



DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE EDUCATORS BASED ON AN INTEGRATIVE APPROACH

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Abstract

In this article, the formation of the professional competence of future educators is a pedagogical problem, the analysis of the work carried out on the Competence requires constantly enriching one's knowledge, learning new information, feeling the demands of this day and age, the ability to search for new knowledge, process it and apply it in one's practical work. A competent specialist knows how to use the methods and methods that he has mastered in solving problems, which are suitable for this particular situation, he can selectively use the methods that are suitable for the current situation, reject those that are not appropriate, acquires skills such as critical thinking. Competent approach in pedagogy is not a completely new phenomenon, but its tributaries exist in continuously developing educational processes, and they were formed step by step formation of professional competence was expressed.

Keywords: Personal competence, Social competence, pedagogical competence, individual competence, changes and updates, new technologies, teaching and upbringing.

Constant changes and updates in the preschool education system arise from the objective need for changes that correspond to the development of society and the education system as a whole. The main mechanism of such changes is to contribute to qualitative changes in the activities of preschool education organizations. is to search and develop new technologies to increase positive powers. The term "competence" entered the field of education as a result of the scientific research of psychologists. This concept is how to behave in unconventional or unexpected situations, how to communicate, how to take a new path in interactions with opponents, how to perform ambiguous tasks, how to use conflicting information, how to always develop and complex processes. indicates the need for theoretical knowledge about how to act. Competence requires constantly enriching one's knowledge, learning new information, feeling the demands of this day and age, the ability to search for new knowledge, process it and apply it in one's practical work. A competent specialist knows how to use the methods and methods that he has mastered in solving problems, which are suitable for this particular situation, he can selectively use the methods that are suitable for the current situation, reject those that are not appropriate, acquires skills such as critical thinking. Competent approach in pedagogy is not a completely new phenomenon, but its tributaries exist in continuously developing educational processes, and they were formed step by step A.K. Markova is a pedagogic scientist who searched for the basics of the professional competence of the educator's work. According to A.K. Markova, the educator's work becomes competence when the educator carries out his activities at a sufficiently high level and educates and educates the students at a high level. Along with these bases, the educator's



professional competence is divided into four categories: Special or active professional competence is the ability to carry out activities at a high professional level. Special professional competence consists not only of special knowledge, but also of the implementation of this knowledge; Social competence is knowing how to carry out additional activities, knowing how to do it in cooperation; doing, working with data and on oneself). Individual competence is knowing how to manage oneself, preparing for professional development and creating professional innovations. At the same time, the teacher's knowledge should be enriched with news, psychological and pedagogical qualities should be at a high level.

The structure and content of professional competence consists of two main components. Professional competence is the identity of knowledge, skills and experience, and planning is a factor that makes the activity of a specialist. In scientific articles on the problems of professional competence published by various authors, it is noted that creative research is one of the main qualities. This is a very important aspect, especially for teachers of vocational education, and special emphasis is placed on the issue of creativity in the professional competence of a specialist.

The teacher's professional competence system is manifested through pedagogical skills. In the formation of the model of professional training, one goes from general to specific skills. The general skill is pedagogical thinking and activity, encourages theoretical analysis of facts and events. On the basis of combining these two elements of the skills necessary for a teacher, one moves from concreteness to abstraction, that is, from precision to abstraction. They are based on intuition, thinking and theory. The ability to bring the analysis to the theoretical level is considered one of the most important tasks of teaching future educators to pedagogical skills or further improving pedagogical skills. Despite the generalization of pedagogical issues, the final result, the solution "thinking, acting, thinking" is based on these three and is combined with the elements of pedagogical activity and information corresponding to it. As a result, the model of the educator's professional competence is manifested as his theoretical and practical training.

1. Pedagogical competence is the knowledge, skills, and abilities necessary for the professional activity of an educator;
2. Ability to successfully solve problems, high level of professionalism.
3. A collection of technologies, methods and methods used by the pedagogue during his professional activity.
4. Sum of various experiences, great experience in pedagogical activity. Pedagogical competence is knowledge, skill, skill, education and reputation in the field of pedagogy

Pedagogical competences reflect the combined set of motivation for independent movement based on knowledge, skills and acquired values. Competent personnel can perform professional tasks effectively and qualitatively. Modern competence includes not only skills, knowledge and skills, but also values and moral qualities. Each educator has a different personality, temperament, and parenting style. However, the approach to the child, his education and development should be the same for all educators. That is why the professional standard set the same requirements for all educators. Practice shows that it is difficult to imagine a modern kindergarten without new information technologies.



Academica Globe: Inderscience Research

ISSN: 2776-1010 Volume 4, Issue 4, April, 2023

Possession of ICT helps to increase the efficiency of the educational process and the professional qualification of educators. When talking about the importance of practice, which is the source of knowledge in the formation of professional competence in a modern educator, the essence of the process of knowing is also emphasized. knowing begins with sensing it. Sensing is the reflection of some signs in the mind of the surrounding reality and events that affect the sensory organism.

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.

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

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