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## IMPROVEMENT OF THE MECHANISM OF IN DEPTH TEACHING OF PEDAGOGICAL SUBJECTS IN PRE-SCHOOL AND PRIMARY EDUCATION

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### Abstract

The article reflects the measures taken to train highly qualified specialists, that is, highly potential pedagogical personnel, in primary and preschool educational organizations based on the requirements of the current era and to improve the mechanism for improving their knowledge, skills and qualifications through in-depth teaching of subjects, in particular, great attention is paid to the issue of training high-quality pedagogical personnel based on the "Development Strategy of New Uzbekistan".

**Keywords:** Professional training, in-depth, New Uzbekistan, development, improvement, strategy, primary and pre-school, system, mechanism, qualitative, retraining of employees, main directions, advanced training, goals, development, private sector, results, democratic reforms, pedagogical, highly qualified.

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## Introduction

In accordance with the National Program of the Republic of Uzbekistan "On Education", the Resolution of the President of the Republic of Uzbekistan No. PP-2707 dated December 29, 2016 "On Measures to Further Improve the Primary and Preschool Education System in 2017-2021" and the Resolution of the Cabinet of Ministers No. 929 dated November 21, 2017 "On Approval of the Regulation on the Ministry of Primary and Preschool Education of the Republic of Uzbekistan and the Charter of the Institute for Retraining and Advanced Training of Heads and Employees of Primary and Preschool Educational Institutions", the comprehensive development of the professional potential of primary and preschool education teachers, raising the level of improving their knowledge through in-depth subjects, and preparing them for school education is one of the most pressing problems facing public education in the current "Development Strategy of New Uzbekistan".

1. Based on the “Development Strategy of New Uzbekistan”, it is necessary to further improve the mechanisms for training teachers of primary and preschool educational institutions. For this, according to our approach, it is important to develop a mechanism for in-depth teaching of pedagogical disciplines taught in the process of higher pedagogical education. In this regard, we draw your attention to the relevance of this issue.

**1. Through the pedagogical disciplines taught.** An analysis of the curricula of pedagogical disciplines of higher pedagogical educational institutions for primary and preschool education shows that they pay priority to providing professional and theoretical education to primary and preschool teachers, to forming their professional skills and qualifications. For example, in the curricula of the disciplines “Primary Education Pedagogy” and “Preschool Education Pedagogy”, the main attention is paid to the formation of students' knowledge, skills and qualifications in the theory, didactics and methodology of school and preschool education. In this regard, it is possible to have a method for improving the mechanism for training primary and preschool education teachers by further improving the curricula of primary and preschool education subjects in the

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process of higher pedagogical education based on the Development Strategy. In this regard, it would be appropriate to improve the curricula of the following subjects taught in primary and preschool education based on the tasks set out in the Development Strategy:


- 1) "General pedagogy";
- 2) "Pedagogy of preschool education";
- 3) "Theory and history of pedagogy";
- 4) "Pedagogical skills";
- 5) "Methodology of educational works".
- 6) "Methodology of education science".
- 7) "Methodology of specialized sciences".

In our opinion, it would be appropriate to do the following in this regard.

- 1) enrich the curricula of pedagogical disciplines with modern and new knowledge, as established in the Development Strategy;
- 2) train primary and preschool teachers based on improved curricula and achieve full formation of professional knowledge, professional experience, and professional skills of students in the 1st-3rd years of education;
- 3) train professional primary and preschool teachers by reflecting the rules of international educational programs such as PISA.STEAM in pedagogical disciplines.

This approach improves the mechanism for training primary and preschool teachers in the process of higher pedagogical education, as it allows for the improvement of the mechanism for training future teachers of primary and preschool educational institutions through in-depth teaching of educational subjects.

**2. Improvement through additional classes.** In the process of higher pedagogical education, it is possible to improve the mechanism for training preschool teachers by organizing additional classes in the educational subjects of primary and preschool education. Additional education is an educational and educational process organized by teachers of educational subjects, taking into account the free time of students. According to our approach, when organizing

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additional education in pedagogical and specialized subjects in the process of higher pedagogical education, paying attention to the following will give the expected effect:

- 1) Develop additional educational programs based on the requirements of quality education, as set out in the Development Strategy;
  - 2) provide students with in-depth training in certain topics of pedagogical disciplines based on the developed additional educational programs;
  - 3) promptly form the competencies (knowledge, skills and qualifications) of future primary and preschool teachers based on additional educational programs.
- Given the above, additional education has wide opportunities. Most importantly, the main goal and task of such education is to form professional skills and develop the competence of students. (The results of the study reflect the solution to these problems.)

Additional education is an important educational and educational process that improves the mechanism for training primary and preschool teachers in the process of higher pedagogical education.

**3. Improvement through special courses.** One of the means of improving the mechanism of training primary and preschool teachers in the process of higher pedagogical education is special courses. Special courses are organized in agreement with the Scientific Council of the higher educational institution, through which future specialists are provided with in-depth professional knowledge, educational experience and professional qualifications. In this regard, in our opinion, when organizing special courses, it would be appropriate to pay attention to the following:

- 1) organize special courses based on the requirements of the Development Strategy according to the modules of pedagogical disciplines;
- 2) organize a special course on "Mechanisms for training teachers of primary and preschool educational institutions" based on the "Development Strategy of New Uzbekistan", which will clearly demonstrate its results.

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3) organize periodic (one-week or ten-day) special courses with the participation of experienced professors-teachers and primary and preschool educators with individual methods of practical work.

By means of organizing such special courses, it is possible to achieve further improvement of the mechanisms of training pedagogues of primary and preschool education in the process of higher pedagogical education.

In general, there are wide opportunities for improving the mechanism of training primary and preschool educational institutions through in-depth teaching of pedagogical subjects. This requires the active involvement of professors - teachers of pedagogical and specialized educational subjects in the higher pedagogical process. It should be noted that the opportunities in this regard are important because they have practical characteristics.

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