

**IMPROVING THE PROFESSIONAL COMPETENCE OF PRESCHOOL EDUCATIONAL  
INSTITUTION TEACHERS IN OBSERVING EDUCATIONAL ACTIVITIES**

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**Annotation:** This article reveals the organization of observation in the educational process. Organizing observation to determine the quality of the educational process and continuously improving teachers' competence in this area is one of the most pressing tasks today. Based on the researcher's theory, several types of observation of the educational process are discussed.

**Keywords:** education, educational process, competence, observation, types of observation, organization of observation, scientific observation, pedagogical observation.

### **Introduction**

The solution to the problem of developing the preschool education system and increasing its effectiveness can be achieved by raising the level of professional competence of system educators, taking into account modern approaches. In the future, evidence-based approaches and principles for the development and effectiveness of the preschool education system, as well as the development of organizational and pedagogical foundations of the preschool education system, are of particular importance in modern preschool pedagogy theory and practice.

Competence—that is, possession of competencies—is a concept that reflects the availability of knowledge, skills, and experience necessary for any individual, particularly preschool educators, to work effectively in their field of activity, as well as the harmony of these qualities with personal traits such as high culture, broad worldview, high level, and independent activity. [6, p.51]

At all times, people have used observation to collect information about the surrounding environment. Observation helps to directly perceive specific facts about the object under study, depending on the goals.

Observation is one of the oldest methods and has been widely used in various fields and for various purposes to this day. Since observation allows the collection of information directly through the observer's sensory organs in interaction with the object under study, it was recorded in history as the very first method.

### **Theoretical Foundations**

Observation is the process of collecting accurate information about the object under study, which is significant because the observer records the results. In addition, observation is passive

in nature and does not affect the process being studied. Observation is distinguished by the possibility of using special techniques to record the observed phenomenon. [7, p.14]

Observation is a method of collecting information about the studied process in natural conditions through the observer's personal observations. During observation, data are collected in real conditions, without allowing any artificial interference. [2, p.21]

Observation is the most reliable method and, unlike other methods, does not require special equipment. Observation has several advantages. It allows the observation of real ongoing processes. Events in the process are recorded as they develop. It enables comparison, generalization, and drawing conclusions. Observing and seeing the process is based on the observer's visual contact with the object, allowing the study of its characteristics and forming judgments about it.

According to the definition of the prominent Russian psychologist E.A. Klimov, the concept of "observation" is used in three meanings:

- a) observation as an activity;
- b) observation as a method;
- c) observation as a methodology.

Observation must be purposeful, meaningful, and systematic. Observation should not become a goal in itself.

The possibilities of purposeful observation are much broader than those of simple observation. Through observation, not only the external structure of the studied object but also its characteristic features, interrelations, and changes over time can be studied. However, it is appropriate to use observation as a cognitive research activity only when it is properly organized.

At the same time, observation also has a number of shortcomings. These include the limited scope of observation for the observer and the inability to access certain aspects of the observed object.

There are several classifications of observation methods, which vary depending on observation conditions and objectives. Types of observation include short-term, long-term, systematic, one-time observation, repeated observation, comprehensive observation, comparative observation, differentiating observation, and special observation. Short-term observation may take only a few minutes. Short-term observations allow determining the state of the object at a specific moment, similar to capturing a photograph.

Long-term observations continue for several years until accurate results are obtained. For long-term observation, a series of observations are organized. Observation results are recorded at each stage in the form of models and diagrams in a sequential manner. The development of each stage is compared.

Systematic observation is carried out according to a pre-developed plan over a certain period. Systematic observation is a type of observation that helps generalize and draw conclusions about the behavior of a specific individual or group.

One-time observation is conducted at a single point in time, and through this type of observation, the observer can compare the behavior of both children and the educator conducting the educational process in identical situations.

In comprehensive observation, many aspects of the object are covered simultaneously. In comparative observations, the distinctive features of two objects are compared and conclusions are drawn. The aspects of the objects to be compared are determined in advance and those aspects are compared.

In special observations, one specific aspect of predetermined behaviors is recorded. Special observations are carried out by specialists, for example, to identify the professional or psychological characteristics of a teacher or a learner. Through special observation, general understanding of the capabilities of the observed person or process can be obtained.

Observation is also conducted based on the direct or indirect participation of individuals involved in the observation. Direct observation involves the participation of administrators and teachers. Indirect observation is conducted through hidden participation without direct involvement in the educational process. In addition, indirect observation can also be carried out using modern technical means such as surveillance cameras.

Depending on the observer's participation in the process, observation can be passive or active. In passive observation, the observer does not participate in the process and observes from the outside, recording their reflections. In active observation, the observer participates in the process while observing. This can be seen in teachers who organize open lessons. [5, p.30]

There are also types of observation such as scientific observation and pedagogical observation. Observation is one of the main methods in conducting pedagogical research. In scientific research, observation is organized based on a plan, aimed at a clear goal, based on a specific idea or scientific hypothesis, and carried out systematically. In this process, an observation program is developed according to the set goal, observation tools are determined, time is scheduled, and results are generalized. Objectivity is the main principle of scientific observation. A distinctive feature of scientific observation is the impartial analysis of the natural educational process. Events observed must be recorded promptly. If certain facts, unique aspects, or details of the process are not recorded in time, they may be forgotten, which can negatively affect research results. The use of technical tools allows repeated observation of the process in order to fully study all its states.

Organizing pedagogical observations in education has specific characteristics. It requires a high level of professional preparation from the observer. Pedagogical observations are significant only when they contribute to the development of the teacher's personality and serve to improve the quality of education and upbringing. Errors must not be made when conducting pedagogical observation. For this purpose, the observer must know and adhere to the following: setting a clear goal, conducting observation systematically, solving specific tasks at each stage of observation, carefully studying the essence of each situation, not rushing to conclusions, and drawing correct and objective conclusions. [4, p.62]

## **Conclusion**

In conclusion, the main result of observation as a professional cognitive method is finding answers to posed questions and achieving set goals. Observation in the educational process allows understanding the external aspects and characteristics of the studied process through purposeful perception of educational phenomena, obtaining and evaluating information about relationships, mastery levels, knowledge levels, professional experience, and skills of participants in the educational process, and provides young teachers with opportunities to gain experience. Organizing observations in the educational process helps solve educational problems.

The purpose and objectives of observation must be clearly defined. The set goal should have an educational nature and be determined based on the type of observation.

In education, the observation method is mainly aimed at studying the individual and the educational process and allows assessing the qualitative characteristics of the studied process. Therefore, observation is considered one of the primary fundamental methods in assessing and monitoring the quality of education.

As a result of conducting observations, teachers develop critical and analytical thinking, and their ability to compare and generalize events in the process and draw conclusions improves.

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