

**DEVELOPMENT OF PRESCHOOL AND SCHOOL EDUCATIONAL SYSTEM COOPERATION
BASED ON INNOVATIVE APPROACHES**

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Abstract. *This article highlights the specific features of the three main areas of development of preschool and school education system cooperation and skill schools for primary school teachers based on innovative approaches.*

Аннотация. *В данной статье выделены особенности трех основных направлений развития сотрудничества систем дошкольного и школьного образования и школ мастерства учителей начальных классов на основе инновационных подходов.*

Keywords. *Competence, competent, inclusive, person, education, reflexive, interactive and principle.*

Ключевые слова. *Компетентность, компетентность, инклюзивность, личность, образование, рефлексивность, интерактивность и принципиальность.*

Law of the Republic of Uzbekistan "On Education", Decision of the President of the Republic of Uzbekistan dated December 29, 2016 No. PQ-2707 "On measures to further improve the primary and preschool education system in 2017-2021" and the Cabinet of Ministers' decision dated December 21, 2017 - comprehensive development of the professional potential of primary and primary and preschool education pedagogues based on the decision No. 929 of November "On approval of the regulation of the Ministry of Primary and Preschool Education of the Republic of Uzbekistan and the charter of the Institute for Retraining and Advanced Training of Leaders and Employees of Primary and Preschool Education Institutions" , raising the level of improving their knowledge through advanced subjects and preparing them for school education has become the task of modern public education.

The main principles of preschool education and upbringing are as follows:

- the availability of pre-school education and training for every child;
- equal conditions for the development of each child's talents, passions and abilities;
- unity of education, upbringing and health of children of preschool age, educational influence of family and preschool education organization;
- the harmony of education and upbringing of children of preschool age;
- a personal approach aimed at the development of the child's personality;
- consistency and continuity of pre-school and general secondary education;

- democratic and secular nature of education and upbringing;
- transparency and openness of the educational process;
- compliance of the content, level and volume of preschool education and upbringing with the developmental characteristics and health status of preschool children.

Implementation of the state educational program of preschool education and upbringing is ensured in the general development groups of the preschool education organization of general type. The state educational program of preschool education and upbringing for children with physical or mental disabilities in development is ensured in a multidisciplinary specialized preschool education organization.

In a pre-school education organization with inclusive groups, children are provided with equal opportunities for education and upbringing by integrating them into a healthy environment, taking into account their special educational needs and individual capabilities.

The analysis of the educational programs of pedagogical subjects of primary and preschool educational institutions of higher pedagogic educational institutions shows that they give primary and theoretical knowledge to pedagogues of primary and preschool education, as well as the formation of their professional skills and professional qualifications. For example, "Pedagogy of primary education" and "Pedagogy of preschool education" focus on the formation of knowledge, skills and competencies of students in the theory, didactics and methodology of school and preschool education.

In this regard, it is possible to have a method of improving the mechanism of training of primary and preschool education pedagogues with further improvement of the educational subjects of primary and preschool education on the basis of the new program during the higher pedagogic education process. In this regard, it is appropriate to improve the programs of the following subjects taught in primary and pre-school education based on the established tasks.

Vocational schools for primary school teachers worked in three main directions:

1. Lesson effectiveness in primary grades.
2. Extracurricular activities in primary grades.
3. Organizing homework in extended day conditions.

The director of this school, who takes all measures to create favorable working conditions, manages and supervises the work of advanced pedagogical schools. The city, district Methodist directs and provides practical assistance to each educational school in his district. The employees of the Tashkent Regional Pedagogical Personnel Training Institute took an active part in the experimental work on improving the activities of advanced pedagogical experimental schools. During the academic year, the staff of the office visited and analyzed 7 classes of leaders of advanced pedagogical schools.

Experimental work on improving the activities of schools of advanced pedagogical experience of primary school teachers, its materials, scientific results allow to draw the following conclusions:

- the school of advanced pedagogical experience is one of the main parts of the primary school teacher training system;

- it is necessary to create favorable conditions for the conduct of each lesson by the school administration.

- timely assistance from regional and district methodical service employees;

- to encourage respected leaders of schools of advanced pedagogical experience not only morally, but also materially, because each leader works hard, spends a lot of time preparing for classes.

The study showed that the methodological work carried out at the school and district level has great potential for improving the qualifications of primary and preschool teachers.

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