

FORMATION OF THE PROFESSIONAL COMPETENCE OF PEDAGOG- EDUCATORS

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ ПЕДАГОГОВ- ВОСПИТАТЕЛЕЙ

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ANNOTATION

The article talks about methods of formation of professional competence in the activity of pedagogues-educators of preschool educational organizations, the concept of “Competence”, how to be a specialist with professional competence.

Keywords: pre-school education, competence, pedagogue-educator, professional competence, continuous education, knowledge, qualification, skill.

АННОТАЦИЯ

В статье говорится о методах формирования профессиональной компетентности в деятельности педагогов-воспитателей дошкольных образовательных организаций, о понятии «Компетентность», о том, как быть специалистом, обладающим профессиональной компетентностью.

Ключевые слова: дошкольное образование, компетентность, педагог-воспитатель, профессиональная компетентность, непрерывное образование, знания, квалификация, умение.

In the decree of the President of the Republic of Uzbekistan “On measures to fundamentally improve the management of the preschool education system”, “further improvement of the preschool education system, which is an important link of the continuing education system, creation of an effective state management system, expansion of the state and non-state network of preschool education organizations, providing them with qualified pedagogic personnel, applying modern educational programs and technologies to educational processes, the aim is to fundamentally improve the quality of children's intellectual, spiritual-aesthetic, physical development and their preparation for school .

In order to achieve this goal, it is necessary to improve the activity of pedagogues-educators in preschool education organizations based on the competency approach.

A competent pedagogue - who is he? Questions arise, such as how the process of its formation takes place. In this context, it is important to define the meaning of the concepts “competence” and “competence”.

“Competence” (eng. “competency” – “ability”) - effective use of theoretical knowledge in activity, ability to demonstrate high-level professional skills, skills and talent.

The concept of “competence” entered the field of education as a result of psychological scientific research. From a psychological point of view, competence means “how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses information full of conflicts, and has a plan of movement in consistently developing and complex processes.”

The concept of “competence” includes education, skills, abilities and experience of a pedagogue. In other words, it is his ability to perform a certain type of work. Actually, both terms are similar. Formation of the professional competence of the future teacher has a special place among the complex problems in the training of pedagogues. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more evident. Future teachers are enriched with practical, psychological, methodical, research types, as well as with the formation of teacher's professional competence. It is necessary to include the groups of diagnostic, communicative, management and projective studies in the essential characteristics of the diagnosis of professional competence. The pedagogue's cognitive activity is largely determined by the complexity, dynamics, non-standardity of the things being studied, the influence of the boundaries that separate social phenomena, their search, uncertainty, which implies observation, the ability to model the interlocutor's inner world. In this case, the characteristics of self-regulation are characterized by the need to constantly improve one's knowledge and skills, and the ability to strictly coordinate one's behavior towards other people.

Competence-related knowledge, skills, qualifications, a set of views, the value and qualities of a person, the manifestation of qualifications or the ability to influence.

Competence is a quality characteristic of a person who is a skilled owner of his profession, suitable for a specific position.

The teacher's competence features are as follows: professional; personal; universal; special;

Professional competence

- Having knowledge of pedagogy and psychology;
- Work on yourself;
- Ability to plan, evaluate and establish feedback on the educational process;
- Formation of students' motivation;
- Knowledge of ICT;
- Bringing innovation to the educational environment;
- Perfect knowledge of his subject;

- Knowing one of the foreign languages.
- Stages of formation of professional competence:
- Self-analysis and understanding of the necessary things;
- Planning self-development, setting goals and tasks;
- Self-expression and correction of shortcomings;

Personal competence

- Sociability
- Tolerance
- Leadership
- Activity and initiative
- Flexibility
- Follow a healthy lifestyle
- Responsibility
- Business
- Humanitarianism
- Sincerity
- Femininity.

Universal competence

- Informative
- Cultured
- Possession of universal values
- Having national culture
- Participation in the social life of the country
- Respect the culture of other nations.

Special competence

- Knowledge of special methods related to science
- Knowing the needs of students
- Knowing different age characteristics.

Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the mastering of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work.

Professional competence is evident in the following situations:

- in complex processes;
- performing unclear tasks;
- using conflicting information;
- being able to have an action plan in an unexpected situation.

A specialist with professional competence: - constantly enriches his knowledge;

- learns new information;
- deeply understands the requirements of the era;
- seeks new knowledge;
- processes them and uses them effectively in his practical work.

Qualities of professional competence. The following qualities are reflected on the basis of professional competence:

- Social competence
- Personal competence
- Technological competence
- Special (or professional) competence (Psychological, methodical, informational, creative, innovative, communicative and other competence)
- Extreme competence

Below, the essence of the qualities reflected on the basis of professional competence will be briefly explained.

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

2. Special competence is preparation for organization of professional-pedagogical activity, reasonable solution of professional-pedagogical tasks, realistic assessment of activity results, consistent development of BKM, psychological, methodical, informational, creative, innovative and communicative competence is noticeable on the basis of this competence. They contain the following content:

a) psychological competence – able to create a healthy psychological environment in the pedagogical process, organize positive communication with students and other participants of the educational process, be able to understand and eliminate various negative psychological conflicts in time;

b) methodical competence - methodically rational organization of the pedagogical process, correct determination of the forms of educational or educational activity, ability to choose

methods and tools in accordance with the purpose, ability to use methods effectively, use tools successfully;

c) **informational competence** - searching for, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, effectively;

d) **creative competence** - a critical and creative approach to pedagogical activities, the ability to demonstrate one's own creative skills;

e) **innovative competence** - to improve the pedagogical process, to improve the quality of education, to put forward new ideas to increase the effectiveness of the educational process, to successfully implement them in practice;

f) **communicative competence** - the ability to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them.

3) **Personal competence** - consistently achieving professional growth, increasing the level of competence, demonstrating one's inner capabilities in professional activity.

4) **Technological competence** is the mastery of advanced technologies that enrich professional and pedagogical BKM, the ability to use modern tools, techniques and technologies.

5) **Extreme competence** is the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise.

In short, the formation of the professional competence of the educator of preschool educational organizations is a combination of professional and general human relations, as a result of which it will be possible not only to effectively manage the educational process, but also to successfully solve the difficulties that arise during the performance of tasks. This undoubtedly affects the improvement of professional pedagogical competence and the development of pedagogical skills. In terms of vocabulary, certain qualities are manifested on the basis of competence, which means "ability to effectively use theoretical knowledge in activity, to be able to demonstrate high-level professional skills, skill and talent". In particular, qualities such as social, special (psychological, methodical, informational, creative, innovative and communicative), personal, technological and extreme competence are reflected on the basis of professional competence specific to a pedagogue. At this stage of educational development, the competency-based approach is the leading direction in the activities of preschool educators.

The professional competence of educators of this preschool educational organization is the acquisition of experience, knowledge, skills, techniques and methods necessary for the accurate performance of the professional tasks of educators of preschool educational organizations.