

IMPLEMENTATION OF “METHODOLOGICAL MASTERY DAY” AND “METHODOLOGICAL MASTERY HOUR” IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article highlights the issues of introducing the “Methodical Mastery Day” and “Methodical Mastery Hour” in preschool education institutions based on the Presidential Decree of the Republic of Uzbekistan No. PF-152 dated September 30, 2024. These activities serve to ensure the continuous professional development of teachers, enhance their knowledge and skills, and improve the efficiency of the educational process. The study analyzes the content of these activities, their organizational mechanisms, the role of trainers and master trainers, the significance of the “Virtual Professional Development” platform, as well as opportunities for applying international best practices and innovative technologies.

Keywords: preschool education, Methodical Mastery Day, Methodical Mastery Hour, teaching staff, trainer (mentor), master trainer, leading teacher, continuous professional development, innovative technologies, virtual professional development platform.

Today, the modernization of the preschool education system in the Republic of Uzbekistan, as well as aligning its content and quality with international standards, is regarded as one of the priority directions of state policy. The quality of preschool education is primarily determined by the professional competence of pedagogical staff, their continuous self-development, and their ability to acquire modern methodological knowledge. Therefore, in recent years, systematic measures have been implemented in the education sector to support the professional development of teachers, to ensure the regular enhancement of their qualifications, and to facilitate the assimilation of innovative pedagogical technologies.

In accordance with the Presidential Decree No. PF-152 of September 30, 2024, and the Order of the Minister of Preschool and School Education of November 8, 2024, the introduction of the “*Methodological Mastery Day*” and the “*Methodological Mastery Hour*” in preschool educational institutions represents one of the significant innovations in this direction. This initiative is aimed at ensuring continuity in the

professional growth of pedagogical staff, enhancing their knowledge and skills on a regular basis, and strengthening methodological support, thereby contributing to the effectiveness of the educational process.

The significance of these initiatives lies in the fact that they not only improve the traditional educational and methodological process but also expand opportunities for methodological reflection, independent learning, the study of advanced foreign experiences, and the application of modern digital technologies. Consequently, an innovative mechanism is being created to improve the quality and efficiency of preschool education, while fostering professional leadership and the development of methodological competence.

This article examines the implementation of the Presidential Decree of the Republic of Uzbekistan No. PF-152 dated September 30, 2024, and the subsequent Order of the Ministry of Preschool and School Education (November 8, 2024), which introduced the practices of “*Methodological Mastery Day*” and “*Methodological Mastery Hour*” in preschool educational institutions. These initiatives aim to ensure the continuous professional development of pedagogical staff, enhance their methodological competence, and improve the quality and effectiveness of the educational process.

Introduction.

One of the priority directions of state educational policy in Uzbekistan is to enhance the quality of preschool education through the continuous development of pedagogical staff. In this context, the introduction of “*Methodological Mastery Day*” and “*Methodological Mastery Hour*” plays a strategic role in creating a sustainable system of professional growth for educators.

Main body. The research analyzes the organizational structure, goals, and mechanisms of these activities. *Methodological Mastery Day* serves as a platform for seminars, workshops, master classes, and training sessions organized in base preschools under the guidance of trainers (mentors) and master trainers. *Methodological Mastery Hour* ensures the practical implementation of newly acquired knowledge and skills in individual preschools, accompanied by reflective practices, methodological support, and peer learning.

The study highlights the functions of trainers (mentors), master trainers, and coordinators, emphasizing their role in fostering pedagogical excellence and leadership. Special attention is given to the *Virtual Professional Development Platform*, which provides opportunities for independent learning, digital resource utilization, and continuous self-improvement.

Furthermore, the article considers the integration of international best practices, innovative pedagogical and digital technologies, and collaborative mentoring systems such as “Ustoz-shogird” (Mentor–Apprentice). The regulatory framework, monitoring mechanisms, and coordination at the national, regional, and district levels are also discussed as essential factors for the effective implementation of these initiatives.

Conclusion.

The introduction of “*Methodological Mastery Day*” and “*Methodological Mastery Hour*” contributes to the establishment of a systematic model of continuous professional development for preschool educators. These activities not only improve the methodological competence of teachers but also foster innovation, creativity, and leadership in preschool education, thereby enhancing the overall quality and effectiveness of the national education system.

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