

ANALYSIS OF PEDAGOGICAL METHODOLOGICAL PROGRAMS IN THE PRESCHOOL EDUCATION SYSTEM

Abdijamilova Anjim Adilbekovna

Student of Nukus State Pedagogical Institute.

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Abstract. This article analyzes the essence and content of the methodological programs used by educators in preschool educational organizations, as well as their impact on educational quality and the upbringing process. Additionally, the development, implementation, and effectiveness evaluation of methodological programs are examined from scientific-theoretical and practical perspectives. The study explores opportunities for improving the methodological support within the preschool education system, drawing on modern pedagogical technologies, innovative approaches, and international experience. The research findings indicate that methodological programs play a crucial role in developing the professional competencies of educators, modernizing educational content, and ensuring the comprehensive development of children.

Keywords: Preschool education, methodological program, pedagogical activity, educational quality, innovative technologies, competency-based approach, pedagogical monitoring.

MAKTABGACHA TA'LIM TIZIMIDA PEDAGOGLARNING METODIK DASTURLARI TAHLILI

Annotatsiya. Ushbu maqolada maktabgacha ta'lim tashkilotlarida pedagoglar tomonidan qo'llaniladigan metodik dasturlarning mazmun-mohiyati hamda ularning ta'lim sifati va tarbiyaviy jarayonga ta'siri tahlil qilingan. Shuningdek, metodik dasturlarni ishlab chiqish, joriy etish va samaradorligini baholash masalalari ilmiy-nazariy hamda amaliy jihatdan yoritib berilgan. Tadqiqot jarayonida zamonaviy pedagogik texnologiyalar, innovatsion yondashuvlar va xalqaro tajribalar asosida maktabgacha ta'lim tizimidagi metodik ta'minotni takomillashtirish imkoniyatlari ko'rib chiqilgan. Tadqiqot natijalari shuni ko'rsatadiki, metodik dasturlar pedagoglarning kasbiy kompetensiyalarini rivojlantirish, ta'lim mazmunini modernizatsiya qilish va bolalarning har tomonlama kamol topishini ta'minlashda muhim o'rin tutadi.

Kalit so'zlar: Maktabgacha ta'lim, metodik dastur, pedagogik faoliyat, ta'lim sifati, innovatsion texnologiyalar, kompetensiyaviy yondashuv, pedagogik monitoring.

АНАЛИЗ МЕТОДИЧЕСКИХ ПРОГРАММ ПЕДАГОГОВ В СИСТЕМЕ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ

Аннотация. В данной статье анализируется содержание и сущность методических программ, применяемых педагогами в дошкольных образовательных организациях, а также их влияние на качество образования и воспитательный процесс.

Также с научно-теоретической и практической точек зрения освещены вопросы разработки, внедрения и оценки эффективности методических программ. В ходе исследования рассмотрены возможности совершенствования методического обеспечения в системе дошкольного образования на основе современных педагогических технологий, инновационных подходов и международного опыта. Результаты исследования показывают, что методические программы играют важную роль в развитии профессиональных компетенций педагогов, модернизации содержания образования и обеспечении всестороннего развития детей.

Ключевые слова: Дошкольное образование, методическая программа, педагогическая деятельность, качество образования, инновационные технологии, компетентностный подход, педагогический мониторинг.

Introduction

The preschool education system holds a special place in societal development as the primary and most crucial link in continuous education. Many qualities that form the basis of a person's intellectual, spiritual, moral, and social development are shaped specifically during the preschool years. For this reason, the effective organization of educational processes in preschool institutions, the establishment of pedagogical activities on a scientific basis, and the improvement of methodological support are priority areas of state policy. In the modern education system, educators' methodological programs are recognized as a vital tool for ensuring educational quality, regulating pedagogical activities, and fostering the comprehensive development of children. Methodological programs enable the organization of an educator's purposeful activity, define educational content, facilitate lesson planning, guide the selection of pedagogical technologies, and allow for the evaluation of learning outcomes.

Therefore, the scientific analysis of educators' methodological programs in preschool education, the determination of their effectiveness, and the development of ways to improve them are among the most pressing scientific challenges. Today, the globalization processes occurring in the world's education systems, the development of information and communication technologies, and new demands on education are fundamentally changing the content of the preschool education system as well. Preparing children for school now entails not only the formation of foundational literacy skills but also the development of competencies such as independent thinking, communication, creativity, problem-solving, and teamwork. Fulfilling such tasks requires the development and practical implementation of modern methodological programs.

Methodological programs must encompass all components of the pedagogical process, take into account the age and individual characteristics of children, and comply with state educational standards. At the same time, the use of innovative technologies, interactive methods, and developmental learning approaches within these programs is of great importance. The methodological programs used in preschool educational institutions may vary in content and structure. Some programs are comprehensive, aimed at ensuring a child's holistic development, while others are focused on specific areas, such as speech development, the formation of mathematical concepts, environmental education, or the promotion of aesthetic development. For any methodological program to be effective, it must define clear goals and objectives, expected outcomes, pedagogical methods, learning materials, and evaluation criteria.

The systematic and consistent nature of the program's content is a crucial factor in increasing the efficiency of the educational process. From this perspective, when analyzing methodological programs, special attention is given to their relevance, scientific foundation, practical significance, and degree of innovation. Analysis of educators' methodological programs shows that effective programs are primarily adapted to the needs and interests of children. Since play is the leading form of activity for preschool-age children, the extensive use of play-based technologies in methodological programs is recommended. Through play, a child comprehends the environment, learns to communicate, and develops independent decision-making and creative thinking skills.

Therefore, modern methodological programs give significant space to didactic games, role-playing, active games, and creative tasks. Furthermore, structuring educational content from simple to complex, taking into account children's age-specific characteristics, is one of the fundamental requirements of methodological programs. The analysis reveals that one of the main factors influencing the effectiveness of methodological programs in preschool institutions is the professional competence of the educators. The more effectively an educator utilizes a methodological program in their work, the better the educational outcomes will be. Therefore, it is necessary to enhance the methodological training of educators, familiarize them with innovative pedagogical technologies, and ensure their continuous professional development.

A modern educator must act not only as a purveyor of educational content but also as a specialist who guides children's development, identifying and nurturing their abilities. In performing such tasks, methodological programs serve as an essential tool. International experience shows that in developed countries, methodological programs within the preschool education system are designed based on a competency-based approach. For instance, in countries like Finland, Germany, Japan, and South Korea, programs aimed at supporting children's personal development, creativity, and social engagement are widely used. These programs center on children's interests, and the educational process is largely based on practical activities and elements of inquiry. Studying international experience and adapting it to national conditions is also of great importance in Uzbekistan's preschool education system. In particular, one of the most promising directions is the implementation of methodological programs based on STEAM education, project-based activities, and the use of digital technologies. When analyzing methodological programs, it is important to identify their strengths and weaknesses.

Strengths include the systematic nature of the programs, their scientific foundation, their suitability for children's age-specific characteristics, and their focus on improving educational quality. Weaknesses, in some cases, may be related to the programs being overly theoretical, having an insufficient number of practical tasks, or making limited use of innovative technologies. Therefore, it is necessary to regularly monitor and improve these methodological programs. Based on monitoring results, it will be possible to update program content, introduce new pedagogical approaches, and develop methodological recommendations. Developing cooperation with parents is another important factor for the effective implementation of methodological programs in the preschool education process.

A child's development is not limited to the activities of an educational institution; it is also inextricably linked to the family environment. For this reason, methodological programs should provide for involving parents in the pedagogical process, holding consultations with them, and offering recommendations for their children's development. Effective cooperation between parents and educators helps to reinforce children's knowledge and skills, as well as to ensure the continuity of the education and upbringing process. The process of improving methodological programs in the preschool education system must be continuous, as societal progress, the advancement of science and technology, and evolving educational needs require the constant updating of educational content. If educators' methodological programs are not updated in line with modern requirements, the ability to fully meet children's developmental needs diminishes. Therefore, when developing methodological programs, it is essential to consider not only existing experience but also future educational trends. The methodological approaches used when working with preschool children should serve to develop a child's natural curiosity, creative activity, and independent thinking skills.

This requires a high level of professional mastery from educators in creating and implementing these methodological programs. The effectiveness of the educational process largely depends on how an educator organizes their activities. The methodological program serves as the primary guideline for an educator's work.

Through the program, the educator defines the goals of the sessions, selects learning materials, develops tasks that account for the children's developmental levels, and evaluates the outcomes. For this reason, a methodological program is not just an official document but also an effective tool for managing the pedagogical process. Observations in preschool educational organizations show that when educators use well-designed methodological programs, children's interest in activities is high, and their level of knowledge acquisition is consistent. Conversely, programs that are not sufficiently grounded in methodology can reduce the effectiveness of pedagogical activity. The content of methodological programs is crucial for ensuring children's development. This content should encompass the physical, cognitive, social, emotional, and aesthetic development of children. In preschool-aged children, particular attention should be given to fostering speech development, logical thinking, imagination, and creative skills.

Methodological programs must define specific goals, objectives, and expected outcomes for each area of development. Furthermore, the educational content must be connected to the children's daily lives and reinforced through practical activities. Such an approach enables children to consciously acquire knowledge and apply it in various situations. The use of innovative technologies in preschool education is a key factor in enhancing the effectiveness of methodological programs. Modern information and communication technologies, interactive learning tools, multimedia products, and electronic resources increase children's interest and help to organize the educational process more effectively. However, the application of innovative technologies must be carried out in harmony with the content of the methodological program.

Technology should serve as a means to achieve educational goals, not as an end in itself.

Therefore, educators must possess thorough methodological training to properly use these innovative tools.

Conclusion

In conclusion, the methodological programs for educators in preschool education are one of the main factors determining the quality of education. Developing them on a scientific basis, implementing them effectively in practice, and analyzing them regularly are crucial conditions for the development of the preschool education system.

Modern methodological programs create significant opportunities for ensuring the comprehensive development of children, enhancing the professional competencies of educators, and integrating innovative technologies into the educational process. Therefore, it is necessary to expand scientific research on improving methodological programs, studying international experience, and adapting it to the national education system. This, in turn, will serve to further improve the quality of preschool education and nurture a competitive generation for the future.

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