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THE ROLE OF EDUCATIONAL TECHNOLOGIES IN DEVELOPING THE PEDAGOGICAL ABILITIES OF FUTURE PRESCHOOL TEACHERS

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Abstract: This article examines the role of modern educational technologies in developing the pedagogical abilities of students majoring in preschool education from a scientific and pedagogical perspective. It explores the possibilities of using pedagogical technologies, problem-based learning, project-based learning, pedagogical cases, role-playing, interactive methods, STEAM technology, and reflective approaches to improve the professional preparation of future preschool teachers. The pedagogical potential of educational technologies in developing the didactic, communicative, organizational, perceptive, creative, and reflective components of pedagogical ability is substantiated.

Keywords: preschool education, future preschool teacher, pedagogical ability, educational technologies, pedagogical mastery, professional competence, interactive learning, problem-based learning, project-based learning, pedagogical case, STEAM, reflection.

Today, particular attention is being paid to ensuring the comprehensive development of children in the preschool education system, realizing their individual potential, and developing independent thinking, creative activity, communication culture, and social competencies. The effective implementation of these tasks primarily depends on the professional preparation, pedagogical mastery, and pedagogical abilities of teachers working in preschool educational organizations.

From this perspective, one of the important objectives of higher pedagogical education is not merely to equip future preschool teachers with theoretical knowledge, but also to prepare them as professionals who can make independent decisions in real pedagogical situations, communicate effectively with children, organize educational activities creatively, and analyze their own pedagogical performance. The Law of the Republic of Uzbekistan “On Education,” No. O‘RQ-637, establishes the legal foundations of the education system and creates a legal basis for ensuring educational quality and applying modern educational approaches. The Law of the Republic of Uzbekistan “On Preschool Education and Upbringing,” No. O‘RQ-595, regulates relations in the field of preschool education and upbringing and emphasizes the importance of child-centered educational processes and the preparation of qualified pedagogical personnel.

The improvement of modern pedagogical approaches in preschool education is also consistent with the objectives established by Presidential Decree No. PF-79 of May 26, 2023, concerning the effective organization of the preschool and school education system and the continuity of educational processes. Presidential Decree No. PF-152 of September 30, 2024, aimed at further improving the quality and effectiveness of preschool education, further strengthens the relevance of improving the quality of pedagogical processes in the preschool education system. Furthermore, Resolution No. 423 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 8, 2025, approved the professional standard for teachers of preschool educational organizations. This document further emphasizes the need to bring the content of future preschool teacher preparation closer to actual professional activities and professional competencies.

Pedagogical ability can be interpreted as a system of individual psychological and professional qualities that enables a teacher to organize the educational process effectively, take into account children's age and individual characteristics, correctly assess pedagogical situations, and select appropriate pedagogical tools and methods. Pedagogical ability does not develop automatically. It develops gradually through education, practical activity, pedagogical observation, experience, independent work, communication, problem-solving, and reflection. Therefore, the development of pedagogical abilities among future preschool teachers in higher education should not be limited to lectures and theoretical classes. The structure of pedagogical ability can be represented through didactic, communicative, perceptive, organizational, speech-related, creative, and reflective abilities.

Didactic ability is manifested in the future preschool teacher's ability to select educational content appropriate to the age and individual characteristics of preschool children and present it in an understandable manner.

Communicative ability enables future preschool teachers to establish pedagogically appropriate communication with children, parents, and colleagues.

Perceptive ability is associated with observing and understanding children's emotional states, behavior, needs, and individual characteristics.

Organizational ability involves effectively organizing educational activities, games, group work, creative activities, and pedagogical cooperation.

Creative ability is manifested in developing new pedagogical ideas, games, activities, assignments, and educational situations.

Reflective ability enables future preschool teachers to analyze their own activities, identify shortcomings, and improve their subsequent professional performance.

Thus, pedagogical abilities constitute an interconnected system, and their development requires comprehensive pedagogical influence. The Role of Educational Technologies in Developing the Pedagogical Abilities of Future Preschool Teachers

Educational technology can be defined as a systematic organization of content, methods, tools, forms, and pedagogical processes aimed at achieving predetermined educational objectives. In modern higher pedagogical education, the technological approach considers students not merely as recipients of ready-made knowledge, but as active subjects who apply knowledge in practical activities, think independently, and find solutions to pedagogical

situations. The importance of educational technologies in developing the pedagogical abilities of future preschool teachers is primarily determined by their ability to **establish a connection between theory and practice**.

For example, while studying the topic “Developing Speech in Preschool Children,” students should not only acquire theoretical knowledge but also develop an activity plan appropriate for a particular age group, create a speech-development game, model a pedagogical situation, and evaluate their own performance. In this process, didactic, communicative, creative, and reflective abilities are developed simultaneously. Another important aspect of educational technologies is **strengthening students’ independent activity**. In traditional education, students often act as recipients of ready-made information. In contrast, technology-based education encourages them to identify a pedagogical problem, search for information, analyze alternatives, make decisions, and evaluate the results.

Problem-based learning is one of the effective tools for preparing future preschool teachers for real pedagogical situations. In this approach, students are not provided with ready-made solutions; instead, they are encouraged to analyze problems independently. For example:

Pedagogical situation: “A child does not want to complete an activity during a lesson and interferes with the activities of other children. What pedagogical approach should the teacher choose?” To solve this situation, students integrate their knowledge of children’s age and psychological characteristics, motivation, communication methods, individualized approaches, and teaching methods. As a result, problem-based learning contributes to the development of:

- analytical thinking;
- pedagogical observation;
- independent decision-making;
- communicative ability;
- assessment of pedagogical situations;
- creative approaches.

Project-based learning is a comprehensive educational technology that enables future preschool teachers to model professional pedagogical activities. Students can develop projects such as “Family and Preschool Educational Organization Cooperation,” “Developing Children’s Speech,” “Organizing a Creativity Center in Preschool Education,” “STEAM Activities in Preschool Education,” and “Developing Environmental Awareness in Children.”

Pedagogical case technology is particularly important in preparing future preschool teachers for real professional activities. In case-based learning, students are presented with real or realistic pedagogical situations.

For example: “A conflict has occurred between two children in a group because both want the same toy. One child is crying, while the other refuses to give up the toy. How should the teacher manage the situation?”

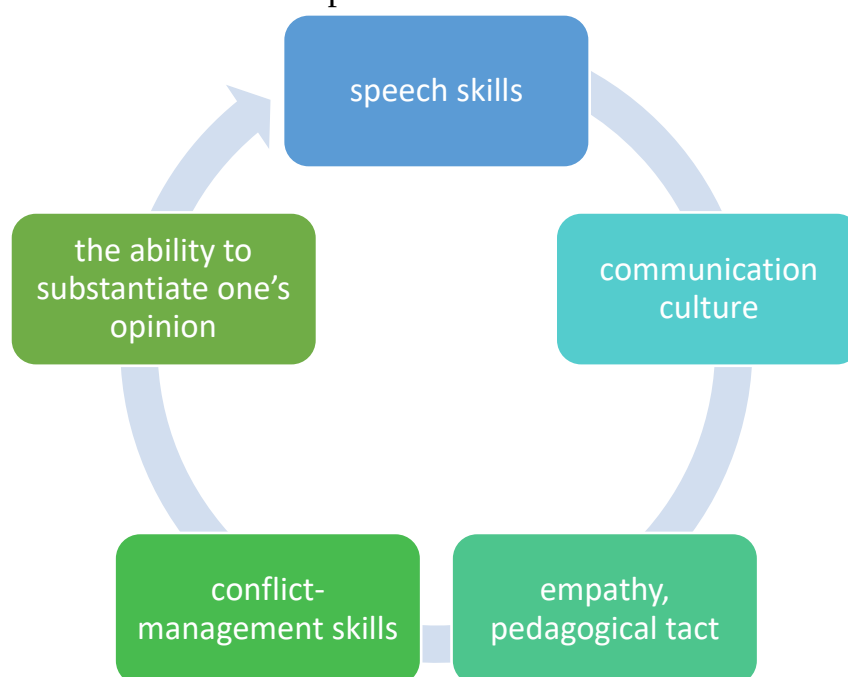
The student analyzes the situation by:

1. identifying the problem;
2. explaining its possible causes;
3. taking the individual characteristics of the children into account;

4. selecting appropriate pedagogical interventions;
5. determining the expected outcome.

Such activities develop pedagogical thinking and decision-making skills.

Role-playing activities are particularly important for developing the communicative abilities of future preschool teachers. Students perform the roles of “teacher,” “child,” “parent,” and “methodologist,” thereby experiencing different types of pedagogical relationships in practice. For example, in the role-play “Pedagogical Communication with Parents,” one student acts as the teacher and another as a parent. The parent expresses dissatisfaction with the child’s activities at the preschool institution. The teacher must resolve the situation on the basis of pedagogical ethics and constructive communication. This technology contributes to the development of:



Among modern educational technologies, the STEAM approach also provides significant opportunities for preparing future preschool teachers. STEAM is based on the integration of Science, Technology, Engineering, Art, and Mathematics. In preschool education, STEAM activities enable future teachers to integrate experimentation, construction, art, mathematical concepts, and technological elements. For example, during the activity “**Let’s Build a House**,” children identify geometric shapes, use construction materials, plan the structure of a building, decorate it, and analyze the resulting product. At the same time, the future preschool teacher:

- creates a problem situation;
- develops questions;
- encourages children’s independent thinking;
- observes their activities;
- takes individual abilities into account;
- evaluates the results.

Therefore, STEAM technology contributes not only to children’s development but also to the development of future preschool teachers’ creative, organizational, didactic, and reflective abilities. Interactive technologies ensure students’ cooperation, exchange of ideas, and

independent activity. Methods such as “Brainstorming,” “Cluster,” “KWL,” “Insert,” “Venn Diagram,” “Boomerang,” “Debate,” “Synectics,” and “Fishbone” enable students not only to remember information but also to analyze it and apply it in practice. For example, during the topic “Communicative Ability of a Future Preschool Teacher,” students can work in groups to analyze effective and ineffective pedagogical communication situations. They can then develop a model of effective pedagogical communication.

Such activities develop communication, collaboration, critical thinking, and pedagogical situation analysis skills.

Reflection has a special role in developing pedagogical abilities. A future preschool teacher cannot effectively determine directions for professional development without analyzing their own pedagogical activities. The document emphasizes the importance of organizing education and upbringing based on modern requirements and introducing effective forms and methods of educational and developmental activities. This aspect substantiates the need to use modern educational technologies in the preparation of future preschool teachers. A future teacher should be able to organize educational activities based on modern methods aimed at developing children’s competencies and developmental areas defined by the state educational program. The State Standard identifies physical, social-emotional, speech and communication, cognitive, and creative areas of child development. Therefore, the pedagogical abilities of future preschool teachers should also be developed comprehensively rather than within a single professional dimension. The following criteria can be used to determine the level of development of future preschool teachers’ pedagogical abilities.

Motivational criterion — students’ interest in the profession, positive attitude toward pedagogical activity, and aspiration for professional development.

Cognitive criterion — the level of knowledge in pedagogy, psychology, preschool education methodology, and modern educational technologies.

Communicative criterion — the ability to communicate effectively with children, parents, and colleagues.

Practical-activity criterion — the level of ability to apply theoretical knowledge in real pedagogical situations.

Creative criterion — the ability to develop new pedagogical ideas, games, activities, and methodological solutions.

Reflective criterion — the ability to analyze one’s own pedagogical activities, identify mistakes, and improve subsequent activities.

Pedagogical observation, interviews, questionnaires, tests, case assignments, project work, practical activities, and reflective journals can be used to determine these criteria.

Theoretical analysis demonstrates that the pedagogical abilities of future preschool teachers develop not separately but as an interconnected system. For example, while communicating with children, a preschool teacher simultaneously demonstrates communicative, perceptive, speech-related, and reflective abilities.

Therefore, educational technologies should also be applied not merely as a collection of separate methods, but as an integrated pedagogical system. Problem-based learning develops analytical thinking; project-based learning contributes to organizational and creative abilities;

role-playing develops communicative competence; STEAM technology promotes creative and integrative thinking; and reflective technologies develop the ability to evaluate and improve one's own pedagogical performance.

Thus, the purposeful and systematic application of modern educational technologies makes it possible to transform future preschool teachers' theoretical knowledge into professional and practical competencies.

The development of pedagogical abilities among future preschool teachers is one of the important tasks of modern higher pedagogical education. Pedagogical ability is manifested as an interconnected system of didactic, communicative, perceptive, organizational, speech-related, creative, and reflective abilities. The use of educational technologies creates important pedagogical opportunities for developing these abilities. In particular, problem-based learning develops students' ability to analyze pedagogical situations and make independent decisions; project-based learning develops planning and organizational skills; pedagogical case technology develops professional thinking; role-playing develops communicative competence; STEAM technology develops creative and integrative thinking; and reflective technologies develop the ability to evaluate and improve one's own pedagogical activities.

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