satisfies the needs of society both in socio-cultural, and in organizational, pedagogical, scientific and content plans..

**Keywords:** preschool children; forms of educational activity; educational content; cognitive abilities; educational games and exercises; independent manifestation of initiative; children's creativity.

### 1. Introduction

Today, society needs such a teacher, whose professional activity would ensure the adaptation of the educational process to the needs and needs of the developing personality of a preschooler, and create the possibility of its self-disclosure. A modern preschool teacher is a teacher-researcher who is capable of making non-standard decisions, able to think creatively, analyze, critically evaluate and flexibly change methods of activity, set and successfully solve research problems. In this situation, the role of pedagogical research activity, which acts as an effective means of updating the entire educational practice, increases significantly.

### The main results and findings

Research activity is understood as a special type of activity and a form of human cognition of reality, during which he uses the acquired knowledge in his practical activities and through this is convinced of their truth or rejects them as false [1, p. eleven].

In the process of a deep and versatile analysis of the concept of "research activity", a conclusion was made about the ambiguity of its interpretation by various authors. The unifying diametrically opposed approaches is the understanding that the named activity includes its awareness by the subject, purposefulness, cognitive orientation, focused on obtaining knowledge that

provides a predictable change in any area of public life.

Based on the results of the terminological analysis, research activity is considered by us as an activity of the subject based on scientific methodology to obtain new scientifically based knowledge intended to purposefully change the existing reality, which is carried out in a logically systematized sequence using special means of scientific knowledge.

The idea of the importance of research in pedagogical activity was expressed by many scientists and teachers (I.G. Pestalozzi, J.J. Rousseau, A. Diesterweg, N.I. Novikov, K.D. Ushinsky, P.F. Kapterev, V.P. Vakhterov, S. T. Shatsky, V. A. Sukhomlinsky, Yu. K. Babansky, M. N. Skatkin, I. Ya. Lerner, V. A. Kan-Kalik, N. D. Nikandrov, etc.) . However, in the first decade of the 21st century, the issues of purposeful research and innovation activities of teachers, and primarily teachers of preschool education, have been updated with the greatest intensity.

Today, "as never before, there is" the need to involve teachers in research activities. This is due to the growing need to replace traditional pedagogical systems and technologies with more progressive ones that meet the needs of our time. This is dictated by the need to expand the scope of educational services, improve their quality, improve the skills and professionalism of preschool teachers themselves. This is confirmed by the findings of many researchers. As noted by E.P. Morozov, L.S. Podymova, V.A. Slastyonin [2; 3], the professional activity of a teacher as a leading component includes, first of all, scientific training, which has a direct impact on professional success. Research results

Yu.K. Babansky, V.I. Zagvyazinsky, N.I. Zaguzova, A.M. Novikov confirmed that a teacher, who is in constant search, reaches the highest

levels of pedagogical skill and professionalism much faster [5; 4].

In the studies of N.V. Kuzmina, Yu.N. Kulyutkina, G.S. Sukhobskaya, A.K. Markova et al. [6] show that at the highest levels of professionalism, a teacher and educator master the position of a researcher. Achieving the heights of professional and pedagogical activity occurs through three groups of productive psychological and pedagogical technologies: research technologies; design technologies; interaction technologies. Each of them individually and all together they are implemented in the professional activities of a teacher of preschool education.

That is why a modern teacher who wants to work creatively, professionally, has to not only rethink a lot, but constantly search and discover on his own. From his professionalism, the ability to think for the future and act adequately to the goals set, the effectiveness of pedagogical activity and the effectiveness of the activities of the entire preschool institution depend.

In this study, the author adheres to the idea of B.C. Lazareva and H.H. Stavrinova that a teacher is not a research worker, his function is not to acquire new knowledge, but the practice of preschool educational institutions requires teachers and leaders to have the ability to solve a set of professional research problems. B.C. Lazarev and H.N. Stavrinova in their study [7] convincingly showed the importance of solving research problems by a teacher both for the results of his professional activity, and for self-development, the growth of pedagogical skills. The researchers emphasize that the solution of research problems today is considered not just as the right of an educator, additional education specialist, head of a preschool educational institution, but also as their professional duty.

An analysis of the official requirements for a teacher also confirms that a modern specialist in preschool

education must act not only at the level of goal realization and be a good performer, solving tasks formulated by someone, implementing someone's ideas, but also at the level of goal setting. The most important task of the educator, preschool education specialist is to guide the pupil as the subject of his own activity, to promote the formation of his internal "grounds" (representations, concepts, beliefs, actions) that allow him to independently solve problems that arise in life. He must be ready to study, analyze, predict the development of the personality and life of children of early and preschool age, independently identify pedagogical problems and set goals, implement complex transformations in the system of preschool education and overcome the contradictions of its development.

Consideration of the features of pedagogical work makes it possible to more clearly present the specific aspects of the research activity of a teacher of preschool education. First of all, the goal is specific, which is always social, set in the final result and not standard in terms of tasks in specific pedagogical actions, which requires the teacher to make creative decisions, the ability to design goals, compare them with the real concrete situation and the needs of parents.

Professional growth in the skill of a preschool teacher is not possible without the ability to study the experience of colleagues. Therefore, he needs to master the methods and techniques of studying and analyzing best practices. This means that he must be able to monitor the activities of colleagues, pupils, highlight the main thing, find causal relationships, generalize, analyze, etc. Thus, at this stage, we are faced with the procedures of pedagogical research in the professional activities of a teacher of preschool education.

The next step in the development of the research element in the activities of a preschool teacher is the transition to

experimental work, in which the research setting, the research element, is introduced consciously and deliberately from the very beginning. The creative search of a teacher is akin to the work of a research scientist, but it is not only closer to practice, but also organically merged with it, is its integral part.

Today, more and more often, under the guidance of scientists or educators-researchers, pedagogical experimentation is carried out, during which new methods and technologies are tested, non-traditional ways of interacting with the subjects of the educational process, which allow obtaining better results in teaching and educating preschoolers.

As we can see, exploratory actions, operations have already clearly become part of the teacher's generalized professional skills. Therefore, it makes sense to talk about the research competence of a preschool teacher as one of the components of his special professional competence. Today, a preschool teacher carries out research activities, applies research competence when he analyzes the specific situation of raising and teaching preschoolers, highlights the task to be solved in it, and when he plans to work with children and their parents, determining the stages of practical actions. As a researcher, he acts, evaluating the degree of usefulness and effectiveness of technologies, methods, techniques chosen for solving a specific problem, collecting information about pupils, their parents, educational and social space, while searching for means of activating cognitive and

Independent activities of children, developing and implementing innovations. It should be emphasized that only the combination in a specialist of the functions of a teacher of preschool children and at the same time the functions of a researcher allows him to see problems, offer new ideas and approaches to solving them, develop methods for their transformation

based on a long-term forecast of the consequences of their application.

As noted above, the relevance of solving research problems in the daily work of a preschool teacher is reflected in modern requirements for certification of teaching staff. But the analysis of the relevant regulatory documents showed that the research competence of all categories of preschool teachers turned out to be outlined by only three types of techniques and procedures: 1) pedagogical diagnostics; 2) pedagogical design; 3) pedagogical experiment. This, in our opinion, does not reflect the whole range of research tasks solved by the teacher of preschool education. After all, it is well known that pedagogical work is associated with the search for new, original ways of training and education, with professional improvement through familiarization with the latest achievements of pedagogical science and practice, with the development of new ways of solving professional problems. In other words, pedagogical innovations, creativity, pedagogical diagnostics and experiment should be considered as an indispensable condition for the professional growth of a teacher.

## 2. CONCLUSION

The research activity of a preschool teacher is his active interaction with the processes and phenomena of pedagogical and social reality. In the course of its implementation, he learns and discovers something new in the professional and practical sphere, satisfying his professional needs and social needs. Naturally, research in the activity of a teacher does not arise by itself. For its implementation and development, a favorable atmosphere is needed, stimulating - an environment, appropriate external and internal conditions, among which the most significant is the high-quality professional training of a teacher for research activities. As already noted, today preschool teachers face serious obstacles in solving their

research tasks, which indicates their lack of research competence. Most teachers with higher pedagogical education, regardless of their specialty, length of service and age, have little knowledge of how to solve many research problems. This is predetermined by the fact that in the process of their professional training at the university, the task of purposefully forming their research competence was not solved.

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