



Methods Of Organizing Individual Work with Young Specialists in Preschool Educational Organizations

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ABSTRACT

This article describes in detail the methods of organizing individual work with young specialists in preschool educational organizations.

Keywords:

management method, communication, socio-psychological, young specialist.

In the management of each industry, it is first of all important to know the principle - principle, method - method, fair management methods. The principle, that is, the principle, is the main result of any new theory or academic discipline. The management method is the idea of management and the attachment path, understood as a way of doing work and shaping work depending on the student.

The management style is management through attention, thinking, perception, intuition, consciousness, etc., which have a strong psychological character of the personality.

These concepts, that is, the principle, the method, are inextricably linked, and all this manifests itself in the relationship between people.

In the following years, several classification views on practical management activities with theory appeared. One of the most important features of the management method is the property of scientific character. Just by looking at the scientific theory, a manager needs to be able to show a multifaceted and meaningful style of work on his managerial work.

The methodologist provides methodological guidance for educational work in pre-school

educational organizations. Ensures and controls the implementation of the "educational program in a preschool educational organization", is responsible for the proper organization of educational work. At the same time, he studies, summarizes and distributes advanced pedagogical experience, prepares the necessary materials for consideration by the pedagogical council, organizes the work of the methodical cabinet in a preschool educational organization, selects teaching aids and toys in accordance with the age of children.

Organizes work to promote pedagogical knowledge among parents, educators of various age groups, as well as to ensure continuity in the work of preschool institutions and schools.

What stylistic qualities should a stylist possess in order to earn the respect of their profession and help them successfully perform their duties? It is necessary that the methodologist has not only a good theoretical background, but also the ability to apply knowledge in practice. The initiative and creative approach of an experienced methodologist to work: the ability to generalize their ideas, work purposefully, vary depending on the consideration of the capabilities and skills of each educator.

The stylist must be demanding and strict in setting requirements. These qualities, expressing the emotional and volitional side of communication between the head and subordinates, form an important feature of the leadership style - demanding. It is necessary to combine high demands with sensitivity, curiosity, and respect for people. Assertiveness is not rigidity. Orders, harsh reproaches, and haiphans do more harm than good, and this usually indicates the weakness of the leader, not his strength. The effectiveness of the educational activities of the DOW, its authority will largely depend on the cohesion of the teaching staff, primarily on the presence of unity and mutual understanding in the leadership core of the DOW as a whole.

Ensuring clear discipline and organization of educators in their work; formation of public opinion in the team, critical attitude of educators to each other's shortcomings, stimulation of labor activity and the need for creative work; solving such socio-psychological issues as ensuring the resolution of decisions made is a certain difficulty for the methodologist.

It is also of great importance what first impression their new guardians make on children. If he hesitates, shows indecision, is afraid of failing in front of the kids, the children will quickly understand this, and it will not be easy to cope with them. They say that "the group does not know how", about such a teacher. The young specialist deeply worries about his failures, even doubts his professional suitability. How to organize assistance for young educators? First of all, he should be sent to a group where an experienced, knowledgeable, loving teacher works. The best help is to show the teacher how to work with children. No advice, statements, explanations can help as much as a demonstration.

Here, the young educator is not able to organize the independent activities of children. Children do not know what they are doing, and the teacher cannot establish discipline and order in the group. The methodologist or the head of the preschool finds out the reason for this behavior of children: if children rebel because of idleness, then it will be necessary to immediately find

activities that they like. In such situations, the methodologist shows the educator how to organize conditions corresponding to various types of children's activities, involve them in games and classes. Masterfully, without breaking his thoughts, he helps children to realize an individual approach, gives advice, explains, helps those who are experiencing difficulties and want to quit work halfway, teaches children to organize their activities, having prepared everything in advance; tires them in finding a partner to play... Such an illustrative example will help the educator to organize the children's activities correctly.

In order for every young specialist - a young educator just starting work - to receive advice, a coach should be attached to him - a more experienced and authoritative educator.

It is not easy for a young specialist to master professional skills. That is why the task of a methodologist is to direct a young teacher to master advanced methods and techniques of work, constantly replenish his knowledge, not limited to what he has achieved, instill a passion for mastering the secrets of education.

From the very first days, the methodologist teaches the young teacher to carefully observe children, listen to their opinions, and study their behavior. Everyone knows that the way to the heart of every child can be found only if you know who (how) each child is, what he cares about, what he lives, what he enjoys, how his peers treat him. The formation of a teacher's professionalism, in which the educator is able to understand the child, his characteristics, the reasons for behavior, be attentive and sensitive to each child, be able to sympathize, cheer, pamper, create an environment in the group in which children feel at home.

It is important to warmly welcome and accept a young specialist into your team, help him "enter" the profession and fall in love with it. The existing facts about the disappointment and dissatisfaction with the work of some young teachers are sometimes fully caused by the administration and, above all, the methodologist.

An educator, especially a young one, feels the need for a timely, fair assessment of the educator's work. We often judge the work of an

educator only by his appearance. Calmness in the group means that everything is in order. What is behind this? The main goal is not in external discipline, but in whether the teacher was able to raise children politely, whether he taught them to treat others with respect, whether children are able to help comrades in need in time?

Praise lifts the mood, stimulates activity, instills confidence, increases interest in work.

In teams where the reliance on the positive in the personality of the educator is carried out in combination with high demands on him, good traditions, a high spirit of responsibility, friendly mutual assistance, and creative initiative live. In such conditions, an educator who is just starting work quickly and easily assimilates into the teaching staff.

The conclusion is that professional qualities will largely depend on the characteristics of the personality, character and temperament of the educator. There is an opinion that only a skilled person with certain genetic predispositions to pedagogical activity can be a true and factorial educator.

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