IMPACT ON THE PROFESSIONAL ACTIVITY OF EDUCATORS IN THE CONDITIONS OF REFORMS IN THE PRESCHOOL EDUCATION SYSTEM IN UZBEKISTAN: ANALYSIS AND PROSPECTS

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Abstract. Preschool educators are very important leaders in the growth and development of young children. This article identifies the main meaning of the educational research skills of preschool educators, discusses the reforms being carried out in our country to scientifically and effectively assess this skill, stimulate the professional development of teachers, and improve the quality of education.

Аннотация. Воспитатели дошкольных учреждений играют важнейшую роль в росте и развитии маленьких детей. В данной статье определяется основное значение педагогических исследовательских навыков воспитателей дошкольных учреждений, обсуждаются реформы, проводимые в нашей стране для научной и эффективной оценки этих навыков, стимулирования профессионального развития педагогов и повышения качества образования.

Keywords. Educational research skills, reflective practice, sociocultural theory, cognitive development, theory of multiple intelligences.

Ключевые слова. Навыки проведения педагогических исследований, рефлексивная практика, социокультурная теория, когнитивное развитие, теория множественных интеллектов.

With the continuous development of information technology, big data technology, advanced artificial intelligence (AI) and internet applications, it is becoming more and more popular. Especially in the field of preschool education, how to effectively improve the teaching and research skills of preschool educators has

become a key issue. The educational research skills of preschool educators refer to the ability to improve their teaching efficiency, improve teaching methods, optimize the learning environment, and promote the all-round development of children through scientific observation, analysis, reflection and research in daily teaching practice [4]. Although the educational research skills of preschool educators are similar to those of general teachers, they are different in terms of skills because they work with younger and less cognitively developed children, and their teaching methods are more flexible and informal. Educational research skills refer to the ability of preschool educators to identify, analyze and solve problems in their daily teaching practice through systematic research methods. This ability includes not only the accumulation of theoretical knowledge and innovation, but also practical operations and improvements. The application of theoretical knowledge refers to the ability of teachers to apply theoretical knowledge in fields such as education and psychology to develop effective teaching strategies and interventions.

Having identified the main meaning of the educational research ability (teaching and research ability) of preschool educators, the scientific and effective assessment of this ability has become a key link in stimulating the professional development of teachers and improving the quality of education. Therefore, the creation of a comprehensive and functional assessment system is of great importance for stimulating self-analysis of educators, optimizing teaching strategies, and achieving a rational allocation of educational resources.

According to Piaget's theory of cognitive development, children gradually construct their understanding through exploration, experimentation, and reflection. Therefore, evaluation should focus not only on teachers' teaching achievements but also on how teachers design activities to encourage active learning among students. For example, analyzing teaching reflection logs and classroom observation notes can help assess whether teachers are encouraging students to explore and learn

independently. Vygotsky's sociocultural theory emphasizes the importance of social interaction for cognitive development and proposes the concept of the "zone of proximal development," which represents the level of development that children can achieve with the help of adults or experienced peers [5]. The introduction of team collaboration and peer review mechanisms can help encourage mutual learning and support among educators. By analyzing data on interactions between teachers (e.g., minutes of teaching and research meetings), it is possible to assess the contribution of teachers to the team and their role in stimulating the development of their colleagues. Harvard University psychologist Howard Gardner's "theory of multiple intelligences" emphasizes the existence of several types of intelligence in humans (e.g., linguistic intelligence, logical-mathematical intelligence, spatial intelligence, etc.) and emphasizes that education should respect individual differences and provide diverse learning opportunities [6]. When assessing the abilities of a teacher, in addition to traditional academic skills and teaching techniques, it is necessary to take into account his or her activities in different areas of intelligence. For example, by analyzing the activities of educators in organizing extracurricular activities, it is possible to assess their leadership abilities in areas such as the arts and sports.

The theory of reflexive practice by American philosopher and educator Donald Shawn emphasizes that educators should constantly reflect on their actions and decisions in practice in order to achieve sustainable professional growth [7]. Based on the results of reflexive practice, it is possible to make suggestions for targeted improvement for educators and regularly monitor their progress, which ensures the formation of a good feedback mechanism. In practical applications, based on the above theories, it is necessary to determine which characteristics are most important for assessing the ability of a teacher to conduct research. For example, from a constructivist perspective, it is necessary to pay attention to whether educators have developed activities that stimulate active learning of their students; starting from

sociocultural theory, it is necessary to study the role and contribution of educators in teamwork.

Currently, preschool educators are facing the problem of the lack of effective integration mechanisms between teaching practice and research activities in terms of educational research skills. To develop this integration, it is necessary to create a strong communication mechanism to support effective activities and protective measures. However, in many cases, communication between kindergartens is limited to formal orders or documents, and lacks strategic guidelines and a rational communication system. Although there are various research activities that provide discussion platforms, educators often only focus on sharing experiences in the teaching process in group sessions and do not have enough time for in-depth reflection and discussion. This superficial reflection cannot provide in-depth teaching and research insights, which affects the overall improvement of the quality of education.

Today, in our country, in the normative documents adopted for the purpose of developing the preschool education system, it is emphasized that the preschool education sector is the main priority of the educational system of the republic and the state policy of raising an intellectual, capable generation. The development of these reforms, of course, required some time. Today, new legislative acts, projects, and recommendations are being implemented in the preschool education system step by step. In particular, the Resolution of the President of the Republic of Uzbekistan PD-4312 dated May 8, 2019 “On Approval of the Concept for the Development of the Preschool Education System until 2030” includes the target indicators for the development of the preschool education system of the Republic of Uzbekistan in 2025–2030, including the introduction of innovations, advanced pedagogical and information and communication technologies into the preschool education system of the Republic of Uzbekistan, improvement of the preschool education management system, introduction of completely new approaches to the training, retraining,

advanced training, selection and development of preschool education system employees, in short, the target objectives of the development of the preschool education system, and determines the priorities and stages of the process[1].

By Resolution No. 867 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 20, 2024, the Regulation “On the Procedure for Organizing Continuous Professional Development of Employees of Preschool and School Education Organizations” was approved [2]. The main innovation of this Regulation is that from January 1, 2025, work will be organized on the basis of a vertical system of continuous professional development (ministry - advanced training institution - educational organization). Professional development events: It is planned to hold “Professional Development Day” and “Professional Development Hour” events annually between advanced training courses for teachers. The reforms being implemented in the field of education in the Republic of Uzbekistan require training personnel in accordance with the needs of modern socio-economic development. In this regard, improving the system of continuous professional development of pedagogical personnel has become an important direction of state policy. The Resolution of the President of the Republic of Uzbekistan No. PD-231 dated June 21, 2024 “On additional measures to improve the system of continuous professional development of employees of preschool and school educational organizations” provides for the introduction of new mechanisms to support the professional growth of employees of preschool and school educational organizations [3]. This document is inextricably linked to the instructions of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev on a fundamental reform of the education system, increasing the authority of teachers, and modernizing professional development processes based on digital technologies. This resolution marked the beginning of a new stage in the education system of Uzbekistan. Now the professional development of teachers is based on a centralized, but flexible, digital and results-based approach. The success of

the system depends on factors such as the active participation of teachers, the full functioning of the digital infrastructure, and the continuity of monitoring and support by the state.

These approaches not only contribute to improving the professional qualifications and quality of education of preschool educators, but also promote the exchange of educational resources in educational reforms and the healthy development of urban and district educators. This is of great significance for promoting the development of preschool education globally. In addition, more practical tools and support systems will be developed for the specific application of educational research skills of preschool educators to better serve practical teaching and research. Through continuous optimization and improvement, the goal is to provide more scientific and effective solutions for the field of preschool education.

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