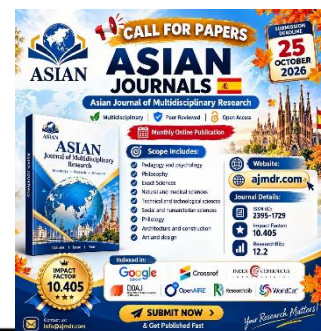




**ORGANIZATION AND INNOVATIVE MANAGEMENT OF THE PROCESSES
OF PREPARING STUDENTS OF THE PRESCHOOL EDUCATIONAL
DIRECTION FOR PROFESSIONAL AND CREATIVE ACTIVITIES**

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Annotation: This article will consider ideas and considerations for improving the system of increasing the social and moral activity of students of higher educational institutions. In today's rapidly evolving world, education extends far beyond the confines of textbooks and classrooms. It encompasses the holistic development of students, preparing them not only to excel academically but also to become responsible, socially aware, and morally grounded individuals. As higher educational institutions aim to produce graduates who can positively contribute to society, it is crucial to focus on fostering socio-moral activity among students. Socio-moral activity refers to actions that reflect social responsibility, ethical behavior, and moral reasoning.

Annotatsiya: Ushbu maqolada oliy o'quv yurtlari talabalarining ijtimoiy va ma'naviy faolligini oshirish tizimini takomillashtirish bo'yicha fikr va mulohazalar ko'rib chiqiladi. Bugungi jadal rivojlanayotgan dunyoda ta'lim darsliklar va o'quv xonalari chegaralaridan tashqarida. Bu talabalar yaxlit rivojlanishini o'z ichiga oladi, ularni tayyorlash nafaqat ilmiy excel balki mas'ul bo'lishga, ijtimoiy xabardor, va ma'naviy asoslantirilgan shaxslar. Oliy o'quv yurtlari jamiyatga ijobiy hissa qo'sha oladigan bitiruvchilarni tayyorlashni maqsad qilganligi sababli, talabalar o'rtasida ijtimoiy-axloqiy faollikni rivojlantirishga e'tibor qaratish juda muhimdir. Ijtimoiy-axloqiy faoliyat deganda ijtimoiy mas'uliyat, axloqiy xulq-atvor va axloqiy fikrlashni aks ettiruvchi

harakatlar tushuniladi.

Аннотация: В этой статье будут рассмотрены идеи и соображения по совершенствованию системы повышения социальной и нравственной активности студентов высших учебных заведений. В современном быстро развивающемся мире образование выходит далеко за рамки учебников и аудиторий. Она включает в себя целостное развитие студентов, подготавливая их не только к тому, чтобы преуспеть в учебе, но и к тому, чтобы стать ответственными, социально ориентированными и морально подготовленными личностями. Поскольку высшие учебные заведения стремятся выпускать выпускников, способных внести позитивный вклад в развитие общества, крайне важно сосредоточиться на развитии социально-нравственной активности среди студентов. Социально-нравственная активность относится к действиям, которые отражают социальную ответственность, этичное поведение и моральные принципы.

Key words: social-spiritual activity, higher education institutions, student engagement, community involvement, cultural awareness, holistic development, extracurricular programs, volunteerism, leadership skills, moral education.

Kalit so'zlar: ijtimoiy-ma'naviy faoliyat, oliy o'quv yurtlari, talabalarni jalb qilish, jamoatchilikni jalb qilish, madaniy xabardorlik, yaxlit rivojlanish, darsdan tashqari dasturlar, ko'ngillilik, etakchilik qobiliyatlari, axloqiy tarbiya.

Ключевые слова: социально-духовная деятельность, высшие учебные заведения, вовлечение студентов, вовлечение сообщества, культурная осведомленность, целостное развитие, внеклассные программы, волонтерство, лидерские качества, нравственное воспитание.

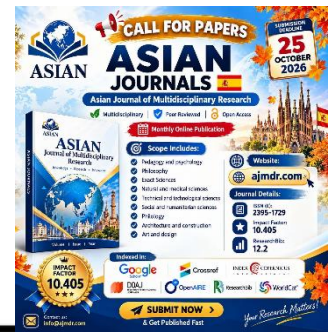
The image of an educator in society is not only that of a person who makes upbringing effective; at the same time, his prestige grows and respect for him becomes visible among those he teaches. Mistakes in pedagogical work can be avoided, and good



relations with pupils, colleagues and parents can be achieved, by organizing practical actions aimed at strengthening professional abilities. An educator with high pedagogical skill should be able to understand a child, treat him humanely, resolve possible conflicts in good time by assessing every pedagogical situation correctly, and keep moving forward in his work. He should also be able to link to real life the good ideas that are instilled in the minds of those being brought up within the process of overall development and pedagogy.

It is well known that a person's ability to take an active part in society depends on the competences acquired in it. The educator's position and significance in the educational community are strongly shaped by the cognitive abilities and skills gained over his career. According to V.A. Slavenin, mastering specialized, generalized skills is the main indicator of the ability to perform any activity, even though pedagogical abilities appear strongly in the professional direction. Most of the time, educators stop doing self-research with ready-made materials, either because they lack pedagogical and psychological knowledge of professional education or because they pay it little attention. As a result, a certain level of ignorance arises regarding the educator's own personality.

Speaking about the teacher's constant study of many disciplines in order to establish himself in society, the great German pedagogue Adolf Diesterweg said: "The teacher must keep working on science regularly. Otherwise he will resemble a stone or a dried-up tree. Nothing can be expected from such a teacher in the future, just as a stone and a withered tree cannot bear fruit." The educator must first of all be educated, understand the norms of medicine and of the society he lives in, be socially active, be skilled in general and preschool pedagogy, know the psyche and physiology of children, and be aware of their age characteristics. Likewise, approaching the child's development from a scientific point of view, and the development of all methods, allows the educator to raise the effectiveness of his work. In his research, Kolomensky noted that the educator's

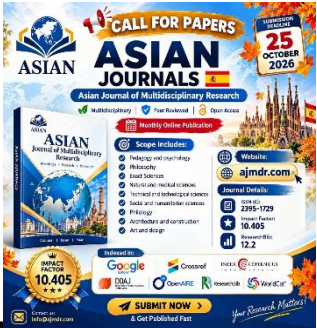


attitude toward children plays a decisive role in the success of his work and is considered an important factor in pedagogical skill.

In his view, character plays a significant role in how students interact with the teacher. The well-known Russian educator A.S. Makarenko, who expressed this opinion in his writings on the professional competence of the instructor, held that it is hard for a pedagogue not to take on a definite, individual role in the lesson. A teacher who cannot take part in the life of the school cannot carry out his professional duties. In a sense, he performs like an actor. Moreover, we cannot use our actions, personality or character as a teaching tool in a purely natural way. It is generally impossible to bring up children while suffering in heart and soul or relying on our own sad feelings. After all, we are human. If people of other professions can finish their work without effort, the pedagogue must likewise carry out his activities without showing suffering. The teacher is sometimes forced to display emotion while communicating, and for this the pedagogue must know how to play a positive role, like an actor on stage.

A person's capacity in the field of professional activity, together with the subjective conditions for carrying out the work successfully, forms his individual and psychological characteristics. The more he realizes that this work is meant to guide the educational process rather than simply to educate or teach children, the more flexibility, initiative and opportunities for independent thinking he gives his pupils. An educator capable of teaching at a very high level seems to watch the educational process from the outside, but in reality the process remains under his control.

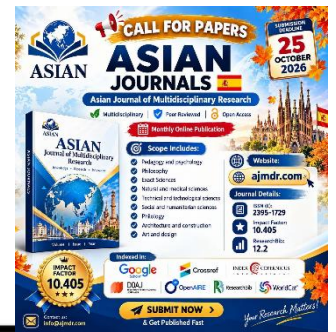
In his time, the great Greek philosopher Socrates already called skilled educators "obstetricians of thought." The point is not to announce a ready-made truth, but to make sure a new thought is born in your children. The educator's first task in managing the educational process is to set a goal, and the goal is the main factor in pedagogical activity. It directs the educator and the shared work of the children in a particular direction, which



in turn leads to the expected results. The essence of the management process is that it keeps the movement of the participants in the pedagogical process purposeful. The educator's personality must include organizational skills. The many tasks an educator performs make it possible to use elements of other professions in his own, such as acting, directing, management and research. According to Ya. Komensky, the main sign of upbringing is that the educator, through his high morality, love for people, knowledge and other qualities, becomes an example for his pupils and, by setting that example, raises humanity in them.

It would not be an overstatement to say that including various games in the educational process aimed at developing foundational skills in preschool instructors will make it possible to reach the desired effectiveness. The reason is that this approach fosters reflexive competence, which combines interpersonal, intellectual, general and communicative abilities. According to the pedagogical encyclopedia, pedagogical reflection means the self-assessment of the subjects of the educational process during their interaction. The educator's reflexive competence is the process of theoretical activity aimed at understanding the subjects' own conduct and its foundations.

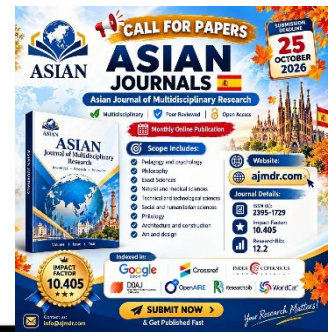
The principle of integration is regarded as the leading principle in the development of the modern educational system. Its essence is that preschool children are driven by a desire to build a synthetic, holistic system of knowledge that gives them a complete view of the world. As a result, a self-realizing personality develops in them, along with the ability to socialize and to find solutions to problem situations. On the basis of respect for the laws of society, civic competence is then formed in teachers of preschool education. The case method, besides involving students in practical activity, also widens the scope of the game by connecting it with real-life reality. It ties the learning process to specific life situations, encouraging students to look actively for solutions to the problems posed and gradually to discuss the results of joint activity.



The social, pedagogical and psychological preparation behind forming the model of the educator in society corresponds to the level of his command of the educational process: its content, principles, forms and methods of organization, as well as initial theoretical information, pedagogical and psychological knowledge and skills, and an understanding of the age and individual characteristics of the learner. For the educator to be effective in managing pupils, in socializing the educator's model, and in developing his pedagogical skills, he must apply his methods correctly and precisely and pay attention to the age characteristics of each pupil. This work must be carried out in line with state requirements, and in these respects it demands that the educator recognize and use techniques that ensure solid learning and easy mastery of knowledge suited to the age characteristics of the pupils.

The essential self-realization of an individual, characterized by awareness of oneself as a subject of one's environment, is one of the most important aspects of upbringing. Self-awareness in its civic, professional and moral aspects is crucial for human development. A child can be raised effectively only if the instructor also teaches him self-education, that is, conscious, diligent work on oneself. The development of a student's self-education methods depends on the teacher's expertise and on well-planned instructional activities. Students often imitate the actions of their loved ones and, at times, of their teachers.

In conclusion, the educator should be able to instill in the learner a sense of self-confidence and love, using his pedagogical skills. Students observe the teacher's behavior both inside and outside the classroom, including how he acts, dresses and interacts with others. This helps pupils educate themselves effectively and is an important step in raising their social standing. Under the teacher's close supervision, students develop skills in education and upbringing, rest, community service and self-education. These techniques encourage the students' initiative and independent feedback.



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