



PROVIDING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS THROUGH THE MENTORING PROGRAM

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ANNOTATION This article describes the reforms that are being carried out to further improve and develop the preschool education system in our country, the process of preparing pedagogues to work in new conditions, the mentoring program, creative approach, and the problems of organizing and conducting professional practice in the preschool education system.

Key words: organization of preschool education, professional development of a pedagogue, mentoring, creative approach, pedagogical practice.

Today, in the education system of our country, research is being conducted on the issues of improving the educational system based on innovative technologies, raising the national level of socially active and qualified competitive personnel to the level of world standards. Quality changes and high efficiency in the field of education depend on their compatibility with global educational requirements and the extent to which the competences acquired by pedagogues are put into practice in the future work activities.[3]

The main purpose of the concept of "mentoring" is to introduce changes and updates that guarantee the result of the educational process in the field of education. Pedagogical innovations are used in order to make positive changes in the relevant field and achieve high-quality results.

Pedagogical practice of preschool education pedagogues within the framework of the mentoring program is an important factor in the training of professional pedagogical personnel. Because if knowledge is a treasure, without a doubt, the key that opens its door is practice, practical education. Currently, the

problem of professional pedagogical personnel with high practical training is one of the most urgent issues in preschool education organizations.[1]

Globalization, especially in connection with the acceleration of the process of further reforms in pedagogical education, the emergence of modern teaching technologies and the wide use of information and communication technologies in practice, this problem has become more acute. Ensuring the professional development of qualified pedagogues working in the preschool education system mainly consists of two important links: scientific-theoretical and practical training. Practical training consists of continuous and organic application of theoretical knowledge and skills, and depends to a large extent on the effectiveness of the professional production practice organized in the educational process.[5]

Concepts such as "Mentoring", "Mentoring program", "Professional development" emerging in the development of modern education are based on needs, and their purpose is to change and guarantee the result of the educational process in the field of education and consists of making updates.[1]

Updating the content of practical and professional training of pedagogues working in pre-school education organizations, developing ways to use innovative technologies in the organization of professional practices is considered one of the urgent pedagogical problems.

It is known that innovative educational technologies are forms, methods and technologies that can be used to solve the existing problem in the field of education or the educational process based on a new approach and guarantee a more effective result than before.

These technologies create an environment of independent work and two-way communication in the formation of professional knowledge and skills of pedagogues, help to develop the knowledge and creative abilities of each pedagogue.[2]

Mentoring is when educators and colleagues provide support, guidance and advice to each other to improve their skills for professional development.

In the implementation of the mentoring program, taking into account the professional interests and wishes of pedagogues, conducting individual interviews with mentee-pedagogues, conducting step-by-step observation and evaluation, and organizing various scientific and methodical activities in order to increase the level of professional development of pedagogues are important components.[3]

At the end of each stage of the mentoring program, the mentors observe what difficulties the mentees-pedagogues face in organizing the educational process and develop and implement measures to overcome these issues. At the final conferences, teams of mentors and mentees-pedagogues present a report - presentation on the work they have done within the framework of the program.[5]

The mentoring program is organized without separating it from the educational process. Pedagogues working in all pre-school educational organizations can participate in the mentoring program.

A mentor is a person who can help with their advice and guide. He is a team member who helps his colleagues to introduce new educational methods and shares experience with pedagogues.

The mentor sensitively and politely observes the activities of pedagogues, supports them, creates an opportunity for pedagogues to think, and gives his advice and recommendations when necessary.

In general, he is a good listener and conversationalist, has strong knowledge and experience in his field, is always ready to help, and has high self-confidence.

Any great success starts with the first step. The correctness of the first step, the perfection of the plans is related to the skill of the teacher. The teacher gives advice based on his experience. His experience is formed based on mistakes. More precisely, we can call such people "mentors" in the modern language. Apprentice pedagogues who have just come to work need an experienced guide in order to

properly manage their activities and overcome difficulties in the work process, as well as to achieve results and efficiency.[1]

The following can be mentors in preschool educational organizations:

- Director of state preschool education organization;
- Stylist-pedagogue of state preschool education organization ;
- Experienced pedagogues of state preschool education organization .

Pedagogues working in preschool educational organizations need professional help. An experienced mentor-pedagogue can provide professional support to his mentee-pedagogues in the following ways:

1. Professional help:

- Continuous work on reviewing plans for types of educational activities, materials, etc.;
- Discussion of various ideas on educational issues, ways to achieve planned educational results;
- Helping teachers to master new methods of teaching preschool children.

2. In the organization of educational processes:

- Giving recommendations;
- To help educators develop their thinking skills
- Helping educators find available educational resources

3. Personal support:

- To have the ability to understand what worries the teacher, his professional problems and try to help solve them;
- To contribute to the personal growth of pedagogues by discussing the positive aspects of pedagogical activity.

4. Emotional support:

- Showing empathy
- Paying attention to the well-being of the teacher;
- Encourage teachers to change teaching methods.

In order to make the mentoring program effective, preschool educational organization's tasks include the following includes:

- continuous support of mentors in forming a team of active pedagogues in the organization;
- to help pedagogues to introduce new methods to educational processes;
- creation of conditions for pedagogues to exchange experience on new methods.
- summarizing and encouraging the results of the introduction of new methods and technologies by pedagogues and coaches.[1]

The technology of improving the pedagogical practice of preschool education organization pedagogues based on an innovative approach is one of the current issues today. The purpose of our mentoring program is to develop and implement a method of didactically correct design, planning and implementation of the educational process. Such programs allow to eliminate the above-mentioned conflicts. [6]

As part of the mentoring program, the following can be noted as a plan of monthly and weekly activities:

1. Ways to identify professional difficulties and eliminate them:

- Acquaintance with the student pedagogue;
- Monitoring the organization of educational processes in order to better understand the teaching methods used by pedagogues;
- Discuss their thoughts, beliefs and concerns with the teacher.[4]

2. Development of a plan of measures for making changes to pedagogical practice:

- Planning the integration of new methods for the development of preschool children's early literacy into activities
- Planning to integrate new methods for the formation of rational nutrition, hygiene and healthy lifestyle skills of preschool children into training;
- Planning activities to assess child development.

3. Introduction of new methodology and training:

- Mentors (coaches) introduce new methods of developing preschool children's early literacy into training.
- The mentor supervises the organization of educational activities of pedagogues.

4. Reflection (understanding of your actions, the impact of new practices)

- Guide educators to reflect on educators' perspectives, parents' expectations, and implications for children's learning in new pedagogical approaches to early literacy development.
- Prepare pedagogues to present the results of introducing new methods of teaching children early literacy, proper nutrition, hygiene and healthy life skills at the meeting of practicing pedagogic teams.

Expected results from the mentoring program:

- ☐ Improving the professional level and qualification of young pedagogues in the organization.
- ☐ To develop a positive attitude to educational activities in young pedagogues.
- ☐ Ability to rapidly adapt and achieve expected results in pedagogical activity.
- ☐ To support the development of the educational process in the organization.
- ☐ Achieving education and development of preschool children. [1]

Pedagogical observations and the results of our activities made it possible to formulate the following conclusions and recommendations:

1. Organization of pedagogical practice based on an innovative approach on the basis of a mentoring program ensures proper planning of the practitioner's activities. Therefore, each newly created program should be simple and understandable for the practitioner, it should make it possible to study the technology, equipment and problems of the studied object and process;
2. On the basis of the mentoring program, it helps each pedagogue to learn and perform certain tasks independently, to work independently, to ask what he does not know, and to develop relationships with others.

3. By evaluating the knowledge learned within the framework of the mentoring program based on the performance of control tasks related to the problems of the educational institution, the ground is created for the formation of pedagogical qualities of practitioners, adaptation to the process of mastering the profession, and the formation of interest and positive motivation in the field.

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