



## THE COMPETENCE OF THE TEACHER IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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<b>Received:</b> 7 <sup>th</sup> July 2021 <b>Accepted:</b> 7 <sup>th</sup> August 2021 <b>Published:</b> 22 <sup>th</sup> September 2021	The article discusses the competence of the educator of the organization of pre-school education. The educator is the main figure in realization in the practice of basic innovations conducted in the state. For successful introduction into the practice of various innovations, the educator must have the necessary level of professional competence.

**Keywords:** Pre-school education, educator, competence, professionalism, skill, advanced training, self-education.

Nowadays in the Republic of Uzbekistan organic relations is becoming more evident between conversion of different spheres of society and rising of activity of the person as subject of vital activity. The concept of the development of the pre-school education system of the Republic of Uzbekistan until 2030 was developed in pursuance of the Resolution of the President of the Republic of Uzbekistan from September 30, 2018 N PP-3955 "On measures to improve the pre-school education system" and contains comprehensive measures to develop a pre-school education system until 2030. The concept determines the goals, tasks, priorities and stages of the development of pre-school education in the Republic of Uzbekistan for the medium and long term and is the basis for developing programs and complexes aimed at the development of the field of pre-school education. But whatever reforms were held in the education system, as a result, they, one way or another, closed on a particular artist - teacher. It is the teacher that is the main figure in implementing in the practice of basic innovations. And for the successful introduction into the practice of various innovations, for realization in the new conditions, the tasks set before him, the teacher must have the necessary level of professional competence and professionalism. [1]

Under the professional level of teacher, we are understood by a special property systematically, effectively and reliably carry out complex activities in a wide variety of conditions. The notion of "professionalism" reflects such a degree of mastering the psychological structure of professional activities, which corresponds to the existing standards in society and objective requirements. For the acquisition of professionalism is needed appropriate abilities, desire and character, willingness to constantly learn and improve their skills. The concept of professionalism is not limited to the characteristics of highly qualified labor; This is a special human worldview. Pedagogical professionalism is also determined through the notion of "pedagogical skills", which can also be considered as an ideal of pedagogical activities, prompting teachers to self-improvement, and as a standard containing an assessment of the effectiveness of pedagogical labor. [3]

The necessary component of human professionalism is professional competence - the existence of knowledge and experience, necessary for effective activities in a given subject area, as well as the pronounced ability of these knowledge and skills to apply. The concept of professional competence of the teacher expresses the unity of its theoretical and practical readiness for the implementation of pedagogical activities.

1. Special, or activity professional competence characterizes the ownership of activities at a high professional level and includes not only the availability of special knowledge, but also the ability to apply them in practice.

2. Social professional competence characterizes the possession of joint professional activities and cooperation methods adopted in the professional community with receptions of professional communication.

3. Personal professional competence characterizes the possession of ways of self-expression and self-development, means of confrontation between professional deformation. This also includes the ability of a specialist to plan their professional activities, to make decisions independently, to see the problem

4. Individual professional competence characterizes the possession of self-regulation techniques, professional growth, incorruptibility of professional aging, the presence of sustainable professional motivation. Highlight the conditions for the development of professional competence of the educator. Regulatory requirements for professional activities are reflected in the qualifying characteristics of the educator. Its structure includes basic knowledge and skills, necessary and sufficient to work successfully. Obviously, in a dynamic developing society, it is impossible to achieve the desired level of qualifications once and for all. This implies the need to improve the qualifications of both the forms of value-semantic, meaningful and technological enrichment of a professional activity system. All this indicates that in modern conditions of

reforming the preschool educational system in Uzbekistan, the contradiction between the required and real level of professional competence of educators is deepened. / [6]

Allowing this contradiction is possible if in the face of the advanced training system to create optimal conditions for the development of professional competence of the educator. As indicators of the readiness of educators of pre-school educational institutions, it is possible to allocate in the development of their professional competence:

- high level of motivation to the transformation of professional pedagogical activities;
- adaptability to changes in a professional pedagogical environment (restructuring of its activities in connection with the emergence of changes in preschool education and the expansion of the variability of educational services);
- the ability to go over to a situational level in solving pedagogical situations; to the formulation of variable and integrated goals of professional-pedagogical activities and the search for methods of solving them by planning pedagogical problems;
- the ability to develop new professional competencies, update forms and methods of pedagogical activities;
- the ability to analyze own professional-pedagogical activities and rebuild it on the basis of the development of new educational and scientific information;
- The ability to solve professional pedagogical problems is not on a stereotypical pattern, but on the basis of reflexive analysis of the situation/.

Organization of the system of work to improve the qualifications of teachers at the present stage.

Aims:

1. Updating the content of effective methods for the preparation of a new type pedagogue, new thinking based on innovative processes that are implemented in DOW.

2. Education of the teacher with new thinking, capable of introducing innovative processes into work practices, to achieve new educational results with a competent approach to the formation of the identity of the preschooler.

Tasks:

To promote the improving qualification of pedagogue by applying active forms in working with them.

To promote a change in the motivation of the teacher, the development of self-consciousness, self-education, self-realization.

Resources:

Informational.

Pedagogical.

Material-technical.

Planned Result:

Changing the position of the pedagogue.

Improving pedagogue's qualifications.

Improving the quality of organizing the educational process: forms, methods, approaches in the work of the teacher with children.

It is impossible not to note the following: innovations meet resistance due to psychological and social reasons; Therefore, in the development of innovation activities, the most important factor is attributed to the subjects included in the innovation process.

Forms and methods of activating teachers:

For the growth and improvement of professional mastery of pedagogues is used a variety of forms of work. Methodical work methods are selected taking into account the category of teachers, the level of their preparedness, experience and education [5]

It is important to note that traditional forms in which the place is still given to lectures and direct transmission of knowledge, lose their meaning due to low efficiency and inadequate feedback. Today it is necessary to involve pedagogues in active educational activities by using techniques and methods that have received the generalized name "Active learning methods". They are built mainly on a dialogue that implies a free exchange of views on the paths of solving one or another problem, on independently mastering knowledge in the process of active cognitive activity.

- Collective business games;
- Creative and problem groups;
- Master classes;
- Pedagogical trainings;
- Self-education;
- Competitions of professional skill.

Pedagogical trainings can be used both for the development of individual pedagogical abilities of educators and for the formation of their sustainable pedagogical thinking.

Diagnostics - allows to build work differentiated, taking into account the requests of the educator.

Business games, in the course of which uses methods for analyzing specific situations and playing roles.

Open views of the types of children's activity - allow everyone to see how colleagues work, to use their positive experience, to realize their shortcomings.

The study and distribution of advanced pedagogical experience allows to solve a number of tasks, such as: targeted accumulation of pedagogical materials, analysis of the results of activities at a certain direction of educational work, a description of the interrelated work of all specialists of the DOW, the preparation of an educational institution for certification, management and marketing of the educational process.

Qualifications raising courses set themselves the purpose of the development of professional competence, skill, professional culture, updating theoretical and practical knowledge of specialists in connection with the increased levels of qualifications and the need to master modern methods for solving professional tasks. One of the main tasks of certification is to stimulate a targeted increase in the level of qualifications of pedagogical workers and personal professional growth, an increase in the efficiency and quality of pedagogical labor.

Thus, the profession of teacher of preschool children is gradually moving into a category characterized by the highest level of mobility. In addition, it is becoming increasingly difficult, which involves the emergence of new tasks, behavioral paradigms and views. Therefore, the system of improvement the qualification of educators should be professional, submit a connected combined system of accumulation of academic and practical experience, which begins with the production of pedagogical education and continues throughout the entire pedagogical career. The modern teacher must be able to master the new features in demand by socio-economic trends of pre-school education.

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