

## THE FUTURE EDUCATOR'S ATTENTION TO THE SCIENCE OF EXAMPLE

Rashidova Rano Ganiyevna  
Senior Teacher, Karshi State University, Uzbekistan

Sayfieva G. G.  
Student, Karshi State University, Uzbekistan

### ABSTRACT

The article analyzes the theoretical and methodological foundations of the science of personal example (ibrat) in the process of professional training of future preschool educators. Personal example is considered as a fundamental principle of education that determines the effectiveness of personality formation in early childhood. Based on national and world pedagogical heritage, as well as contemporary reforms in the preschool education system, the interrelation between the educator's personal exemplarity, professional competence, and spiritual-moral maturity is revealed. The study substantiates that the teacher's personality serves as the key factor in shaping children's moral qualities, social behavior, and value orientations. It is emphasized that higher education institutions should focus not only on providing theoretical knowledge but also on developing stable personal qualities that ensure professional effectiveness.

**Keywords:** Personal example, future educator, preschool education, professional competence, spirituality, moral education, pedagogical mastery.

### INTRODUCTION

Today, in the context of reforms being implemented in the preschool education system, the requirements for the professional training of future educators are increasing. In particular, the personal example of the educator, his moral image, spiritual maturity and the ability to influence children are gaining importance. From this perspective, the future educator's attention to the science of example is one of the main factors in his professional formation.

The science of example is the science of educating through a person's personal example, that is, influencing based on the harmony of word and deed. Eastern thinkers have placed special emphasis on the personality of the teacher in the

educational process. For example, Abu Nasr Al-Farabi attached great importance to the moral purity and spiritual maturity of the teacher in education. In his opinion, the personality of the teacher plays a decisive role in the formation of a virtuous society. Also, Abu Ali ibn Sina emphasizes in his works that the personal example of parents and educators is the most powerful educational tool in raising a child. According to his views, a child learns moral standards by observing the behavior of adults.

Preschool age is the most sensitive and responsible period of personality formation. At this stage, children acquire knowledge and skills by imitating adults. Therefore, the educator must:

- have a culture of speech;
- be polite and patient;
- observe cleanliness and discipline;
- respect national values.

If the educator himself is a reader, the child will also develop an interest in books. If he is polite and gentle, children will also adopt these qualities. Therefore, example is the most effective method of upbringing.

The science of example in the professional training of a future educator

Students studying in higher educational institutions in the field of preschool education should not be limited to theoretical knowledge alone. They must:

- Deeply master the norms of pedagogical ethics;
- Form the skills of self-education and work on themselves;
- Understand national and universal values;

Be able to set a personal example in the process of pedagogical practice. Abdulla Avloni emphasized that “Education is a matter of life or death for us.” This idea means how high the responsibility of the educator is. Because the educator shapes the future generation.

The following measures are important to increase the attention to the science of example in a future educator:

- Deep study of pedagogical skills and professional ethics;
- Analysis of the heritage of thinkers;
- Analysis of one's own behavior in the process of practice;
- Using reflection and self-assessment methods;
- Developing a personal development plan for the educator.

The main factor in the development of society is the upbringing of a harmonious generation. Especially at the stage of preschool education, the first spiritual and moral qualities of the child's personality are formed. The personality of the educator plays a decisive role in this process.

The science of example is the ability of the educator to be an example for children through his behavior, speech, behavior, professional activity and personal qualities. This competence is manifested in the combination of pedagogical skills, moral maturity and psychological stability.

The child learns by observing and imitating adults. Therefore, the educator is not only a giver of knowledge, but also a "living example" of upbringing. From this point of view, the attention of the future educator to the science of example is a priority task in his professional training.

Ibrat means that a person has a positive influence on others through his behavior, manners, speech and attitude, being an example. In pedagogy, this is interpreted as the principle of "personal example".

Eastern thinkers attached great importance to the personality of the teacher in the educational process. Abu Nasr Al-Farabi considered education to be the main means leading to human perfection and emphasized that the teacher should be virtuous and fair. Abu Rayhan Al-Beruni indicated the spiritual purity and honesty of the owner of knowledge as a condition for the effectiveness of education. Abdulla Avloni noted that the personal example of the educator determines the future of the nation.

The concept of a personal example also plays an important role in Western pedagogy. For example, Konstantin Ushinsky assessed the personality of the educator as the main means of the educational process.

In preschool age, the behavior and moral views of children are formed mainly through imitation of adults. Therefore, every action of the educator, even the manner of behavior, is a means of education.

Competencies of the future educator related to the science of example. The science of example includes the following professional qualities:

Moral integrity

Honesty, purity, fairness and responsibility are the main qualities of an educator.

Speech culture

Children repeat the speech of the educator. Therefore, his vocabulary, fluency and culture must be high.

## Psychological stability

Patience, emotional control and kindness are important aspects of the example.

## Pedagogical skills

Effective organization of the educational process, establishing communication with children and a creative approach are practical manifestations of the science of example.

Methods of forming the science of example. The science of example of the future educator is developed in the following areas:

In-depth teaching of the subjects “Pedagogical skills” and “Professional ethics”;

Strengthening the tradition of teacher-student in the process of practice;

Relying on national values and folk pedagogy;

Formation of reflection and self-analysis skills;

Development of personal qualities through training and psychological exercises.

Research shows that the moral views of preschool children are formed through the personal example of adults. So, the educator's example science affects the following factors:

The formation of positive behavior in a child, the correct development of social relationships, the emergence of independent thinking and a sense of responsibility, the establishment of an atmosphere of solidarity in the community. Education given through example gives long-term and stable results.

## CONCLUSION

The future educator's attention to the science of example is the main criterion for his professional development. The educator must first of all be well-educated, spiritually mature and morally pure. Because the child takes an example from every word and action of the educator. Therefore, one of the urgent tasks in the process of higher education is to form a culture of education in students through personal example.

## REFERENCES

1. O‘zbekiston Respublikasi Prezidentining PQ-4312-son Qarori (2019 yil 8 may).
2. Abu Nasr Forobiy. *Filosofiya va ma’rifat asoslari*. Toshkent: Fan, 2005. – Ibrat va ustoz shaxsiyati haqida nazariy asoslar.

3. Abu Ali Ibn Sino. Tib va axloq. Toshkent: Fan, 1998. – Bola tarbiyasida shaxsiy namuna ahamiyati.
4. Avloniy, Abdulla. Tarbiya ta’limoti. Toshkent: O‘zbekiston, 2010. – Tarbiyachi mas’uliyati va ibrat ilmi.
5. Ismoilov, N. Maktabgacha ta’lim tizimida pedagogik etika. Toshkent, 2018. – Pedagogik odob va axloq meyorlari.