

METHODOLOGICAL AND PEDAGOGICAL SYSTEM FOR THE FORMATION
OF PROFESSIONAL QUALITIES OF PRESCHOOL EDUCATION TEACHERS
BASED ON DIGITAL TECHNOLOGIES

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Abstract: *The article thoroughly analyzes the theoretical foundations, content, and practical significance of the methodological and pedagogical system aimed at forming the professional qualities of preschool educators based on digital technologies. Within the framework of the study, it is substantiated that the use of the digital educational environment, interactive platforms, multimedia tools, and digital resources is a decisive factor in the development of the teacher's professional competence.*

Keywords: *digital technologies, digital educational environment, preschool education, future educators, professional qualities, pedagogical system, methodological approaches.*

RAQAMLI TEXNOLOGIYALAR ASOSIDA MAKTABGACHA TA'LIM
TARBIYACHILARINING KASBIY SIFATLARINI SHAKLLANTIRISHNING
METODIK-PEDAGOGIK TIZIMI

Annotatsiya: *Maqolada raqamli texnologiyalar asosida maktabgacha ta'lim tarbiyachilarining kasbiy sifatlarini shakllantirishga qaratilgan metodik-pedagogik tizimning nazariy asoslari, mazmuni va amaliy ahamiyati chuqur tahlil qilingan. Tadqiqot doirasida raqamli ta'lim muhiti, interaktiv platformalar, multimediyaviy vositalari va raqamli resurslardan foydalanish pedagogning kasbiy kompetensiyasini rivojlantirishda hal qiluvchi omil ekani asoslab berilgan.*

Kalit so'zlar: *raqamli texnologiyalar, raqamli ta'lim muhiti, maktabgacha ta'lim, bo'lajak tarbiyachilar, kasbiy sifatlar, pedagogik tizim, metodik yondashuvlar.*

МЕТОДИКО-ПЕДАГОГИЧЕСКАЯ СИСТЕМА ФОРМИРОВАНИЯ
ПРОФЕССИОНАЛЬНЫХ КАЧЕСТВ ВОСПИТАТЕЛЕЙ ДОШКОЛЬНОГО
ОБРАЗОВАНИЯ НА ОСНОВЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ

Аннотация: *В статье глубоко проанализированы теоретические основы, содержание и практическая значимость методико-педагогической системы, направленной на формирование профессиональных качеств воспитателей дошкольного образования на основе цифровых технологий. В рамках исследования обосновано, что использование цифровой образовательной среды, интерактивных платформ, мультимедийных средств и цифровых ресурсов является решающим фактором в развитии профессиональной компетентности педагога.*

Ключевые слова: *цифровые технологии, среда цифрового образования, дошкольное образование, будущие воспитатели, профессиональные качества, педагогическая система, методические подходы.*

In today's era of globalization and digital transformation, the effective use of innovative technologies plays an important role in improving the quality of the education system. Especially in the field of preschool education, digital technologies allow enriching the pedagogical process, introducing interactive and individual approaches, and forming the professional qualities of future educators. A modern educator is required to possess not only traditional pedagogical knowledge and skills, but also the ability to master information and communication technologies, creative thinking, the application of innovative methods, and flexible pedagogical approaches.

The reforms being implemented by the Republic of Uzbekistan to develop digital education, in particular, are aimed at improving the digital qualifications of teachers, introducing interactive platforms and creating innovative educational resources, and raising the quality of preschool education to a new level. From this point of view, the development of a scientifically based methodological and pedagogical system for the formation of professional qualities of future educators based on digital technologies is one of the urgent tasks of today.

In recent years, the issues of using digital technologies in preschool education and the formation of professional qualities of teachers have been actively studied not only in Uzbekistan, but also on a global scale. The Law of the Republic of Uzbekistan "On Education," resolutions of the President of our country and the Cabinet of Ministers on the development of digital education, as well as preschool education standards, determine at the level of state policy the improvement of digital qualifications of teachers, the introduction of interactive educational resources, and the development of professional competence of future educators. These documents create a normative basis for improving the information literacy of teachers and the high-quality organization of the educational process in the preschool education system.

Foreign and domestic research shows that digital technologies play an important role in increasing the effectiveness of the pedagogical process. Mishra and Koehler put forward mechanisms for combining technological, pedagogical, and content knowledge of teachers through the TPACK model. Selwyn and Plowman, Stephen analyzed the practical aspects of creating a digital environment for teachers and children and using interactive tools. Also, Khodzhaeva, Zhuraev and others, Jamoliddinova and Ergasheva conducted research on the methodology of using digital educational tools in the process of preschool education and the development of professional competencies of teachers.

In general, the analysis shows that digital technologies are important as an effective means of introducing methodological innovations in preschool pedagogy, systematically forming the professional qualities of future educators, and improving the quality of education. On this basis, the methodological and pedagogical system proposed in the article

makes a practical contribution to the development of digital competence of teachers and improving the quality of preschool education.

Research has shown that digital technologies are an effective means of forming the professional qualities of future educators in preschool pedagogy. The use of interactive platforms, multimedia resources, and distance learning tools increases the teacher's information and communication literacy, develops methodological and creative competencies, and also allows for the individualization of the educational process. As a result, the ability of teachers to manage the educational process and communicate effectively with children is significantly improved.

Foreign and domestic research shows that digital tools bring interactive, reflexive, and innovative approaches to the pedagogical process. At the same time, the possibility of performing the functions of "director" and "leader" for teachers makes pedagogical activity more effective and contributes to the systematic formation of the professional personality and competencies of future educators.

According to the results of the discussion, the systematic use of digital educational tools increases the effectiveness of the pedagogical process, adapts the professional training of future educators to modern requirements, and significantly improves the quality of preschool education. At the same time, the system of continuous professional development, methodological support, and motivation plays an important role in strengthening the digital competence of teachers. Thus, the methodological and pedagogical system has a significant positive impact on the professional growth of teachers and the development of children.

In conclusion, digital technologies are an effective and modern means of forming the professional qualities of future educators in preschool pedagogy.

The use of interactive platforms, multimedia resources, and distance learning tools allows for the development of information and communication literacy, creative and methodological competencies of teachers, as well as the individualization of the educational process.

In general, the methodological and pedagogical system based on digital technologies plays an important role in the development of digital competence of teachers, the introduction of innovative approaches into practice, and the effective organization of the preschool education process.

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