

The Structure of Professional Competencies of the Future Teacher of a Preschool Educational Institution

Urinova Feruza Uljayevna

Associate Professor of Fergana State University

Gulomova Dilyora Iskandarovna

Master degree of Fergana State University

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ABSTRACT

The paper considers the concept of professional competence of teachers of preschool educational institutions, as well as the structure of this competence. There are many views and approaches to what professional competence is. Analyzing some of the available opinions will allow us to draw conclusions about what constitutes the professional competence of a teacher. The definition of the structure will make it possible to understand exactly which elements need to be paid attention to when developing the professional competence of teachers.

The professional competence of a future teacher is a qualitative characteristic of a specialist's personality, which includes a system of scientific and theoretical knowledge, both in the subject area and in the field of pedagogy and psychology. In our study, we rely on the concept of competence presented in the work of V.V. Markova, T.V. Belyaninova and N.I. Kalashnikova, who consider this concept as a set of knowledge, skills, skills, ways of activity that generate the readiness of the future educator to carry out professional activities in any situation [17].

S.A. Druzhilov identifies the following components of a teacher's professional competencies: motivational-volitional, functional, communicative and reflexive [10].

The motivational-volitional component includes: motives, goals, needs, values, stimulates the creative manifestation of personality in the profession; assumes an interest in professional activity [10].

Functional (from Lat. the functional – execution) component generally manifests itself in the form of knowledge about the methods of pedagogical activity necessary for a teacher to design and implement a particular pedagogical technology [10].

Communicative (from Latin comunico – I connect, I communicate) the competence component includes the ability to clearly and clearly express thoughts, convince, argue, build evidence, analyze, express judgments, transmit rational and emotional information, establish interpersonal

connections, coordinate their actions with the actions of colleagues, choose the optimal style of communication in various business situations, organize and maintain a dialogue [10].

Reflexive (from the late Latin *reflexio* – turning back) component manifests itself in the ability to consciously control the results of their activities and the level of their own development, personal achievements; the formation of such qualities and properties as creativity, initiative, focus on cooperation, co-creation, a tendency to introspection. The reflexive component is a regulator of personal achievements, the search for personal meanings in communicating with people, self-management, as well as a motivator of self-knowledge, professional growth, mastery improvement, meaning-making activity and the formation of an individual work style [10].

These characteristics of a teacher's professional competencies cannot be considered in isolation, since they are integrative, holistic, and are the product of professional training as a whole.

The structure of professional competence and competencies of a teacher can be revealed through pedagogical skills. It is advisable to build a model of professional readiness from the most general to particular skills. This most common skill is the ability to think and act pedagogically, which is closely related to the ability to subject facts and phenomena to theoretical analysis. What unites these two extremely important skills is that they are based on the process of transition from the concrete to the abstract, which can take place at the intuitive, empirical and theoretical levels [2].

It should be noted that the authors propose different approaches to the allocation of components of professional competencies. In the course of the study, based on the analysis of the literature on the problem, the professional competencies of future teachers of preschool education were considered, highlighted by V.V. Markova, T.V. Belyaninova and N.I. Kalashnikova.

I. The general professional competencies include basic, general scientific, general cultural, personal self-improvement competencies, continuing education competencies, the ability to represent oneself in the labor market. The competencies of personal self-improvement are aimed at mastering the methods of emotional self-regulation and self-support, including the recognition of health as the most important value of a person, increasing the level of culture of everyday life, study, internal ecological culture. The competencies of education realize the ability to self-education and self-development, the need for advanced training and education, the desire to study for life [17].

II. Special professional competencies include psychological and pedagogical, special (by subject), socio-communicative, organizational and managerial, economic and legal, information and technological.

1. The psychological and pedagogical competencies of the future teacher form the foundations of humanistically oriented thinking. Professional training presupposes a sufficiently broad knowledge of the methodological foundations of pedagogy and psychology, the laws of socialization and personal development, the goals, essence and technology of education and upbringing, the laws of age-related anatomical, physiological and mental development of pupils.
2. Organizational and managerial competencies presuppose the ability of a teacher to plan his activities, organize group and individual work with children in accordance with their potential capabilities and the requirements of the state educational standard.
3. Information competencies of a future teacher presuppose the ability to extract the necessary information, process and use it in practical activities.
4. Technological competencies of a future teacher presuppose his ability to analyze and evaluate the effectiveness of the method used by him in relation to a specific content, to apply a set of pedagogical methods and techniques based on didactic principles, knowledge

of the methodology of research work, the ability to use the results of research in practice. Effective use by teachers of active forms and methods of teaching, updating of traditional forms with search and research methods, the use of modern teaching tools largely determines the level of professional competence of the graduate [17].

The content of practical readiness is expressed in the competencies of professional activity. The list of professionally significant competencies is quite wide. Let's focus on some of them.

1. Interest in the inner world of the child. Interest in the inner world of a preschooler implies not just knowledge of their individual and age characteristics, but also the building of all pedagogical activities based on the individual characteristics of children. This competence determines all aspects of pedagogical activity and can be expressed in:

- ✓ the ability to make a characteristic of the pupil, reflecting different aspects of his inner world;
- ✓ ability to identify individual preferences, interests;
- ✓ the ability to build an individual educational program;
- ✓ the ability to show the meaning and meaning of an act in the system of interpersonal relations [17].

2. Faith in the strength and capabilities of the child. This competence is an expression of the humanistic position of the teacher. It reflects the main task of the teacher – to reveal the potential of the child. This competence determines the position of the teacher in relation to the success of the pupils. Faith in the strength and capabilities of a preschooler removes the accusatory position against the child, testifies to the willingness to support the pupil, to look for ways and methods that track the success of his activities. In a different way, we can say that loving a child means believing in its capabilities, creating conditions for the deployment of these forces in educational activities. Expressed in:

- ✓ the ability to create situations of social success;
- ✓ the ability to competently pedagogically evaluate the actions and behavior of the child;
- ✓ the ability to find positive qualities in each child, competently position him among others, relying on these qualities;
- ✓ the ability to develop programs for the development of a preschooler in his individual manifestation [17].

3. A positive focus on educational activities, which allows the educational process to be carried out in the unity of teaching and upbringing. This competence is characterized by:

- ✓ awareness of their capabilities and self-confidence;
- ✓ the dominance of a positive mood;
- ✓ satisfaction from educational activities;
- ✓ professional self-assessment [17].

4. Establishing a trusting relationship. This competence is the basis of work on education and is expressed in the fact that you need to be a person, know the students, be ready to cooperate.

According to V.V. Markova, the reflexive component, which includes the ability to independently and consciously plan, adjust and realize the prospects of their professional development, is important in the formation of special competencies of a future preschool teacher. Part of reflection is self-esteem, the ability to adequately assess their actions, actions and improve them in accordance with the requirements of the future profession [17].

Thus, professional competence is the ability to successfully act on the basis of practical

experience, skills and knowledge in solving professional tasks. The structure includes general professional and special professional competencies.

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