

METHODOLOGY FOR DEVELOPING THE PROFESSIONAL QUALITIES OF FUTURE EDUCATORS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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Abstract: This article is devoted to the study of the methodology for the development of professional qualities of future preschool educators in a digital educational environment from a scientific and research point of view. The article analyzes the concept of pedagogical professional qualities, the influence of the digital educational environment on the pedagogical process, the effectiveness of the implementation of innovative methods, and effective methods of professional development.

Keywords: future educator, professional qualities, digital educational environment, pedagogical methodology, innovative approach, professional competence.

BO‘LAJAK TARBIYACHILARNING PROFESSIONAL SIFATLARINI RAQAMLI TA‘LIM MUHITIDA RIVOJLANTIRISH METODIKASI

Annotatsiya: Ushbu maqola bo‘lajak maktabgacha ta‘lim tarbiyachilarining kasbiy sifatlarini raqamli ta‘lim muhitida rivojlantirish metodikasini ilmiy-tadqiqot nuqtai nazaridan o‘rganishga bag‘ishlangan. Maqolada pedagogik kasbiy sifatlar tushunchasi, raqamli ta‘lim muhitining pedagogik jarayonga ta‘siri, innovatsion metodlarni tatbiq etish samaradorligi va malaka oshirishning samarali usullari tahlil qilingan.

Kalit so‘zlar: bo‘lajak tarbiyachi, kasbiy sifatlar, raqamli ta‘lim muhit, pedagogik metodika, innovatsion yondashuv, professional kompetentsiya.

МЕТОДИКА РАЗВИТИЯ ПРОФЕССИОНАЛЬНЫХ КАЧЕСТВ БУДУЩИХ ВОСПИТАТЕЛЕЙ В ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

Аннотация: Данная статья посвящена исследованию методики развития профессиональных качеств будущих воспитателей дошкольного образования в цифровой образовательной среде с научно-исследовательской точки зрения. В статье анализируется понятие педагогических профессиональных качеств, влияние цифровой образовательной среды на педагогический процесс, эффективность внедрения инновационных методов и эффективные методы повышения квалификации.

Ключевые слова: будущий воспитатель, профессиональные качества, цифровая образовательная среда, педагогическая методика, инновационный подход, профессиональная компетенция.

The modern education system defines the professional qualities and competence of teachers as the main criterion for improving the quality of the educational process and ensuring the individual development of students. Future preschool educators must not only acquire theoretical knowledge, but also develop practical skills, pedagogical communication, creative and creative approaches. Therefore, the development of pedagogical professional qualities is important as a strategic direction aimed at increasing the professional potential of the teacher, improving the



effectiveness of the educational process, and ensuring the personal and social development of children.

In recent years, significant reforms have been carried out in the system of training and advanced training of pedagogical personnel in the Republic of Uzbekistan. In particular, the Law "On the Status of a Teacher" defines the legal status, conditions of professional activity, and continuous professional development of teachers. At the same time, Resolution No. 867 of the Cabinet of Ministers modernizes the system of professional training and advanced training of teachers. These documents create a legal basis for strengthening the professional potential of future educators, systematic development of pedagogical knowledge and skills, as well as the introduction of innovative methods in the digital educational environment.

The integration of the digital educational environment into the pedagogical process allows for the development of professional qualities of future educators through the use of modern pedagogical approaches, interactive teaching methods, distance and project-based learning tools. In this regard, the formation of pedagogical qualities in the digital educational environment is considered as a strategic direction that serves not only to strengthen practical skills, but also to develop the creative, analytical, and innovative potential of the teacher.

Scientific research shows that the process of developing pedagogical professional qualities is closely related to the personal growth of the teacher and creates the possibility of personalizing the pedagogical process, taking into account the individual characteristics of students. The use of innovative methods and digital platforms makes the pedagogical process not only effective, but also creative and flexible. At the same time, the regulatory framework regulates the process of forming pedagogical professional qualities at the institutional and state levels, making the pedagogical process systematic and stable.

Therefore, the methodology for developing the professional qualities of future educators in a digital educational environment is one of the most pressing, scientifically and practically significant issues of today. The study is considered as a strategic tool that serves to prepare teachers for the modern educational process, improve their professional qualifications, strengthen pedagogical competence, and consistently improve the quality of education.

The issue of pedagogical professional qualities and their development is one of the urgent topics in the field of pedagogy. Studies show that the professional qualities and competence of a teacher include not only theoretical knowledge, but also practical skills, pedagogical communication, and innovative approaches. From this point of view, the formation of professional qualities of future educators directly affects the professional growth of the teacher and ensures the effectiveness of the educational process.

O.S.Makarenko highlights the methodological foundations of the development of practical skills and professional development of educators through the systematic organization of the pedagogical process. Her research emphasizes the influence of pedagogical approaches and innovative methods on professional competence. In this regard, the development of pedagogical skills includes not only knowledge transfer, but also educational and creative processes.

The issue of developing the professional qualities of future educators in a digital educational environment is currently being studied in modern scientific research. In the UNESCO report, digital platforms, interactive methods, and project-based learning are recognized as an important tool for the formation of pedagogical competence and professional development. At the same



time, D.Yuldashev and S.Rasulova, having studied the practical and methodological foundations of the development of pedagogical professional qualities, recommended effective forms of professional development within the framework of the system of continuous professional development.

The process of developing the professional qualities of future educators in a digital educational environment is considered one of the urgent pedagogical issues of modern education. The research results showed that the formation of pedagogical professional qualities is closely related not only to the acquisition of theoretical knowledge, but also to practical skills, innovative approaches, the implementation of digital technologies, and creative activity. This serves to increase the professional potential of the teacher and ensure the effectiveness of the educational process.

Scientific literature shows that the professional qualities of a teacher are an important factor determining the effectiveness of teaching students, methodological competence, and readiness for an innovative approach. From this point of view, the training of future educators using the digital educational environment manifests itself as an effective tool for the development of the practical and creative competence of teachers. For example, interactive lessons, distance learning platforms, project-based learning, and elements of gamification make the pedagogical process not only interesting, but also more effective and personalized.

The discussion shows that among the main difficulties encountered in the process of developing pedagogical professional qualities are the lack of time and resources of teachers, insufficient mastery of innovative methods, and in some cases insufficient effectiveness of the professional development system. Therefore, the introduction of effective forms of professional development within the framework of the continuous professional development system, the active use of digital platforms, and the introduction of innovative pedagogical technologies are of great importance.

In addition, the development of pedagogical qualities in the digital educational environment allows taking into account the individual characteristics of students and personalizing the educational process. Innovative approaches make the pedagogical process effective, flexible, and creative, which increases the innovative potential of the teacher and further strengthens pedagogical competence.

As a result, the process of training future educators in a digital educational environment is important as an effective strategic tool that serves to improve the professional qualifications of teachers, consistently improve the quality of education, introduce innovative approaches, and ensure the individual development of students. At the same time, the combination of methodological and legal foundations allows organizing the process of developing pedagogical professional qualities in a systematic and scientifically based form.

In conclusion, the development of professional qualities of future preschool educators in a digital educational environment is an important factor in increasing the effectiveness of the pedagogical process and consistently improving the quality of education. Digital educational tools, interactive methods, and innovative pedagogical approaches serve not only the formation of theoretical knowledge, but also practical skills, creative and innovative potential.

As a result, the methodology for developing the professional qualities of future educators in a digital educational environment is important as a strategic tool for improving the professional



qualifications of teachers, improving the quality of education, and innovative and effective organization of the pedagogical process. At the same time, the research results can serve as a basis for developing recommendations for further increasing the effectiveness of the use of digital platforms and interactive methods in pedagogical practice.

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