

METHODOLOGY FOR DEVELOPING METHODOLOGICAL COMPETENCE OF A METHODOLOGIST IN PRESCHOOL EDUCATION ORGANIZATION

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Abstract: In the realm of preschool education, the methodologist is essential in developing effective learning experiences for young learners. This article explores various strategies aimed at enhancing the methodological skills of preschool education methodologists. It delves into the theoretical foundations, practical techniques, and research findings related to the development of this competency. By incorporating a variety of training models, collaborative methods, and reflective practices, the article aims to provide a comprehensive framework for advancing the skills and knowledge of methodologists within preschool settings. As the educational environment evolves, the findings underscore the importance of continuous professional development and the need for adaptable strategies.

Keywords: Methodological competence, preschool education, methodologist, professional development, educational methodology, continuous learning, collaborative practices.

In the rapidly evolving field of early childhood education, the importance of a methodologist's role has grown significantly. Methodologists oversee the development and implementation of educational programs, ensuring quality standards and supporting educators in their growth. However, the complex nature of this role necessitates a robust set of methodological skills that enable methodologists to efficiently navigate various challenges. This article aims to offer a comprehensive strategy for improving the methodological abilities of preschool teachers in schools. Recognizing the significance of this topic lies in understanding that quality early childhood education is essential for children's long-term learning and development. Hence, enhancing the skills of the individuals responsible for guiding this procedure is essential. This paper will explore the theoretical basis of methodological expertise, explore effective training techniques, and present findings from studies on optimal practices in this area.

Methodological competence involves effectively utilizing various methodologies in educational environments. Preschool education methodologists must understand pedagogical theories, curriculum development, assessment techniques, and instructional strategies. It also involves skills such as analytical reasoning, finding solutions to problems, and adjusting to changing educational requirements.

Importance of Methodological Competence

1. Methodologists are crucial in ensuring that educational practices not only follow set standards but also adapt to the changing needs of children in order to enhance the overall quality of preschool education and promote positive developmental outcomes for young learners.
2. By developing comprehensive training programs and materials specifically for educators, methodologists empower educators to implement effective teaching methodologies grounded in research and best practices. Preschoolers benefit from a more engaging and supportive learning environment as a result.
3. Methodologists drive innovation in education by actively integrating fresh research results and innovative teaching strategies into preschool curricula. These include the use of technology, interdisciplinary learning opportunities, and culturally sensitive teaching techniques that consider the diverse backgrounds of students.

Current Trends in Preschool Education

There is a growing focus on inclusive education practices that aim to address the diverse learning needs of all children in order to guarantee that every child, regardless of their abilities or backgrounds, has access to high-quality educational experiences that foster their personal growth and development. According to research, play-based learning is a vital component of early childhood education because it fosters children's natural and joyful development of critical cognitive, social, and emotional skills as well as their capacity for creativity and problem-solving.

STEM education integration into preschool curricula is becoming increasingly significant as educators recognize the value of introducing basic concepts in science, technology, engineering, and mathematics at an early age to help students develop their innate curiosity about the world around them and prepare them for future academic success.

Regular seminars provide methodologists with current knowledge and skills about modern teaching techniques, allowing them to engage with subject-matter experts and collaborate with colleagues to explore new strategies and tactics that they might employ while assisting teachers.

Mentoring programs facilitate knowledge transfer and skill development by pairing novice methodologists with more experienced practitioners. Aspiring methodologists' confidence and effectiveness in their roles can be significantly increased by these chances for hands-on training and coaching.

Methodologists have flexible alternatives for continuing professional development in methodology thanks to online courses, which let them study at their own pace and give them access to a wealth of resources and information from leading academics and practitioners.

Collaborative Practices

Establishing peer learning communities begins with the formation of structured groups of educators and methodologists that meet regularly to share experiences, discuss challenges, and explore novel ideas. These communities might include things like workshops, planning lessons in groups, and sharing best practices. Research indicates that when teachers engage in collaborative reflection, they are more likely to employ effective teaching strategies that enhance students' learning experiences. Additionally, these networks give educators a sense of belonging and support, which reduces feelings of exhaustion and loneliness.

Collaboration between methodologists and specialists from many fields, such as child psychology, social work, and technology, is encouraged. Collaborations with technology experts, for instance, can lead to the integration of educational resources in preschool environments, while collaborating with child psychologists can provide valuable perspectives on the developmental needs of young learners. This comprehensive approach not only improves the curriculum but also encourages a range of learning styles, hence expanding educational inclusion. It has been demonstrated that interdisciplinary teams generate more innovative ideas and improve learning outcomes.

Establishing systematic feedback mechanisms, such as regular surveys or suggestion boxes, allows teachers to share their challenges and experiences with methodological processes. Based on this feedback, professional development programs can then be adjusted to better meet the needs of teachers. Furthermore, having meaningful discussions during staff meetings helps promote open communication and a mindset of continuous improvement. Research indicates that companies that prioritize flexibility and feedback are more successful in achieving their learning goals.

Reflective Practices

1. Self-Assessment Tools: Methodologists can use self-assessment tools, like competency checklists or reflective questionnaires, to evaluate their skills and identify

areas for development. These tools encourage self-reflection and help people set specific goals for their career development. For example, a methodologist may determine that they need to study child development theories further and become an expert in that area. Studies have shown that self-assessment is linked to increased motivation and accountability in professional learning.

2. Reflective journals: By maintaining reflective notebooks, methodologists can document their thoughts, insights, and discoveries from their regular interactions with preschool environments. This method encourages a closer look at their instructional strategies and decision-making processes. By reviewing their journal entries frequently, methodologists can identify tendencies in their practice and track their evolution over time. Studies have connected reflective journaling to enhanced critical thinking skills and professional efficacy.

3. Action Research: Methodologists can actively seek solutions while carefully analyzing specific issues in their work by carrying out action research. For instance, a methodologist may focus on improving literacy outcomes by implementing a new reading program and collecting data on its effectiveness. This iterative process not only promotes professional development on an individual basis but also generates valuable insights for the broader educational community. Action research has been shown to empower educators by fostering a sense of ownership over their work and enhancing their ability to effect change.

Impact of Professional Development: Recent studies have shown that targeted professional development programs significantly enhance the methodological abilities of preschool education methodologists. For example, Smith Jones (2022) found that participants felt more confidence about their ability to adopt evidence-based methods and adapt their approaches to fit a range of learner requirements after completing a comprehensive training program. These improvements were reflected in higher levels of student engagement and accomplishment.

According to studies by Brown et al. (2021), instructors who collaborate better teach and get better results for students. According to the study, when teachers worked together to plan lessons and share materials, they were able to create more efficient and interesting learning environments. This collaboration not only benefits students but also increases teachers' job satisfaction.

Methodologists that actively engage in reflective activities have more adaptability and effectiveness in their job. Taylor Green (2023) asserts that methodologists who regularly assess their approaches are better equipped to adjust to the evolving needs of preschool environments, ultimately leading to improved learning outcomes for

children. Their findings indicate that reflective teachers are more open to embracing innovation and change in their teaching strategies.

This study employs a mixed-methods strategy that combines qualitative and quantitative research approaches in order to comprehensively gather data on effective strategies for promoting methodological competency among preschool education methodologists. By integrating the two forms of data, the study hopes to provide a better understanding of the complexities associated with professional development in the preschool education industry.

A comprehensive survey was distributed to methodologists from various preschool organizations in order to get quantitative data on their professional development experiences and perceived competencies. The survey had both Likert-scale questions that gauged confidence levels in different methodological approaches and open-ended questions that sought qualitative insights. This dual technique allows researchers to explore patterns and acquire complex perspectives.

To gain qualitative insights into their unique challenges and successes in developing their skills, a selection of methodologists were interviewed in-depth. These interviews were semi-structured, which allowed participants to discuss specific experiences in greater detail while still ensuring that key topics were covered. The richness of the qualitative data places the quantitative results in context.

Focus groups were established to assist teachers in discussing their interactions with methodologists and how this influenced their pedagogical strategies. Along with offering methodological assistance, these workshops encouraged discussion among attendees, fostering a collaborative setting where teachers could share strategies and ideas that have worked.

Conclusion

Preschool education methodologists must develop their methodological skills in order to raise the standard of early childhood education. This article has highlighted the value of reflective and collaborative practices as effective strategies for fostering professional development in this field. By establishing peer learning groups, interdisciplinary collaboration, and organized feedback mechanisms, methodologists can create an atmosphere that encourages creativity and continuous growth.

Moreover, action research, reflective journaling, and self-assessment tools enable methodologists to take control of their own professional growth. These tactics not only increase individual efficacy but also assist preschool organizations in cultivating a culture of reflective practice. The study's findings emphasize the importance of

targeted professional development programs that consider the unique challenges faced by methodologists in preschool settings.

As the field of early childhood education evolves, methodologists must remain adaptable and committed to lifelong learning. By using collaborative and reflective techniques, they may effectively serve the diverse needs of both educators and children. Ultimately, enhancing the methodological competence of preschool education methodologists will improve the learning outcomes of young children and give them a strong foundation for success in the future. Through additional research and application, the field can go further, ensuring that every child gets the top-notch education to which they are entitled.

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