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IDENTIFICATION AND SUPPORT OF CREATIVE EDUCATORS THROUGH PEDAGOGICAL COUNCILS

M. Rustamova
Associate Professor
Department of
"Preschool and Inclusive Education"
Institute for Retraining and Professional Development of Directors
and Specialists of Preschool Education Institutions

Annotation

Preschool education institutions play an important role in the comprehensive development of children. During this period, children acquire their initial knowledge, skills, and competencies, while their thinking, communication abilities, and independent activities develop. The quality of children's education and their proper development primarily depend on the professional competence of teachers and the effective organization of pedagogical activities. Therefore, ensuring the efficient organization of educator's work and supporting their professional development in preschool education institutions is considered one of the most important tasks.

Key words: Pedagogical council, open lessons, effective organization, professional development, professional competence;

In preschool education institutions, the pedagogical council plays an important role in the effective organization of the educational process. Through the pedagogical council, teachers analyze their activities, exchange experiences, discuss existing problems, and determine ways to solve them. The pedagogical council contributes to teachers' professional development, the improvement of their knowledge and skills, and the enhancement of the quality of pedagogical practice. At the same time, it creates opportunities for making the educational process more effective.

Improving the quality of education, developing teachers' professional activities, and effectively organizing the pedagogical process are among the key tasks in preschool education institutions. State standards also emphasize the necessity of effectively organizing the pedagogical process, improving teachers' professional competence, and enhancing the quality of education. The pedagogical council serves as an important tool in achieving these goals.

Through the pedagogical council, teachers gain the opportunity to analyze their work, learn new methods, exchange experiences, and solve existing problems. This contributes to their professional development and improves the quality of the educational process. Therefore, the effective organization of the pedagogical council and the proper coordination of the deputy director's activities in this process are considered highly relevant issues.

In preschool education institutions, the pedagogical council is one of the main forms of work used to regulate the activities of the teaching staff, review ongoing educational processes, and define future tasks. Through the council, teachers' daily activities are analyzed, the condition of classroom activities is reviewed, and specific tasks are set to eliminate identified shortcomings.

This helps to coordinate teachers' work, ensure consistency in their activities, and organize the educational process in a systematic way.

The pedagogical council is usually held at the beginning, middle, and end of the academic year, as well as at other times when necessary. Clear agenda items are included in the meeting. For example, the organization of classroom activities, the use of learning centers, the developmental level of children, teachers' lesson plans, documentation practices, and other important issues are discussed. This allows for a detailed review of each teacher's performance and provides clarity in their work.

During the pedagogical council, the results of classroom activities are primarily discussed. For instance, based on observations conducted by the deputy director, a teacher's performance is analyzed. If children are not sufficiently engaged during lessons, recommendations are given to use methods such as active involvement techniques, question-and-answer strategies, or incorporating game elements. If visual materials are insufficient, teachers are instructed to use pictures, objects, or didactic games. This helps teachers understand how to improve their lessons in practice.

The pedagogical council also serves as a platform for reviewing teachers' professional experience. If a teacher organizes lessons effectively, their experience is discussed during the council. Information is shared about the methods they use and how they engage children. Other teachers can apply these practices in their own work, creating opportunities for mutual learning.

The developmental environment in classrooms is also reviewed during the pedagogical council. The organization of learning centers, the availability of didactic materials, and their usage are discussed. If some groups lack properly organized learning centers, teachers are assigned tasks to enrich these areas, add new materials, and improve children's activities. This contributes to the development of children's independent learning.

Future tasks are also planned during the pedagogical council. Activities such as conducting open lessons, organizing seminars, and arranging mutual lesson observations among teachers are planned. These tasks contribute to the continuous improvement of teachers' professional practice.

Through the pedagogical council, teachers' work activities are continuously monitored. In each council meeting, the implementation of tasks assigned at the previous meeting is reviewed. If the tasks have not been completed, the reasons are identified and measures for their implementation are determined. This increases teachers' sense of responsibility.

The pedagogical council is a practical form of work that regulates teachers' activities and helps guide their work in a clear direction. Through this council, teachers become aware of shortcomings in their practice, take measures to correct them, and gain opportunities to improve their work. As a result, lessons are organized at a higher quality level, work with children becomes systematic, and the activities of the pedagogical team continue based on clear objectives.

In preschool education institutions, the pedagogical council is an important practical tool for improving teachers' activities. Through the council, teachers' work is reviewed, existing shortcomings are identified, and specific tasks are set to eliminate them. In this process, teachers are able to analyze their own work, identify their mistakes, and correct them.

One of the main ways to improve teachers' performance through the pedagogical council is observing and discussing lessons. Lessons in groups are observed by an experienced teacher. During the observation, attention is paid to the beginning, main part, and conclusion of the lesson, children's participation, the teacher's methods of working with children, and the use of visual aids. The results of the observation are discussed at the pedagogical council. If children remain only passive listeners during the lesson, the teacher is instructed to actively engage them, ask questions, and create opportunities for children to respond. If visual materials were not used, the teacher is

assigned the task of using pictures, objects, or didactic materials in future lessons. This enables the teacher to improve their teaching methods.

Reviewing teachers' documentation through the pedagogical council also helps improve their work. Teachers' daily lesson plans, development charts, and individual work records are examined during the council. If daily plans are incomplete or development charts are not filled in on time, these shortcomings are pointed out and corrective tasks are assigned. This helps teachers maintain proper documentation and organize their work systematically.

Through the pedagogical council, teachers are also given specific assignments. If individual work with children is not sufficiently organized, the teacher is assigned to work individually with certain children and focus on their development. If learning centers in some groups are not adequately organized, teachers are instructed to improve these centers and organize children's activities more effectively.

The pedagogical council also facilitates the organization of open lessons among teachers. During open lessons, other teachers observe the lesson and learn useful methods for their own practice. After the open lesson, it is discussed at the pedagogical council, where both strengths and weaknesses are analyzed. This helps improve teachers' professional experience.

The pedagogical council is a form of work that sets clear tasks aimed at improving teachers' performance. The tasks assigned during the council are applied in daily teaching practice. Teachers correct their shortcomings, strive to organize lessons more effectively, and use new methods in working with children. In this way, tangible improvements occur in teachers' performance: lessons become more organized and goal-oriented, and the quality of teaching improves in practice.

In preschool education institutions, the activity of the pedagogical council serves as an important methodological system aimed at developing teachers' professional competence. The pedagogical council functions as a key management and developmental mechanism that coordinates the professional activities of the teaching staff, strengthens teachers' methodological preparation, and increases the effectiveness of pedagogical practice. Through the pedagogical council, teachers gain opportunities to analyze their pedagogical activities, identify methodological problems, study advanced pedagogical experience, and improve their teaching practice. This process enriches teachers' professional knowledge, develops pedagogical skills, and enhances the effectiveness of educational activities.

The pedagogical council creates a reflective, analytical, and collaborative methodological environment for the formation and development of teachers' professional competence. This methodological environment stimulates teachers' professional growth, supports the organization of pedagogical activity in accordance with modern requirements, and strengthens the professional capacity of the teaching staff. During the activities of the pedagogical council, teachers' pedagogical practice is discussed, pedagogical problems are identified, and effective methodological decisions aimed at improving pedagogical activity are made. This, in turn, enables the development of teachers' professional competence, the improvement of the quality of pedagogical practice, and the enhancement of the effectiveness of the teaching and upbringing process.

The pedagogical council is considered an effective methodological environment and management mechanism that contributes to the development of teachers' professional competence. Scientifically based and purposefully organized activities of the pedagogical council ensure teachers' professional development, increase the effectiveness of pedagogical practice, and improve the quality of education in preschool education institutions. Therefore, organizing the activities of

the pedagogical council with a focus on teachers' professional development is regarded as one of the key factors in the development of the modern preschool education system.

Foydalanilgan adabiyotlar ro'yxati

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