

ISSN: 2450-8160

# Herald pedagogiki. Nauka i Praktyka

wydanie specjalne



Warszawa  
2021

## Editorial Team

---

**Editor-in-chief:** *Gontarenko N.*

---

### EDITORIAL COLLEGE:

---

**W. Okulicz-Kozaryn**, *dr. hab, MBA, Institute of Law, Administration and Economics of Pedagogical University of Cracow, Poland;*

**L. Nechaeva**, *PhD, PNPUI Institute K.D. Ushinskogo, Ukraine.*

**K. Fedorova**, *PhD in Political Science, International political scientist, Ukraine.*

## ARCHIVING

*Sciendo archives the contents of this journal in [ejournals.id](http://ejournals.id) - digital long-term preservation service of scholarly books, journals and collections.*

## PLAGIARISM POLICY

*The editorial board is participating in a growing community of [Similarity Check System's](#) users in order to ensure that the content published is original and trustworthy. Similarity Check is a medium that allows for comprehensive manuscripts screening, aimed to eliminate plagiarism and provide a high standard and quality peer-review process.*

## **About the Journal**

Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

HP publishes two issues per year, including Themed Issues. To propose a Special Themed Issue, please contact the Lead Editor Dr. Gontarenko N ([info@ejournals.id](mailto:info@ejournals.id)). All submissions deemed of sufficient quality by the Executive Editors are reviewed using a double-blind peer-review process. Scholars interested in serving as reviewers are encouraged to contact the Executive Editors with a list of areas in which they are qualified to review manuscripts.

**THE CONCEPT OF EDUCATIONAL NEED AND ITS ROLE IN THE  
PROCESS OF PROFESSIONAL DEVELOPMENT OF DIRECTORS OF  
PRESCHOOL EDUCATION.**

**Agzamova Malohat Nadjimovna**

TDPU named after Nizami  
Psychology and pedagogy of preschool education  
chair of the department, p.f.f.d. (PhD)

**Mamatkulova Kimyoxon Abdujalilovna**

TDPU named after Nizami  
Psychology and pedagogy of preschool education  
Associate Professor v.b., p.f.f.d. (PhD)

*Abstract.* This article discusses the concept of educational need, its specific features, the approaches of researchers on the issue of educational need, and the importance of need-based, demand and supply principles in the training of directors of preschool education.

*Keywords:* need, educational need, professional development, traditional and distance learning, preschool education directors, demand-supply principle.

It is well known that "education needs are the acquisition of knowledge, skills, competencies and the need to address the vital problems of learners in order to achieve the quality envisaged in the predicted competency model, which drives education. represents the main force". The need for education is the need for development. This is a type of need that, unlike other (e.g., economic) needs, is not only met but also generated feedback. This means that the greater the need for education in a society, the more this process will have an effective, feedback response in the short term, affecting the development of all sectors of society.

The need for education is one of the fundamental foundations of development and is being studied in depth around the world today. In particular, one of the scientists conducting research in this area I. Molchanov in his scientific views, taking into account the main trends in the formation of educational needs, such as integration, localization and globalization, it is especially important to develop them in the management of the education system. and needs to focus on improvement, he explains . According to Molchonov, the process of organizing, managing and improving education should be based on needs, and the formation of educational needs should be influenced by three trends: integration, localization and globalization. He acknowledges the importance of the rational triangle of integration, localization and globalization in shaping educational needs. Of course, this approach is also important for today's education system.

It is known that professional development is a process of updating the theoretical and practical knowledge and skills of specialists due to the growing demands of the times and the need to master modern methods of solving professional problems. In this

process, too, it is important to study the need for education.

M.Yakhyaev, an experienced pedagogue-scientist, has made a great contribution to the study of the need for professional development. M. Yahyaev believes that "the main factor in the effectiveness of the system of professional development is based on needs. " The main conditions for creating an effective system of teacher training, the needs and motives for teacher training, the sequence of organization of teacher training based on need, the organization of teacher training on the basis of professional diagnostics, the level of general qualification requirements for teachers and grading criteria, qualification requirements for teachers, ranking areas by position categories. He said that "there are two main factors for the effectiveness of the training system: first, the emergence of educational needs in teachers; the second is the emergence of motives in them. "

Researcher S. Toshev, in his research, linked the category of need with the process of professional development: Otherwise, studying without enthusiasm will be ineffective. " Another researcher, A. Askarov, made an in-depth analysis of the needs of education in in-service training and divided them into two areas: "1) the social needs of education in line with globalization trends; 2) professional needs of the teacher in accordance with integration and localization " .

A.Askarov said that "the social needs of education are the prospects of socio-economic development of the country, society and modern educational strategies, quality standards of education, the main directions of the socio-economic sphere, scientific and practical results, new pedagogical technologies and development of non-traditional forms of teaching, world achievements and traditions in the field of education, innovations. Thus, the researcher stressed that the organization of the educational process based on needs is a key factor in the socio-economic development of the country, highlighting ways to bring the education system to a level where it can compete with developed countries.

The concept of need, the role of educational needs in the process of professional development, the identification and stratification of the needs of students for the effectiveness of the training process, many other researchers, including E.Norboev, H.Khojamov and Research was conducted by F. Nazarova. In them, the researchers stressed the need to organize the training process on the basis of educational needs.

Based on the above, the use of the category of need in the process of professional development is not new to today's science. As a result, much research and practice has been done in this area so far. These studies covered both direct (traditional) and indirect (distance) forms of professional development.

However, the research conducted to date has focused on the need for teaching staff and, on this basis, the issue of professional development. These studies do not adequately address the issue of needs-based in-service training for preschool principals.

It is well known that need is an essential feature of life, a natural feature of every living thing, including the internal source of human movement and existence. Educational need is an integral part of human nature, it is "an inner desire to understand the essence

of human identity (humanity, nation, religion, language, profession, etc.) and being (universe, nature, society, etc.)."

In general, every action and activity of a person should be based on his needs. Ignoring this rule in social life destroys the naturalness of any economic, political, educational and other activity. The disappearance of an internal, that is, natural, need for human action, makes it inefficient.

In our opinion, it is expedient to reconsider the process of professional development of directors of preschool educational institutions, to introduce into this process the principles of need-based and supply and demand. This need is a direct demand of today, and the extent to which we can meet it is a guarantee of the ongoing reforms in the field of education.

It should be noted that the introduction of needs-based professional development of directors of preschool education will open a new stage and results in the field of professional development in our country. That is, in this direction:

- there will be an opportunity to target public funds allocated for training;
- saves time and material resources;
- waste of existing knowledge is prevented on the basis of supply and demand;

The efficiency of the training process will increase.

Based on the above considerations, first of all, we express our author's approach based on the analysis of the category of need, in our opinion, "need is an important sign of life, a natural feature of every living thing. Including the internal source of human movement and existence.

Second, the need category is a concept that is directly related to education, especially in-service training. According to our author's approach, educational need is understood as "an inner desire to understand the essence of human identity (humanity, nation, religion, language, profession, etc.) and being (universe, nature, society, etc.)."

Third, educational needs are the foundation for development. This is a type of need that, unlike other (e.g., economic) needs, is not only met but also generated feedback. This means that the greater the need for education in a society, the more this process will have an effective, feedback response in the short term, affecting the development of all sectors of society.

Fourth, it is now appropriate to review the process of professional development of directors of preschool education, to introduce into this process the principles of need-based and supply and demand. Today, by solving these tasks:

- there will be an opportunity to target public funds allocated for training;
- saves time and material resources;
- waste of existing knowledge is prevented on the basis of supply and demand;

The efficiency of the training process will increase.

In general, the process of professional development is inconceivable without the principles of need and supply and demand. The process of training is ineffective if it is not based on need and operates without the principles of supply and demand.

**Used literature**

1. Маслова В.В. Основы андрагогики. Терминологический словарь / Сост.: - Мариупол: 2004. - 3- с.
2. Молчанов И.Н. Социально-экономические основы формирования потенциала сферы высшего профессионального образования: автореферат Дис. ... док. экон. наук. - Москва: 2008. - 47 с.
3. М.Ҳах'яев. Ғ.Тоҗиева. Pedagoglar malakasini oshirish samarali tizimini yaratishning asosiy shartlari. O'sha manba. 133-136 bb.
4. S.Toshev. "Kadrlar malakasini oshirish va qayta tayyorlash tizimi islohotlarining muammolari" mavzusidagi Respublika ilmiy konferensiya to'plami. Toshkent , 2004 yil 28-29 may. 25 b.
5. A.Asqarov. Xalq ta'limi xodimlari malakasini masofadan oshirish tizimini takomillashtirish. Pedagogika fan. Fal dok. ... Dis. - t.: 2017.
6. E.Norboev. Malaka oshirish va hayot zarrati. "2004-2009 yillarda Maktab ta'limini rivojlantirish Davlat umummilliy dasturi asosida vayta tayyorlash va malaka oshirish tizimi sifati va samaradorligini oshirish: muammolar, izlanishlar va yechimlar" mavzusidagi Respublika ilmiy-amaliy konferensiya to'plami. Toshkent , 2005 yil 27-28 may. 41-43 bb.
7. X.Xo'jamov, F.Nazarova. Malaka oshirishga bo'lgan ehtiyojlarni aniqlash."Ustozshogird tizimi asosida umumta'lim maktablari o'qituvchilarining pedagogik mahoratini rivojlantirish muammolari va kelgusidagi vazifalar". Respublika ilmiy-amaliy konferensiya to'plami. Toshkent , 2011 yil 4 may. 221-b.