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FORMING PROFESSIONAL QUALITIES ON FUTURE NURSERY NURSES

Abstract: This article concerns the professional development of nursery nurses and formation of professional competence on them. Besides, it also instills students how to use theoretical knowledge in practice and urges them to love their professions so much.

Key words: professional competence, integration, management, individual feature, modernization, mechanism.

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Introduction

In our republic, special attention is paid to increasing the responsibility of pedagogical higher education institutions for training of future nursery nurses, providing the integration of pedagogical education with real educational practice. Higher education institutions are characterized by professional development of future nursery nurses, professional orientation of their social and personal interests, independent thinking, creativity, activeness, developing of professional competence on the nursery nurse, formation of the worldview and self-education needs. For a future nursery nurse, the process of learning in higher education is an acceptable time for professional development and self-improvement in the successful implementation of pedagogical activities. The student combines this process with creating a logical structure of knowledge and learning how to apply them effectively in the future.

In foreign countries, special attention is paid to the integration of social and economic spheres, training of specialists in accordance with international qualification requirements, professional development of education, formation of practice and strengthening scientific and methodological base of the organization. The use of quality assurance and competitive methods in higher education is of scientific and practical importance for the use of quality assurance and learning best practices, such as

system of balancing indicators, universal quality management, quality assurance, key performance indicators, continuous quality improvement.

The education system in the country has undergone a major transformation. In particular, the system of postgraduate education has been further improved, the Ministry of preschool education has been established, the eleven-year education system has been strengthened to reinforce links between schools and colleges, and the ongoing reforms to modernize the content of education and improve the effectiveness of the educational process are yielding results. The main functions of the educators are determined with the importance and significance integrating continuous (I-IV courses) technology into the preparation of future nursery nurses for the professional work of the future educators, using the information and communication technology environment effectively in the implementation of these processes. One of the main tasks of nursery nurses and educators is to shape and develop the young and harmoniously developed young generation. The “Strategy for Further Development of the Republic of Uzbekistan” sets out directions such as increasing access to quality education services, training highly qualified personnel in line with the modern labor market needs [1.70], and thus contributing to the effective preparation of students’ internships for professional work.

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“Concept of preschool education” [2. 24] and the Charter about it also places a special emphasis on the training of educators who are able to think freshly on preschool education, have extensive experience in national pedagogy, and apply national traditions, values, and rich heritage of folk art. These issues require that the educational and upbringing work in preschools should be organized in a new, diverse direction. Qualifying pedagogical practice in pedagogical universities is the most important stage of the final education system. The main principle of higher education is to combine learning with production practice, which makes it possible to apply theoretical knowledge to practice.

During qualifying pedagogical practice, students acquire pedagogical skills and abilities in the preschool educational institutions in accordance with the knowledge gained in special methodology and at the same time test their pedagogical skills and abilities.

Future educators in the adaptation of pedagogical practice:

- Planning and carrying out educational work in preschool organizations;
- Solving problems in the upbringing of children with preschool children and their parents;
- Ability to learn and analyze the activities of the preschool organization.

Qualified pedagogical practice [3.61] allows students to carry out real creative activities in the profession. The effectiveness and importance of preparing future professionals for the process depends on the student’s ability to put into practice the knowledge he has gained on the subject “Pedagogy” and “Psychology”. The internship facilitates the development of practical skills for future professionals, as well as the ability for students to observe and reflect on certain events that are part of the pedagogical practice and understand their role in this process. Students acquire certain pedagogical skills associated with comprehensive learning of children in the course of continuous practice.

Students should be able to apply the theoretical knowledge gained in practice through the use of a conscious, creative approach, to strengthen the pedagogical skills acquired during the practice, which entails the following tasks.

- To apply theoretical knowledge, practical skills, which are pedagogical activity during pedagogical practice; acquisition and improvement of pedagogical skills; to study advanced pedagogical practices and to acquire more and more modern techniques and techniques of learning that enhance children’s cognitive functioning.

- Set a goal for the organization of social organization activities, planning, choosing the most effective methods of educational and educational work, identifying each of them and their ability to give

and accordingly the organization of their implementation.

- The creative nature of pedagogical practice is also provided by a broad system of social tasks that students perform during their internship. This continuous practice primarily involves social work in the field of future professional activity. This practice develops students’ creative thinking based on the ideas of national independence, pedagogical technologies and interactive methods. The need for active social activities, training and advocacy, and engaging in various forms of public affairs builds skills and skills.

- Students gain a vivid impression of the pedagogical process during their professional pedagogical practice, gain an idea of the young and individual characteristics of children, the specific methods of learning a team of children, and acquire specific, pedagogical skills.

- In the future, the social activity of students of pedagogical universities in the field of professional activity will only be an important tool in developing pedagogical skills.

- During the pedagogical practice, it is necessary to develop the qualities of respect for each child’s personality, attention to their problems, patience, diligence in seeking ways to achieve goals, and so on. Acquisition of pedagogical technology implies the methodical knowledge of the educator of knowledge of his subject at the level of modern science. Acquisition of pedagogical techniques involves the formation of the educator’s personality and the acquisition of skills and communication skills with the pupils.

Attention was given to increasing the content of pedagogical practice in the preparation of future nursery nurses for professional activity and the following tasks were implemented:

- There are organized various educational and pre-service activities aimed at preparing students for practice.

For instance:

1. Lectures on professional activity were organized in the section: Discussion on “Social Significance of Nursery nurses” [4.6]. The purpose of the discussion was to provide information on the professionalism of educators in the Republic of Uzbekistan and the opportunities created for them by the state, the social protection of preschool organizations. At the same time, it was decided to raise the responsibility and love for the future of educators who chose this honorable profession.

2. Presentations on modernization of educational process in preschool institutions were organized.

The purpose of the lectures is to provide information on the renewal, improvement and development of pre-school education institutions in the Republic of Uzbekistan. At the same time, future teachers should obtain all relevant regulatory documents from the preschool educational institutions

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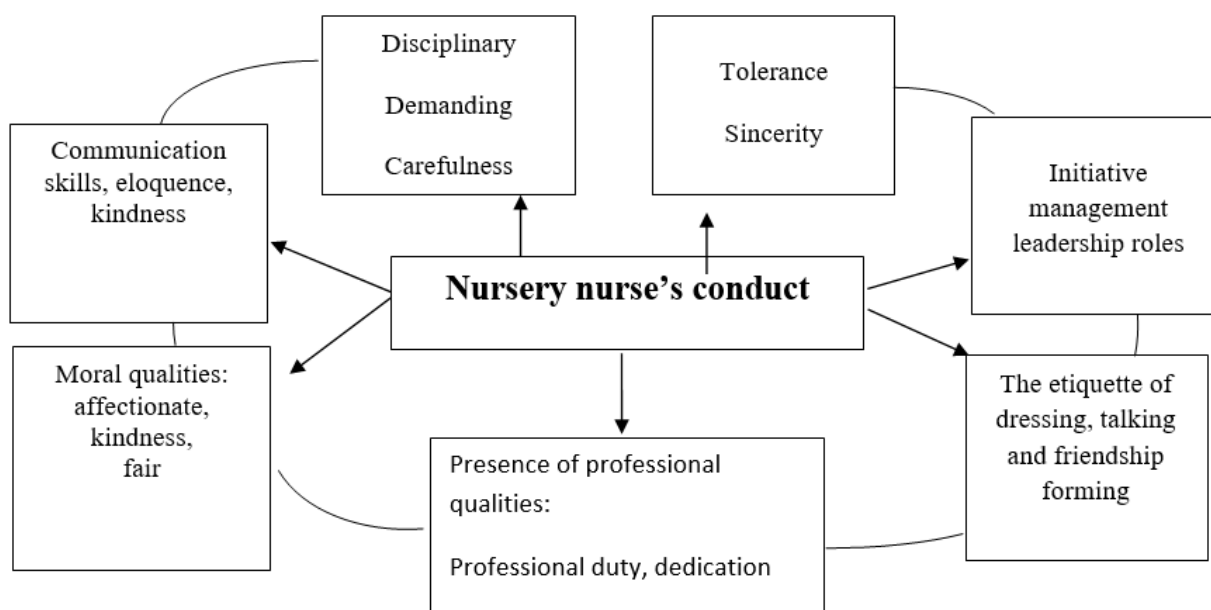
and the industry and gain [5. 226] the skills required to carry out professional activities based on their requirements.

3. A conversation was held that focused on the moral qualities of the future educator. The purpose of the interview was to improve the professional and personal qualities of future educators. Qualified educators with many years of experience are also involved in the interview process. Based on their experience, they shared their views on the personal qualities of the tutor. In the meantime, prospective

students also expressed their views on the behavior of the educator. Based on this conversation, it was considered necessary to pay attention to the formation of the following professional qualities in the future educators and to bring the professional qualities and ethics of the educators into the system.

To conclude, it is possible to say that professional qualities, ethics, communication skills, moral qualities of future nursery nurses have been highlighted in the cluster method. Their professional qualities have been systematized and simplified.

Professional qualities of nursery nurses



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