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The Systematic Analysis of the Content of Scientific Research Works Carried Out on Preparing Students for Professional Activity in the Field of Pre-School Education

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Abstract: The article presents an analytical overview of the quality and effectiveness of pedagogical activity, achieving success in pedagogical work, the professional competencies of future educators and their importance in educational processes, as well as the development of the professional potential of future educators in creating the educational environment. The content and systematic analysis of the conducted scientific research works are also provided.

Keywords: personality, potential, professional competence, professional activity, principle of concentration, comprehensive approach, creative search, competency, ability, activity, skill.

Today, the large-scale reforms being implemented in our country largely require the development of the continuous education system. In the process of integration of modern education, which is rapidly evolving, one of the urgent tasks is preparing future educators for innovative professional activities. This involves shaping them into highly qualified, creative, and independent decision-making professionals who can effectively use modern pedagogical techniques and technologies. They should be able to appropriately apply both traditional and innovative teaching methods through programmatic and educational tools. The preparation of strong-willed specialists is recognized as one of the crucial tasks in the education system.

In preparing students of the pre-school education program for innovative professional activities, creating conditions for independent thinking, purposefully applying methods and tools to improve the quality and effectiveness of education in higher educational institutions, as well as training pedagogical staff, is considered one of the main goals and tasks of higher education institutions today.

Within the framework of ongoing scientific pedagogical and methodological research, opportunities have been created for preparing future educators for innovative professional activities. In this regard, fostering creativity and innovative thinking plays a crucial role in shaping their professional competencies.

In our country, to improve the quality of education, including raising the efficiency and quality indicators of higher education to a new level, and to develop the readiness of future educators for innovative professional activities, attention is being focused on the participants of the educational process, the conditions being created for them, and finding solutions to the existing problems in improving the quality of education. Alongside the enhancement of the higher education system, several research works are being conducted on scientifically managing and improving its quality. “Further improving the continuous education system, increasing the opportunities for quality educational services, and continuing the policy of training highly qualified specialists in line with the modern needs of the labor market” is defined as an important priority task.

In the field of pedagogy, researcher-scientists are conducting several scientific studies aimed at reforming the education sector, improving quality and effectiveness, and enhancing the methodology for preparing students for innovative professional activities.

During the implementation of the research on the topic "Improving the methodology for preparing students of the pre-school education program for innovative professional activities," the number of defended dissertation works in our country, which were carried out with positive results, was determined by analyzing the dissertational works and abstracts in the fields of pedagogy between 2003-2024. The total number of dissertations in pedagogy, according to the Ziyonet.uz information and education platform, was found to be one thousand nine hundred ninety-five (1995). Of these, the number of PhD dissertations in pedagogy was seventy-one (71), and the number of Doctor of Sciences (DSc) dissertations was six (6). Specifically, in the field of 13.00.08 – Pre-school education and upbringing theory and methodology, the total number of dissertations was seventy-seven (77). Of these, seventy-one (71) were PhD dissertations, and six (6) were DSc dissertations. Regarding the topic "Improving the methodology for preparing students of the pre-school education program for innovative professional activities," there were a total of eight (8) works, including one (1) DSc dissertation and seven (7) PhD dissertations. These findings are explained further in the table below (see Table 1.1).

Table 1.1. The total number of dissertations completed in the field of pedagogy from 2003 to 2024 for the degrees of Philosophy Doctor (PhD) and Doctor of Science (DSc), as well as the number of dissertations completed under the specialty 13.00.08 – Theory and Methodology of Pre-school Education and Upbringing, are as follows

The total number of dissertations in the field of pedagogy (PhD) and (DSc) completed in 2003-2024		The total number of dissertations in the field of pedagogy (PhD) and (DSc) completed in 2003-2024, specifically in the area of 13.00.08 – Preschool Education and Pedagogy Theory and Methodology.		The total number of dissertations in the field of pedagogy (PhD) and (DSc) completed in 2003-2024, specifically in the area of 13.00.08 – Preschool Education and Pedagogy Theory and Methodology, with the topic "Improving the Methodology of Preparing Preschool Education Students for Innovative Professional Activities."	
1995		77		8	
The total number of dissertations in the field of pedagogy (PhD) from the above-mentioned dissertations.	The total number of dissertations in the field of pedagogy (DSc) from the above-mentioned dissertations.	The total number of dissertations in the field of pedagogy (PhD) specializing in 13.00.08 – Preschool Education and Pedagogy Theory and Methodology	The total number of dissertations in the field of pedagogy (DSc) specializing in 13.00.08 – Preschool Education and Pedagogy Theory and Methodolog.	The total number of dissertations in the field of pedagogy (PhD) specializing in 13.00.08 – Preschool Education and Pedagogy Theory and Methodology.	The total number of dissertations in the field of pedagogy (DSc) specializing in 13.00.08 – Preschool Education and Pedagogy Theory and Methodology.
1810	185	71	6	7	1

Based on the analyses explained above, when conducting a systematic analysis of some of the dissertations completed in the field of 13.00.08 – Pre-school education and upbringing theory and methodology, specifically regarding the preparation of pre-school education program students for professional activities, the dissertation by D.B. Toshpolotova on the topic "Improving the methodology for preparing students of the pre-school education program for practical pedagogical and managerial activities" is noteworthy.

In this dissertation, the pedagogical-psychological characteristics of preparing students for practical pedagogical and managerial activities in the pre-school education program were explored. It defined the independent development position in the educational process, as well as modern forms, methods, and tools for organizing qualification practices. The dissertation proposed a model for this process, improving its organization based on the principles of consistency and continuity.

In M.R. Iskhakova's dissertation titled "Improving the process of professional development of pedagogical staff in pre-school education institutions based on andragogical and self-development-oriented approaches," the focus is on identifying the pedagogical conditions for implementing andragogical and self-development-oriented approaches. The dissertation examines the individual learning trajectories of educators in pre-school education institutions, the freedom of choice in selecting educational paths, the flexibility of educational programs, and the continuity of professional development. These elements serve as the foundation for the implementation of the proposed approaches, aiming to enhance the professional development process in these institutions.

In M.Q. Jabborova's dissertation titled "Improving the pedagogical preparedness of future educators based on a comprehensive approach," the focus is on the possibilities of enhancing the pedagogical readiness of future educators through a comprehensive approach. The dissertation aims to identify the pedagogical components that influence the effectiveness of communication between the educator and the child. It involves a comparative classification of scientific and theoretical knowledge, step-by-step preparation of educators for creative collaboration, teaching them to make non-standard practical decisions, and adapting the didactic structure of the educational process to the demands of the pedagogical microenvironment. The work also focuses on aligning tasks that develop logical thinking with the content of educational goals, as well as integrating the interactive communication motives with the conceptual foundations of meaningful-functional activities. Through these approaches, the pedagogical readiness of future educators is further improved.

In L.Z. Namazbayeva's dissertation titled "Improving the methodology for preparing future educators for research activities," the focus is on a methodology aimed at activating the personal position of future educators, fostering their self-development, and aligning their intellectual qualities with the progression of their individual activity trajectory. This approach adapts and integrates the manifestation of their intellectual traits, prioritizes organizational, goal-oriented, logical-systemic, and didactic-diagnostic approaches to research competencies, and emphasizes the creation of a facilitative learning environment.

The dissertation further explores the integration of both internal and external factors to develop creativity, and it proposes a model for preparing future educators for research activities. This model incorporates heuristic-productive teaching technologies, which aim to create problem-based situations that guide research activities. It also integrates the principles of comparability and measurability to enhance the overall approach, with a focus on controlling and encouraging practical outcomes to improve the preparation of educators for research.

The analysis of dissertations conducted in our country between 2003 and 2024 indicates that scientific research in the field of pedagogy, specifically on the topic of improving the methodology for preparing pre-school education program students for innovative professional activities, has been nearly nonexistent. This gap in research provides a strong rationale for the dissertation topic "Improving the methodology for preparing students of the pre-school education program for innovative professional activities" to be designated as a crucial and urgent issue within the specialization 13.00.08 – Theory and Methodology of Pre-school Education and Upbringing, and to be pursued as a doctoral (PhD) dissertation in pedagogy.

This need arises because professional pedagogical activity is, by its nature, experimental and innovative, requiring continuous scientific exploration and enhancement. Therefore, this topic not only addresses a gap in the existing research but also contributes to the ongoing development and improvement of the field.

Educating a person to be well-rounded, mature, and perfect in every aspect is an incredibly complex and demanding process, and throughout history, society's most accomplished individuals have been engaged in this honorable activity. It is important to understand that this process, which involves the upbringing of the younger generation and its proper organization and content, is not only aimed at personal development but also plays a pivotal role in determining the progress of society.

In the creative application of educational principles and laws, it is crucial to implement scientific ideas, theories, and laws into practice. The teacher is responsible for the education and upbringing of the younger generation, who will shape the future of the nation and continue the legacy of great thinkers and scientists.

A teacher, as the person responsible for the education and upbringing of a developed generation, must serve as a model for others with their moral and cultural values. Furthermore, an accomplished teacher should demonstrate their pedagogical skills and contribute to the preparation of highly qualified specialists, ensuring their meaningful contribution to shaping the future of education.

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