

**MORAL QUALITIES OF A PRESCHOOL EDUCATIONAL ORGANIZATION TEACHER***Hamroyeva Nazokat Batir kizi,**Methodist of Preschool Educational Service No. 4**Muzrabot District, Surkhandarya Region*

**Abstract:** The article highlights the functions and mechanisms of organizing classes, knowledge and practical observance of pedagogical etiquette and moral norms, based on state requirements for educators of preschool educational organizations.

**Keywords:** Renewing Uzbekistan, Communicativeness, Creativity, Counselorism.

The educator performs an important, proud and simultaneously responsible task of preparing our younger generation as worthy children of our people. The political maturity of the educator helps to realize his responsibility to the people and society for the quality of raising children, to creatively approach educational tasks, to constantly improve his skills and to help his colleagues grow. So, the educator must, first of all, be educated, know the vast life he lives, understand the laws of nature and society, be socially active, master general and preschool pedagogy, children's psychology and physiology, and know the age characteristics of children. Also, the pedagogical educator's scientific approach to analyzing phenomena allows for the success of the comprehensive development of the child. In the renewing Uzbekistan, the leadership of our republic highly appreciates the activities of teachers and educators. For their achievements in raising the younger generation to maturity and leading it to maturity, educators, methodologists, and other similar titles are awarded. They are awarded republican titles. The election of deputies to republican, regional, and district councils from among employees of the preschool education system expresses deep respect and esteem for them. The fundamental reforms being implemented in our republic today require that the generation being formed in preschool educational organizations, schools, academic lyceums, vocational schools, and higher educational institutions comprehensively master the norms and rules of positive behavior, the foundations of scientific knowledge, and professional qualifications and skills. For this, the following tasks were set: to arm the growing younger generation with knowledge, to restore our national values, our spirituality, to acquaint them with world culture, the masterpieces of our national culture, and to raise them to be physically healthy and spiritually mature. In the implementation of such a task of state importance, along with public education, the preschool education sector also plays an important role. For this, the ability of each educator to demand and control himself is a guarantee of the implementation of the requirements set by our state for preschool educational organizations. These include:

1. Maintaining and strengthening the health of the child.
2. Developing mental abilities.
3. Forming beliefs and views that are consistent with the ideological and intellectual principles of our national values and spirituality.

4. Forming love for the Motherland, social activity.

5. Instilling in the younger generation a sense of camaraderie, friendship, honesty and hard work. Therefore, the formation of the above qualities cannot cover all aspects of the task of educating the growing younger generation. However, based on educational work, the work of preparing children for independent life and work can be carried out more effectively with a specific goal. In connection with independence, the spiritual and material growth of educators is being given importance. For example, October 1, 1992, was declared Teacher and Mentor Day in our Republic, and the salaries of preschool education workers are increasing, and their lives are improving. Our first president, I. A. Karimov, writes in his treatise "The Legal Guarantee of Our Great Future": In order for an educator to be a teacher, to cultivate the intellect of others, to enjoy the light of enlightenment, to raise a true patriot, a true citizen, the educator himself must first of all meet such high requirements, have such great qualities. Therefore, the educator plays a special role in the formation of the child's personality. In particular, it requires that each child is responsible for his own formation as a person. Accordingly, it is necessary for the educator to be an example and role model for children in everyday life, games, classes, joint work activities, interactions with them, and communication, to carefully study the child in all aspects, to know his personal characteristics and abilities, to demonstrate pedagogical sensitivity, to fairly assess the behavior and results of the work of children and to be able to provide them with timely assistance, and to be interested in their family situation. Raising a child is an extremely difficult and complex process, and from time immemorial, mature people in society have been involved in this activity. In particular, we know well from the history of ancient Greece and Rome that even in the pre-Christian era, the upbringing of the younger generation was entrusted to people who, with their spiritual image and intellectual abilities, were highly respected among members of society, that is, wise people. This situation means that the content of the upbringing of the younger generation is of great importance in ensuring not only the development of the individual, but also the development of society. In the Republic of Uzbekistan, serious requirements are also imposed on the spiritual image, intellectual potential and professional skills of educational personnel. In particular, in this regard, our first President I.A. Karimov expressed such thoughts in his speech at the 9th session of the Oliy Majlis of the Republic of Uzbekistan (August 29, 1997), which, of course, it is appropriate to pay attention to. "We are faced with an urgent issue that cannot be ignored, such as providing educators with modern knowledge and improving their education. In order for a teacher-educator to give our children modern knowledge, first of all, the mentor must have such knowledge. From the above points, it is necessary to understand how important the requirements for the personality of a modern educator are. So, a teacher-educator is considered a person with advanced pedagogical, psychological and professional knowledge and high moral character. Therefore, a modern educator must be able to demonstrate the following qualities in the image of a mentor. A modern mentor must have in-depth knowledge of his specialty, work tirelessly on himself. The mentor must know the basics of preschool pedagogy and psychology-physiology, and organize activities in the educational process taking into account the age and psychological characteristics of children. The mentor must have the opportunity to effectively use effective forms, methods and tools in the educational process. The educator must have a high level of pedagogical skills, such as communicative competence, and must thoroughly master the laws of pedagogical techniques, speech, facial, arm, leg and body movements, mimicry, gesture, pantomime). The educator must be able to observe children, correctly analyze the reasons for their behavior and actions, and use means of influencing them. In order to inform the younger generation of the necessary knowledge, skills, and abilities, the educator must have a speech culture and his speech must be able to reflect the following characteristics.

- Clarity of speech.

- Volitional nature of speech.

• The purity of speech (free from various dialect words, expressed only in literary language, jargon (words specific to specialists in a particular profession or field), barbarism (inappropriate use of words specific to other nationalities in speech expressed in the language of a particular nationality), vulgarism (words used in actions, swearing), and conciliarism (speaking in formal speech in inappropriate situations) should be free from words, and the teacher's speech should be simple, fluent, and understandable.

- Fluency of speech.

• Richness of speech (the ability to use wise words, proverbs, quotations in the speech process in an appropriate manner). In order to fulfill the task assigned to him, the educator must be able to arouse interest in children in the activity, attract their attention and develop their activity, realistically assess the behavior of children. Prepare the necessary material for each activity in advance, be able to connect new knowledge with the knowledge they have acquired, and the knowledge, skills and abilities that children should acquire should be appropriate to their age capabilities and gradually complicate them. The educator must be able to properly organize the agenda, lead the children's team, taking into account each member, and provide them with the necessary materials so that their activities (study, play, work) are meaningful. He should be able to determine the mental and physical condition of children and take it into account in the educational work carried out with them. The educator should be able to analyze the educational work carried out during the day and find ways to develop it. The educator should regularly organize conversations with parents, hold meetings, familiarize them with the content and methods of his work on educating children, and use positive examples of family upbringing in his educational work. The educator should have a benevolent attitude towards children, create a comfortable psychological environment for each child, be able to comfort them if they are upset, be able to share their joys and sorrows, and be gentle, attentive, firm, patient, gentle, a little humorous, and trust the child's strengths. If the educator is kind to the child, a loving, caring relationship will develop between the children and him.

In conclusion, the personal qualities of child education are determined by the knowledge, skills, and demandingness of the attitude towards children as follows: the children of the younger group evaluate the educator based on the affection for them (he calls me his lamb, he loves me); 4-5-year-old children evaluate the educator based on the well-organized life of the children, "Our sister Nargiza reads us fairy tales" and play with us, so I love them. The children of the older group evaluate the educator based on his fair and good attitude towards all children, his ability to teach good deeds, his behavior, and his morality (he teaches a lot, he conducts classes well). The most important thing is that the educator should look at the children with confidence, correctly appreciate their hard work, independence, initiative, and create opportunities for independent activity. This is highly appreciated by children.

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