
Model of Providing Social-Educational Mobility in Kindergarten-Laboratory Conditions

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Abstract:

The article discusses models that provide professional development of future pedagogues, aspects of their manifestation, pedagogical-psychological aspects of ensuring their mutual cooperation in the context of education.

Keywords:**INTRODUCTION**

At this stage of education, there are certain level of problems, including insufficient development of alternative, flexible models for preparing children for school, a special state focused on social, personal, emotional, speech, mathematical, physical and creative development of children, familiarization with the environment it is possible to mention that educational programs are not implemented and most of the pedagogic personnel working in preschool educational institutions have secondary special education, which does not allow to prepare children for school education at the required level. The legal-normative basis for eliminating the mentioned problems has been developed, and a number of decisions have been made in this regard.

The fact that laws and decisions aimed at reforming and developing the preschool education system have been adopted and put into practice in recent years proves that it is one of the urgent areas that our government is paying attention to. The decision of the President of the Republic of May 8, 2019 "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030" can be cited as proof of our opinion. This concept defined the target tasks, process priorities and stages of further improvement of the preschool education system, ensuring children's equal access to quality preschool education, development of preschool education services, in a word, the development of the preschool education system.

As the scientific-innovative methodical bases of the effective organization of the educational system, the following analyzes containing the theories and concepts of integrated "kindergarten-laboratories" can be given. The first is the theory of educational activity (A.N. Leontiev, S.L. Rubinstein, etc.), according to which the assimilation of educational content is carried out in the course of its activity and contributes to the development of the child. The second is the concept of the general didactic principles of higher education (S.I. Zinovev and others), the relevance of scientific theory, practice in the training of specialists, ensuring systematization and consistency, consciousness, activity and independence of students in studies, their interaction with future activities, together with educational training in a team refers to increasing the possibility of

obtaining and using individual knowledge. In order for these theories to be put into practice, it is necessary to positively solve the problem of their modeling.

Professional-practical development of learners occurs on the basis of five interrelated components, such as learning the goal, content, methods, organizational forms and tools. The process of their implementation is understood as a set of stages for us. This set of stages is represented by evaluation procedures according to: clear setting and content of the goal, logical completeness, organizational-methodological support and analysis of results. This, in turn, includes the development of the target component of the educational system, the targets reflecting the requirements for pedagogues working in preschool educational organizations are the conditions for active informatization of education. Another important aspect of the issue is the professional activity of graduates, and we can cite components such as: mobility (flexibility), orientation (orientation), professional-practical competence, creative achievements and motivations as performance indicators. In the formation of professional-practical activity and the development of the student's personality, the innovative "kindergarten-laboratory" provides conditions for learning and testing the didactic possibilities of practical skills.

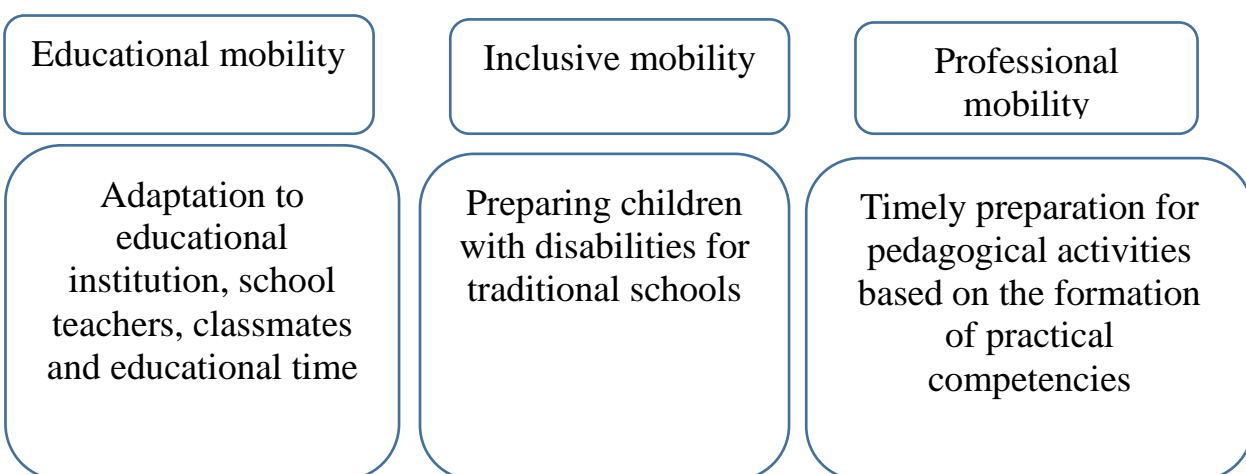
The educational process in preschool educational institutions is an important component of integrated education. This includes the support of e-learning and the characterization of models of the use of mixed educational technologies, the scientific prediction of the future based on the modeling of the educational and practical activities of future pedagogues. The information model of integrated education in the innovative "kindergarten-laboratory" environment includes the development of professional competence of teachers working in preschool educational institutions in the future in order to create conditions for students and develop continuous education. The professional competence of teachers means a set of skills that includes their achievement of creative achievements, implementation of initiatives to use electronic learning technologies, creation of professional problem projects during self-development activities, and active participation in the educational process.

Ensuring the active participation of the student is based on their clear knowledge of the tasks to be performed in the future, as well as dealing with the professional problems they face, and ensuring their direct participation in necessary cases.

At this point, within the framework of Pedagogical Education Innovation Cluster (PEIC), rapid adaptability (mobility) to education and training, professional activity, team and lifestyle of students and professionals as methods of ensuring quick adaptability (mobility) to the process of education and professional activity it is worth noting that there are a number of factors that require a scientific approach to specialist training. We can conditionally divide them into educational, inclusive and professional mobility (Figure 2.1).

Ensuring mobility in the conditions of PEIC, scientific approaches to these concepts, forms an educational cluster at the stages of education. The mobility of the child to preschool educational institutions, that is, his quick adaptation to the pedagogue-educator in the kindergarten, to the staff there, to his peers and to the environment of the kindergarten is also important. We can tentatively call this social-educational mobility. Because the upbringing of the child in the parents and family is manifested as a form of upbringing based on the individual and their own worldview, beliefs and understanding.

**MOBILITY IN AN EDUCATIONAL CLUSTER ENVIRONMENT
(quick flexibility)**



In most cases, children of young families are under the supervision and education of the older generation. Since the child goes to kindergarten, the social form of education begins to take priority. This is the main criterion for ensuring mobility of children's vocational education. Mobility of social education is supposed to perform several functions:

1. Development of training competencies of future pedagogues-educators using ART technologies;
2. Formation of the skills of maintaining the motivational activities of the group in pedagogues-educators;
3. Competence to understand the child's psychological state
4. Possession of the level of communication within the scope of the child's worldview;
5. Ability to analyze the child's physiological condition
6. The skill of an inclusive approach.
7. Learning the technologies of creating an active educational environment for the child.

In the process of organizing children's educational activities, the level of possession of the above-mentioned situations, skills and competencies creates a portrait of a modern pedagogue-educator. By forming these practical skills, an environment of active social education of the child is created. This is a practical result of the idea of organizing "kindergarten-laboratories" of the innovation cluster of pedagogical education.

Based on the analysis of the literature and our experience, it is possible to think about the next strategic stages of social mobility. The essence of such designation and the factors of solving the problem can be cited (Table 2.2).

T/p	<i>Activity content</i>	<i>term in PEIC</i>	<i>Problem objects and factors</i>
1.	Quick adaptation to school	Educational mobility	1. Teachers should conduct activities taking into account the psychological state of students. 2. Determination of age-related levels of emotional intelligence. 3. Puberty crises of school (lyceum) students
3.	Quick adaptation to HEIs	Academic mobility	1. To determine the professional and educational activity of students by determining the pedagogical and psychological portrait; 2. "Teacher-student" principles in student mobility; 3. Improving the activity of professional practice circles;

In the process of rapid adaptation to school, the subjects of education are parents, school administration, teachers, students and their peers, and the issue is to create pedagogical and psychological conditions for their rapid adaptation (mobility) and educational adaptation in mastering academic subjects.

The process of quick adaptation to higher educational institutions is the universality of students' educational activities, academics, additional professions, etc. lays the groundwork for Higher education institutions+students+teachers participate in this as educational subjects. Although the participation of students as independent learners seems to reduce the role of parents, in most cases it can be observed that their responsibility increases.

In conclusion, the didactic possibilities of ensuring professional mobility of students in the conditions of the "Kindergarten Laboratory" justify the importance of giving priority to the principles of socialization of students, that is, their adaptation to society. This adaptation is based on the modular research of existing problems in the educational process of PEOs, movement games, children's psychology and pedagogy, visual activity (ART technologies), formation of elementary mathematical skills, and the cluster connection of the theory and methodology of developing children's creative activity.

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