

PROFESSIONAL COMPETENCE OF A PRESCHOOL TEACHER

Sharipova Shakhlo Sadullaevna

*Phd assistant professor,
Branch of A. I. Herzen Russian
State Pedagogical University,
Tashkent city*

This article substantiates the prerequisites for the modernization of education and the transition to learning on the basis of the competence approach, and examines the essence of competence and professional competence, analyzes the activities of the teacher from the perspective of its components: spiritual, interactive, creative, and methodical. The structural components of the professional competence of the teacher are studied and the mechanisms of its formation are studied.

Keywords: pedagogical education, professional competence of the teacher, the essence of the professional competence of the teacher, the structure of the professional competence of the teacher.

The current stage of development of society is characterized by a rapid change of technology, which leads to the formation of a new education system, which requires constant updating. The success of the implementation of lifelong education depends on the extent to which all subjects of the education system will be able to maintain competitiveness, the most important conditions of which are such personal qualities as activity, initiative, ability to think creatively and find non-standard solutions. Competency-based approach in education provides not only the acquisition of knowledge, but also emphasizes the ability to apply it and effectively use it in further professional activity¹. In this broad context of studying this approach, work continues in the world to change the content of educational standards and the certification procedure for teachers. The practice of pedagogical education shows that the effectiveness of the re-implementation of any curriculum is directly dependent on the professionalism of the teacher, on his professional competence.

The wide spectrality of the definition of the concept of competence significantly complicates its measurement and evaluation as a result of learning, which the developers themselves pay attention to. The multidimensionality and multifunctionality of the process of training a teacher in the framework of the competence-based approach is emphasized [1]. The study of professional competence is not possible without consideration of competence in a general sense. In M. A. Choshanov's presentation "competence is a fundamentally new quality of teacher training" [4].

Competence defines a high level of qualification and professionalism of a specialist. It is a specific quality that characterizes a set of professional knowledge and skills, expressed in the following: 1) the knowledge of a competent teacher is constantly updated, operational and mobile; 2) competence reflects the unity and interrelation of the content component – knowledge and procedural – skills; 3) competence presupposes the optimal choice of the decision of situations in the activity and its argumentation (critical thinking).

The process of becoming a teacher and mastering his specialty at the level of knowledge and cultural and professional competence, along with knowledge, skills and skills, also implies the formation of professional skills necessary for the professional development of a specialist. S. O. Demchenko understands it as “a part of the competence of a specialist, which means an integral quality of a person, combining special knowledge and skills, individual abilities, attitudes towards activity and the social environment”. In this regard, the professional competence of the teacher is considered as a harmonious combination of knowledge and skills acquired in the learning process; methods and techniques for the implementation of educational programs in culture-creating educational activities; cultural development and self-development; his ability and willingness to go and implement creative solutions to various pedagogical situations; to accumulate and transmit cultural pedagogical experience. In other words, the teacher must be qualified in the field of application and in the manifestation of his professional competence [2].

Creativity and professionalism of the teacher are fully projected onto the student's personality only in the event of profound mastery of the subject's knowledge with regard to age psychology, knowledge of the theoretical basis in the field of physical culture, methodological knowledge and recommendations, knowledge in the field of forecasting and designing professional action. Considering the above, the structural and professional competence of a pedagogue can be represented as following.

Personality characteristics (personal qualities): spiritual culture; interactive interaction with students based on agreement and mutual understanding; possession of creative innovative techniques and technologies; focus on culture; culture-creating, culture-making; cultural behavior patterns; mastering the cultural practices of other teachers

Characteristics of professional activity:

Content component: knowledge (theoretical foundations of pedagogy, psychology and culture; specifics of educational programs; patterns of formation; basics of diagnostics of personal qualities formation; fundamentals of organizational and research work); motivation.

Process component: skills (search for necessary information; analytical processing of information; creating a comfortable lesson; applying various methods and techniques); abilities(awareness of information technology,

methods and techniques for diagnosing the level of development and development of students, self-analysis pedagogical activity, cultural activities, development of educational programs, organization and conduct of classes); experience (subject-knowledge experience, interactive experience, value-cultural experience, experience in various techniques).

One of the structural components of a teacher's professional competence is his experience, which includes experience gained in the profession, interactive experience, value-cultural experience, experience in the use of various techniques (including creative ones). The level of creative independence is manifested in the following types of experience: reproductive (characterizes the activity of a teacher as a clear normative performance of professional duties with elements of novelty); rationalization (the activity of the teacher is associated with the search for creative, original, sometimes non-traditional forms and methods of innovative nature and their implementation); innovative (it is aimed at significant changes in the content of the educational process with the use of new pedagogical strategies and tactics).

In the structure of the professional competence of the teacher should also highlight the personal qualities accepted as optimal for this professional profile: spiritual culture, interactive interaction with students based on agreement and mutual understanding, possession of creative innovative methods and technologies, creative self-expression, which is expressed in culture creation and culture, following cultural patterns of behavior, mastering the cultural practices of other teachers and others.

The above analysis allows us to conclude that the professional competence of a teacher is structurally a combination of the following components: knowledge, skills and abilities in the profession, experience in the unity and interconnection of its spiritual, value, interactive and creative manifestations, personal qualities, motivation. Each component of professional competence is characterized by aspects of its manifestation and is considered in the context of the implementation of professional activity.



Bibliography

1. Adolf V. A. Professional competence of the modern teacher. Monograph. – Krasnoyarsk, 1998. – 310 p.

2. Demchenko S. O. Professional and pedagogical competence of the teacher of special disciplines as a sign (characteristic of the character) of personality // Bulletin of Cherkasy University. – Cherkasy, 1998. – № 8. – p. 3–9.

3. Khutorskoy A. V. Key competencies and educational standards: Report on the department of educational philosophy and the theory of pedagogy of the Russian Academy of Education. April 23, 2002. Center "Eidos". [Electronic resource]. – Access mode: www.eidos.ru/journal/2002/0423.htm.

4. Choshanov M. A. Flexible technology of problem-modular training. – M.: Public education, 1996. – 160 p.