

**THEORETICAL AND PRACTICAL FOUNDATIONS FOR IMPROVING THE PROFESSIONAL TRAINING PROCESSES OF FUTURE PRESCHOOL EDUCATORS****Nazirova Guzal Malikovna**

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**Abstract**

This article addresses issues related to improving the organization and management mechanisms of professional training processes for future preschool educators within the preschool education system. It analyzes the relevance of training pedagogical personnel in accordance with modern educational requirements, as well as international experiences and practices of developed countries such as Finland, Japan, the USA, Germany, and China. Furthermore, the necessity of developing teachers' professional competencies based on ongoing reforms, regulatory frameworks, and strategic directions in the Republic of Uzbekistan is substantiated. The study systematizes professionally significant qualities of preschool educators and reveals their role in ensuring pedagogical creativity and effective professional activity. The article emphasizes the importance of integrating theoretical and practical training, implementing innovative approaches, and adopting competency-based education.

**Keywords:** preschool education, educator, professional training, competency-based approach, pedagogical creativity, educational management, innovative technologies, lifelong learning, pedagogical competence, quality of education

**Introduction.** At present, one of the key challenges facing the preschool education system is the preparation of highly qualified specialists who meet modern educational requirements. Achieving this goal requires improving the organization and management mechanisms of professional training processes for future preschool educators. Such improvement enables the creation of conditions for all participants in the pedagogical process to acquire, generate, and effectively apply new knowledge.

In recent years, the issue of professional training of future educators in higher education institutions has become a focus of active research among pedagogical scholars. According to the OECD report "*Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education*" (2020), ensuring quality preschool education requires continuous professional development of teachers and the improvement of management mechanisms. The report highlights the need to revise training programs in higher education, implement modern management models, and restructure academic curricula based on competencies.

**Reforms in Uzbekistan and Their Significance**

In Uzbekistan, the preschool education system has undergone gradual reforms since independence, and in recent years it has become a priority area of state policy. The Presidential Resolution on approving the *Concept for the Development of the Preschool Education System until 2030* and the adoption of the Law "On Preschool Education and Upbringing" (2019) marked a new stage in the qualitative development of the sector.

These reforms have focused on modernizing preschool institutions, strengthening their material and technical base, and most importantly, improving the training of qualified personnel. The Development Strategy of Uzbekistan for 2022–2026 also identifies enhancing the quality of preschool education and increasing educators' professional capacity as priority tasks.

Despite the expansion of preschool institutions and increased child enrollment, many practitioners and researchers note that educators' professional preparedness, awareness of innovative approaches, and capacity for continuous self-development remain insufficient.

**International Experience.** Research on improving the management of higher education systems is conducted in leading global institutions and research centers, including universities in the United Kingdom, the United States, Germany, Japan, and Russia.

International studies emphasize the integration of theoretical and practical knowledge in teacher training:

- **Finland:** Focuses on educational equity and individualized approaches, enhancing learning effectiveness through innovation.
- **Japan:** Emphasizes practical training, particularly through play and creative activities, to develop educators' professional skills.
- **United States:** Widely applies competency-based approaches, highlighting communication skills and responsiveness to children's needs (NAEYC standards).
- **Germany:** Implements a dual education system combining theoretical knowledge with practical experience, enhancing professional competencies.
- **China:** Actively integrates information technologies, using digital platforms to increase children's engagement and monitor development.

These international practices demonstrate the importance of practice-oriented, technology-enriched, and competency-based approaches in training future educators. Their adaptation can significantly benefit Uzbekistan's education system.

**Research Findings and Analysis.** The conducted research and analysis of theoretical and practical sources indicate a growing need to improve the organization and management mechanisms of professional training for future preschool educators.

Observations of preschool educators' activities were carried out using a specially developed program based on personality-oriented evaluation and self-assessment of pedagogical activity.

Based on the study, six groups of professionally significant qualities of preschool educators were identified:

1. Core pedagogical knowledge and skills;
2. Personal orientation and motivation;
3. Professional self-awareness (self-reflection, self-assessment, self-development);
4. Empathy (understanding others' emotions and responding appropriately);
5. Personal dynamism (active interaction with children);
6. Pedagogical experience.

The integration of these qualities ensures pedagogical creativity and professional mastery.

**Discussion.** The analysis of existing research shows that most studies primarily focus on the theoretical preparation of students in pedagogical institutions. However, the increasing demand for qualified specialists in public, private, and family-based preschool institutions highlights the need to shift training toward a personality-oriented approach.

Future educators should be equipped with values of individual creativity and professional self-realization. The development of creative potential and individual abilities must become a fundamental component of professional training.

Moreover, the dynamic and exploratory nature of professional training processes requires higher standards for preparing future educators, emphasizing active participation and practical engagement.

**Conclusion.** The professional training of preschool educators plays a crucial role in shaping the future of early childhood education. Improving organizational and management mechanisms in higher education institutions ensures that educators are well-prepared to meet diverse learner needs.

Through comprehensive curricula, practical training, and collaborative approaches, it is possible to develop a new generation of competent, motivated, and dedicated educators who contribute to the well-being and success of young children.

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