



## PRINCIPLES AND COMPONENTS OF PROFESSIONAL DEVELOPMENT FOR PRESCHOOL EDUCATION TEACHERS

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**Annotation:** The article emphasizes the importance of continuous professional development for preschool teachers. In particular, it highlights the relevance of equipping teachers, within targeted training courses, with effective methodologies for working with children who require special support. In this regard, the main concept of the study is based on substantiating, through reliable data, the possibility of preparing preschool educators for inclusive practice in accordance with the principles and components of professional development.

**Keywords:** inclusive education, preschool education, andragogical approach, psychological support, correction, teacher, specialized program, professional development, principles, components.

In the global educational landscape, numerous studies are being conducted to improve the pedagogical and methodological components, as well as the didactic system, of organizing inclusive education, recognizing teacher training as a key stage in developing qualified personnel. From this perspective, enhancing the effectiveness of inclusive education in preschool settings requires clarifying the theoretical and pedagogical foundations of preparing teachers—within professional development processes—to work with children with special educational needs, including organizational-methodological and psychological aspects.

O‘.M.Asqarova, M.A.Abdullayeva, M.Boltayeva<sup>22</sup> | Five key characteristics distinguish adult learners from school pupils or university students.

1. An adult perceives themselves as an independent, self-directed individual and often demonstrates a critical attitude toward attempts to control or direct them.
2. Adults accumulate a substantial reserve of life, social, and professional experience that shapes their worldview; consequently, they evaluate any new information through the lens of this experience.
3. They approach learning in a practical manner, striving to use education as a means of solving real-life problems.

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<sup>22</sup> O‘.M.Asqarova, M .A. Abdullaeva, M.Boltaeva. Андрагогика. Ўқув қўлланма. Наманган 2014-144 б.

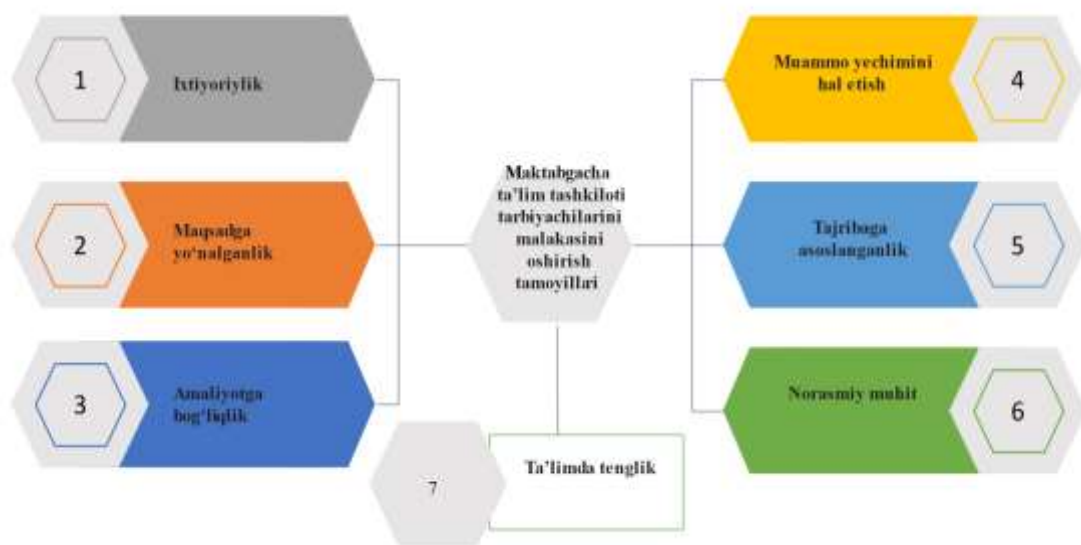
4. Unlike pupils or students, adults tend to apply acquired knowledge immediately and seek instant satisfaction from the learning process.

The process of information perception is accompanied by emotional evaluation; in this context, the adult mind tends to filter out or resist information that evokes negative emotions.

In the process of professional development, with the aim of enhancing preschool teachers' knowledge, skills, and competencies in inclusive practice, it is necessary to focus on the following aspects. Teachers should clearly understand what they are expected to master in in-service training courses; during the learning process, experience sharing should be encouraged; they are required to approach learning with a strong sense of responsibility; and they should strive to stay informed about innovations in their professional field.

Adult education should be oriented not toward content alone, but toward problems and their solutions. Most importantly, learners should possess strong intrinsic motivation. However, it is advisable to adhere to andragogical principles within the in-service training system.

During the study, priority was given to the following principles in the professional development courses for preschool education teachers (see Figure 2.2.1).



**Figure 2.2.1. Principles of Professional Development for Preschool Education Teachers**

Principle of voluntariness. Learners must have a desire and willingness to study. Only in this case can education be of high quality, when they acquire knowledge based on personal interest. This leads to strong intrinsic motivation and the acquisition of new skills and knowledge, which in turn enhances the learning process.

Principle of goal orientation. Preschool teachers expect the content of professional development to correspond to their goals. They analyze how the information, knowledge, and skills provided will support their professional practice.

Principle of practice orientation. Learners are provided with information on inclusive education in relation to real-life practical situations. During lessons, teachers attempt to find



solutions to challenges in their professional activities and actively participate in the learning process. This ensures the integration of skills into a coherent system.

Principle of problem-solving. Problems related to the organization of inclusive education in preschool settings are identified and solutions are sought. Learners collaboratively find answers to questions of interest to them, thereby deepening their knowledge and experience.

Principle of experiential learning. Teachers develop their knowledge through the exchange of experience. Experienced educators who have worked with children with special educational needs share their professional practice. As a result, gaps in learners' knowledge and experience are filled, and theoretical and practical knowledge become integrated.

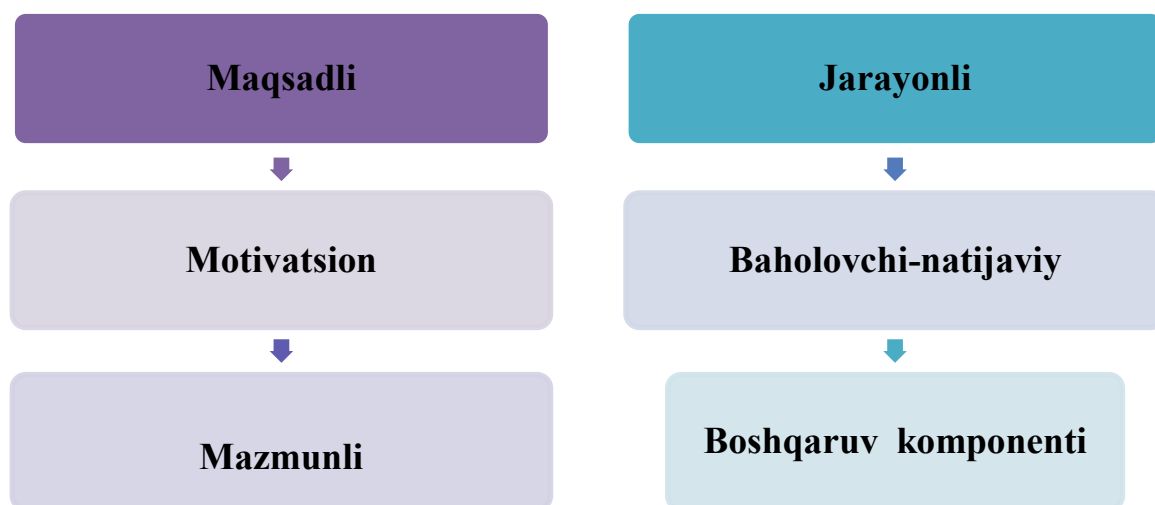
Principle of informal learning environment. Adults generally approach professional development with a sense of responsibility and act purposefully to achieve their goals. By understanding the content of education, they identify ways to achieve their own objectives. Friendly relationships between the instructor and participants increase engagement in the learning process and improve overall effectiveness.

Principle of equality in education. During the learning process, participants work collaboratively with their peers. In in-service training courses, it is necessary to provide preschool teachers with information that enhances inclusive practice. They do not favor being given instructions such as "what to do" and "how to do it" in a directive manner. Instead, knowledge should be delivered based on their needs and requirements in organizing education for children with disabilities. The instructor and participants jointly solve problems related to the topic.

The most important pedagogical aspect of in-service training courses is organizing learning activities based on the individual needs of preschool teachers. Only in this case do participants actively engage, and the achievement of the set goals is ensured.

In our study, certain components of the professional development process for preschool education teachers were identified (see Figure 2.2.2).






**Figure 2.2.2. Components of Professional Development for Preschool Education Teachers**

Goal-oriented component defines the learning objectives, technologies, and expected outcomes, which are determined by the instructor of the professional development course. The educational goal is aimed at preparing preschool teachers for inclusive practice by enhancing their general cultural and professional competencies. In this process, the teacher’s professional orientation and individual learning environment are taken into account. The in-service training course increases teachers’ subject-specific knowledge level and competitiveness.

Motivational component identifies the main stimuli and ensures teachers’ interest and needs in organizing inclusive education. It also contributes to the development of their professional knowledge, skills, and competencies.

Content component ensures that the educational content, methods, forms, learning tools, and technologies are aligned with preparing teachers for inclusive practice and are suitable for real pedagogical processes. In our study, within the professional development course for preschool teachers, a learning module titled “Organization of Inclusive Education in Preschool Settings” was developed within the elective subject. The implementation of this curriculum constitutes the essence of this component.

Process component reflects the methods, forms, and tools used in the professional development course. Learning activities are conducted through “master classes,” practical exercises, individual work between the instructor and participants, consultations, and final assessment. Practical sessions are highly effective, as inclusive education is demonstrated in an immersive, simulation-based format grounded in real-life experience, based on its stages, content, and principles. In addition, experienced teachers among the participants share information about achievements and challenges in inclusive education. The applied



educational technologies enhance teachers' knowledge and skills in inclusive education and encourage independent access to information. During the experimental phase, electronic resources (methodological guidelines and recommendations) on organizing inclusive education were developed and delivered to participants via a Telegram bot. After the course, teachers were also provided with methodological support through an online forum regarding practical challenges encountered in their work. However, all learning materials were designed to be accessible, clear, and aligned with the needs of preschool teachers working in inclusive groups. Processes such as self-assessment, identifying methodological gaps, analyzing practice, and exchanging information among participants were also implemented.

Evaluative–result component ensures the expected outcomes of the professional development course through the applied teaching technologies. Assessment tools and indicators are used to determine the level of participants' mastery. Evaluation serves as a stimulus for the development of teachers' knowledge and skills, enhances their professional competence, and provides feedback.

Management component involves the selection and organization of instructional content, methods, forms, and tools. It also ensures the interaction of all educational components and the overall organization of the professional development course. The specific characteristics and principles of adult education, educational technologies, and collaborative interaction among participants are implemented. Organizational and pedagogical conditions include reliance on andragogical principles in the learning process, as well as psychological, methodological, and other relevant factors. Both learners and instructors participate as equal subjects of the educational process.

Inclusive preschool education imposes the following tasks on teachers:

- to ensure equal access to education for children with developmental disabilities alongside their peers;
- to create appropriate conditions that take into account the child's age, needs, abilities, capacities, and talents;
- to develop individualized education programs based on the child's educational needs;
- to support parents of children with developmental disabilities, as well as assist and advise them on issues related to their children's education and upbringing.

To improve the quality of inclusive education, pedagogical specialists and parents must continuously cooperate, provide mutual support in the form of advice and recommendations, and work effectively as a unified professional team.



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