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**FUNDAMENTALS OF PEDAGOGICAL TRAINING: INSTRUCTIONAL STRATEGIES FOR EARLY LEARNERS****ОСНОВЫ ПЕДАГОГИЧЕСКОГО ОБУЧЕНИЯ: УЧЕБНЫЕ СТРАТЕГИИ ДЛЯ РАННИХ УЧАЩИХСЯ****PEDAGOGIK TA'LIM ASOSLARI: ERTA YOSHDAGI O'QUVCHILAR UCHUN O'QUV STRATEGIYALARI**Iskanderova Shirin Daniyarovna 

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Abstract

For educators who work with young children, effective pedagogical training is essential. In this article, we explore the core ideas that support successful instruction for early learners, stressing the value of a thorough understanding of child development and a variety of learning styles. We also look at important instructional strategies that are based on research-based best practices, such as play-based learning, differentiated instruction, and the thoughtful use of technology. We explore the practical applications of these strategies across various early childhood settings and stress the critical role of collaboration with families. By examining the interplay between theoretical frameworks and practical application, this article aims to give pre-service and in-service teachers the tools they need to design and implement engaging and developmentally appropriate learning experiences, ultimately maximizing the academic and personal growth of young children. The article emphasizes the importance of creating a supportive and inclusive learning environment that fosters both cognitive and socio-emotional growth..

Аннотация

Для педагогов, работающих с маленькими детьми, эффективная педагогическая подготовка имеет важное значение. В этой статье мы рассмотрим основные идеи, которые поддерживают успешное обучение для детей младшего возраста, подчеркивая ценность глубокого понимания развития ребенка и различных стилей обучения. Мы также рассмотрим важные стратегии обучения, основанные на передовых методах, основанных на исследованиях, таких как игровое обучение, дифференцированное обучение и продуманное использование технологий. Мы изучаем практическое применение этих стратегий в различных условиях раннего детства и подчеркиваем важную роль сотрудничества с семьями. Изучая взаимодействие теоретических основ и практического применения, эта статья направлена на то, чтобы предоставить будущим и работающим учителям инструменты, необходимые им для разработки и внедрения увлекательного и соответствующего уровню развития опыта обучения, в конечном итоге максимально увеличивая академический и личностный рост маленьких детей. В статье подчеркивается важность создания поддерживающей и инклюзивной среды обучения, которая способствует как когнитивному, так и социально-эмоциональному росту.

Annotatsiya

Yosh bolalar bilan ishlaydigan pedagoglar uchun samarali pedagogik tayyorgarlik zarur. Ushbu maqolada biz erta yoshdagi o'quvchilar uchun muvaffaqiyatli o'qitishni qo'llab-quvvatlovchi asosiy g'oyalarni o'rganamiz, bola rivojanishi va turli xil ta'limga uslublarini chuqur tushunishning ahamiyatini ta'kidlaymiz. Shuningdek, biz tadqiqotga asoslangan ilg'or tajribalarga asoslangan muhim ta'limga strategiyalarini ko'rib chiqamiz, masalan, o'yinga asoslangan ta'limga, tabaqalashtirilgan o'qitish va texnologiyadan o'ylangan holda foydalanish. Biz turli xil erta bolalik sharoitlarida ushbu strategiyalarning amaliy qo'llanilishini o'rganamiz va oilalar bilan hamkorlikning muhim rolini ta'kidlaymiz. Nazariy asoslar va amaliy qo'llash o'rtasidagi o'zaro bog'liqlikni o'rganib, ushbu maqola tayyorgarlikdan oldin va malaka oshirish o'qituvchilariga qiziqarli va rivojanishga mos o'quv tajribalarini ishlab chiqish va amalga oshirish, natijada yosh bolalarning akademik va shaxsliy o'sishini maksimal darajada oshirish uchun zarur vositalarni berishga qaratilgan. Maqolada kognitiv va ijtimoiy-emotsional o'sishni rag'batlantiradigan qo'llab-quvvatlovchi va inklyuziv ta'limga muhitini yaratish muhimligi ta'kidlangan.

Key words: pedagogical training, early learners, instructional strategies, learning experiences, child development, critical thinking skills, childhood education.

Ключевые слова: педагогическое обучение, ранние учащиеся, учебные стратегии, учебный опыт, разумение детей, навыки критического мышления, детское образование.

Kalit so'zlar: pedagogik tayyorgartlik, erta yoshdagi o'quvchilar, o'quv strategiyalari, o'quv strategiyalari, bolalarni rivojlantirish, tanqidiy fikrlash ko'nikmalari, bolalar ta'limi.

INTRODUCTION

Understanding the key aspects of education (Ellis, Ginns, Piggott, 2009: 318) in early childhood helps to create optimal conditions for learning based on modern pedagogical theories (Berlin, 1982: 777). These strategies focus on the significance of the assessment (Brown, 2000: 846), differentiation and active participation of children in the educational process (Bruner, 2009:120). Game training (Anguera, 2013:98) is the main element of the approach corresponding to development, allowing children to open a new one, explore the surrounding world and develop critical thinking (Ennis, 1985:47) in a supporting and safe environment. Effective class management is also of great importance (Marzano, 2003:10), creating a space where children can freely express their thoughts and feelings, as well as grow and develop. This article is aimed at deepening into important issues of pedagogical learning and its impact on the educational process, emphasizing the significance of these components for the formation of successful learning in the youngest students.

METHODOLOGY

Several techniques were used in the study "Fundamentals of Pedagogical Training: Instructional Strategies for Early Learners," which looked at the effects of various teaching philosophies on young students. The four-week trial, which focused on important teaching techniques, was carried out in preschool and primary classrooms.

Teachers employed several teaching methodologies, including play-based learning (Daniels, Pyle, 2018:11), scaffolding (Reiser, Tabak, 2014:152), direct instruction (Adams, Engelmann, 1996:152), and Montessori approaches (Montessori, 2013: 261). Observations were carried out three times each week in each classroom. Responses to learning activities, teacher-student interactions, and student involvement were all documented using a checklist. In order to prevent altering classroom dynamics, researchers collected data while remaining passive observers.

At the start and finish of the study, teachers were interviewed. Their experiences with various teaching techniques, difficulties encountered, and perceived efficacy were the main topics of the questions. For qualitative analysis, the responses were transcribed after being recorded.

At the beginning of the study, an initial assessment was conducted to determine the motor, social and cognitive skills of children. Students took part in organized measures corresponding to the tested strategies of learning. After four weeks, students were re-evaluated for monitoring their cognitive tasks, including solving problems and social interactions, such as joint work and group assessments. In the evaluation process, the results of these interactions were also taken into account in the evaluation process.

Parents filled out the profiles of both before and after the experiment, which contained questions about home educational events, the interests of children in learning and the opinions of parents about various teaching methods. For the analysis of data obtained during observations, a thematic analysis was used, which made it possible to identify patterns in the efficiency and involvement. The teachers' answers were qualitatively analyzed to identify the repeating topics that helped to evaluate the progress in training. Statistical analysis was used to compare the results of students' assessments, and parental polls provided important data on the impact of home conditions on training.

RESULTS

The project gave important information about how well various teaching methods work in early childhood education. Classroom observations, instructor interviews, student evaluations, and parent surveys were used to examine the results.

1. *Observations in the classroom.* The highest level of involvement of students was recorded as a result of the use of game methods and the approach of "forests": 85% of students actively

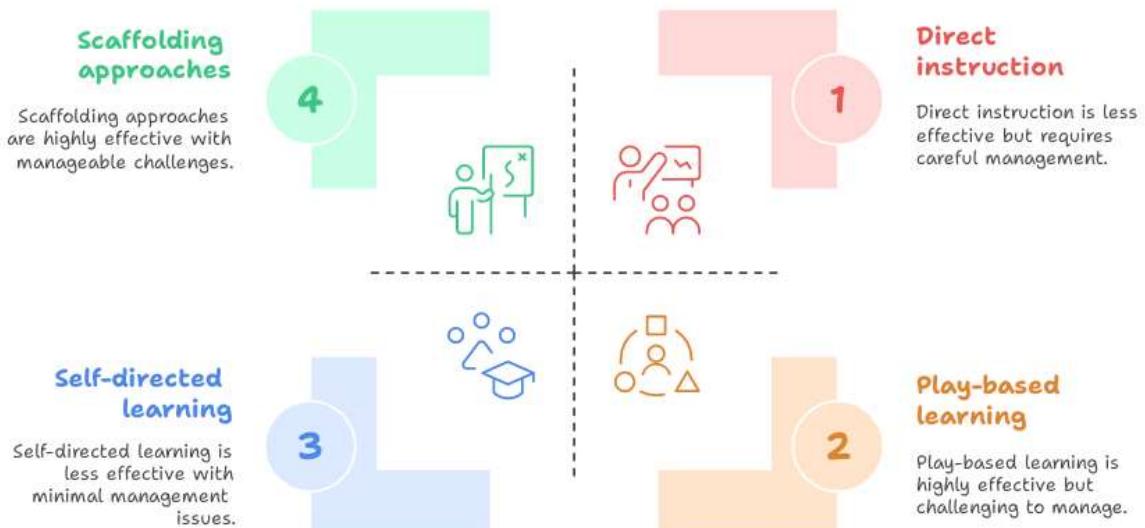
participated in various events. Montessori method contributes to the development of independent thinking and practical experience, which, in turn, increases motivation and curiosity. At the same time, traditional learning, although effective for structured assimilation of the material, does not always contribute to always contributes to the structure of the material. improving understanding and communication among students.

Evaluating Teaching Methods in Early Childhood Education



2. *Interviews with Teachers.* According to 80% of teachers, the most effective methods for promoting social and cognitive development are game and structured approaches. At the same time, teachers using the Montessori method noted that more individual attention is required to increase the level of independent learning for each student.

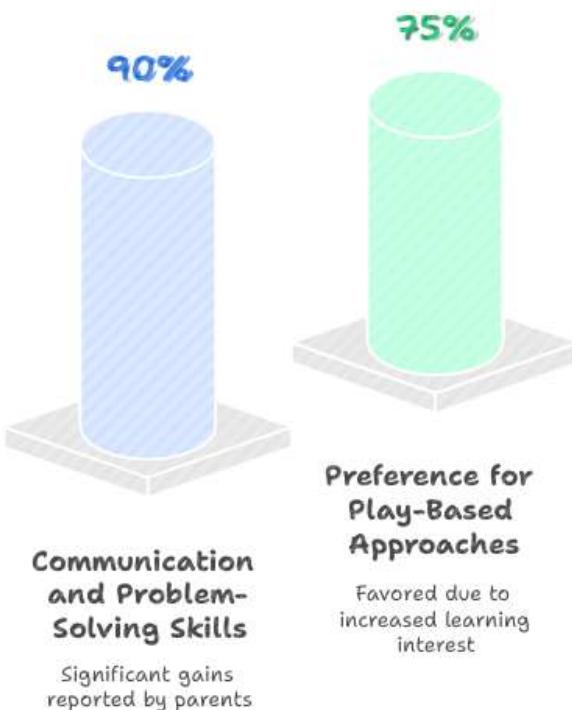
Educational Strategies for Development



3. *Student Assessments.* The cognitive skills of students studying in classes with a game approach and according to Montessori's methodology improved by 20% in the field of solving problems compared to students who gain traditional training. The skills of storytelling skills developed the most quickly in structured educational environments. In addition, active participation in practical game classes contributed to the improvement of large motor skills through training based on training based on training based on training based on training movement

4. *Surveys of parents.* About 90% of parents noted significant improvements in communication skills and solutions to their children, which is associated with the increased interest in study. 75% of parents expressed preference to game teaching methods, while the Montessori method revealed some difficulties in managing the class in the game context, emphasizing the need for a thorough approach to methodical performance.

Parental Observations in Early Childhood Education



Overall Findings: the most effective ways to stimulate students' involvement, the development of critical thinking and social interaction include training through the game and the "forests" method. Although these approaches require a certain structure in teaching, the Montessori method contributes to individual training and the development of fine motor skills. Although direct learning is well suited for the transfer of basic skills, it is less attractive to elementary schoolchildren. The education of young children is a combination of organized, interactive and practical methods

DISCUSSION

The results of the study emphasize how effective training based on the game and forest contributes to the development of social ties, cognitive skills and involvement of students, in addition, the Montessori method turned out to be useful for the formation of independent training and the development of fine motor skills, especially for teachers working with large classes, however, the need for individual attention and a structured approach creates certain difficulties, since direct learning has a direct learning. The minimum impact on the participation of children and poorly contributes to their social and creative development.

Profiles filled with parents emphasize the importance of applying fascinating teaching methods in preschool education. Parents noted significant improvements in the communicative skills of their children, their ability to solve problems and interest in learning. To create a productive educational environment, teachers need to find a balance between freedom and order, taking into account some fears related to training based on the game.

In general, the study shows that the most effective approach to preschool education is a hybrid method that combines the elements of game, frame and structured learning. Future research can focus on the long -term consequences and practical methods of integrating these methods into various educational contexts.

CONCLUSION

Thus, the basics of pedagogical learning play a key role in the development of effective teaching methods for teachers working with young students. These methods should be aimed at creating and implementing curriculums that correspond to a variety of educational needs, while special attention is paid to a deep understanding of the development of children and the principles of early children's education. It is important to note that each child is unique and the approaches to learning should be adapted to their individual needs, contributing to their educational path through encouraging and support, the teachers should remain flexible and sensitive to rapidly changing conditions in the field of early children's education, exploring advanced teaching strategies and putting them in practice.

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