
Development of Professional Competence of Future Educators*Jalolova Dilafruz Sobirovna**Teacher of Kokand State Pedagogical Institute**dilafruz.jalolova.88@mail.ru*

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Abstract: The article examines the development of professional competence of educators in the framework of preschool education reform and the formation of professional qualities of future educators.

Keywords: preschool education; educator; professional competence; methods of teaching and education; pedagogical activity.

In the new era, the development of children in the system of preschool education, the demonstration of the child's opportunities for positive socialization, his spiritual, moral and conscious development of the individual, the development of initiative and creative abilities based on relevant activities of preschool age. In the new era, the development of children in the system of preschool education, the demonstration of the child's opportunities for positive socialization, his spiritual, moral and conscious development of the individual, the development of initiative and creative abilities based on relevant activities of preschool age. Decree PF-5198 of September 30, 2017 "On measures to radically improve the management of preschool education" Introduction of modern innovative pedagogical technologies, effective forms and methods of education in the educational process, including in the non-governmental sector, modern pedagogical technologies and the task of retraining and advanced training of teachers and educators of preschool educational institutions, who are able to professionally address the issues of upbringing and

comprehensive development of children, taking into account the methods¹.

The formation of professional competence in future educators in the process of higher education ensures the organization of quality education in the preschool education system. Professional competence enables students to adequately acquire professional and didactic knowledge, skills and competencies. The formation of professional competence in future educators guarantees the creation and effective organization of innovative ideas in the process of preschool education and the implementation of pedagogical pursuits. One of the most important demands placed on modern educators by society today is to develop qualities related to their personality and profession. The professional qualities of the future educator should be formed in the higher education institution. The emergence of professional pedagogical competence motivates future educators to professional needs, professional interest and pedagogical activity. The educator must educate himself spiritually and enlightened, know the essence of universal values, bring up children in the spirit of devotion to the Motherland, form his love for his Motherland, nature and family. It is also required to be aware of various information related to preschool education. Prospective educators are required to have in-depth knowledge of youth and pedagogical psychology, social psychology, pedagogy, youth physiology, and hygiene. This is because having a thorough

¹ Decree of the President of the Republic of Uzbekistan dated September 30, 2017 "On measures to radically improve the management of the preschool education system" // <https://lex.uz/docs/3362886>

knowledge of preschool education is one of the most important factors in preparing children for school education. Educators must have their own profession and field. Competence is a key factor in preparing future educators for pedagogical activities. Competence is the driving force, and students should be actively aware of new achievements and shortcomings in world science, the experience of developed countries in the field of knowledge, skills and competencies. It is a process in which future educators master the methods of education and upbringing, know the characteristics of children's age, understand their inner world, have pedagogical techniques (logic, speech, expressive means of education) and pedagogical tact, mastering their knowledge and pedagogical skills.

What is competence here? The question naturally arises. Competence- lot. Derived from the word 'compete', it is a set of knowledge, skills, qualifications, views, values and qualities of a person, the ability to demonstrate or influence a field.

When we look at the history of the term "competence", we first see that it appeared in the 60s of the last century in the United States in performance-based education².

The concept of "competence" (Latin "compete" - means to conform) expresses the following essence:

The word competence in a broad sense means the ability to apply existing knowledge and skills in practical practice in solving general or specific broad-based problems.

Professional competence is the ability to effectively apply knowledge and skills in practical practice in solving problems related to professional activity.

Competence is a sign of activity that leads to the expected result. It is a product of knowledge and the ability of an expert to apply it in practice.

The difference between competence and knowledge is that a task cannot be defined or evaluated without practical performance. Qualification is an important criterion of competence, which is manifested as a result of repeated application in different situations, as well as in problematic situations.

Prospective educators should take into account their interests and inclinations in the development of professional competence. It is also important to instill in students the ability to strive for personal success and to take responsibility.

In students, professional competence is formed on the basis of various motives. Vocational motivations include: striving for knowledge in the field of preschool education; to master the ways of success in pedagogical activity; have pedagogical skills and ethics. These components are the basis for the organization of professional activity.

All of this is related to the students' interest in the profession, which ensures that they achieve success in achieving their goals and strive to be creative in their professional activities. Personal motives encourage students to take their place in their professional careers and to dedicate themselves to the pedagogical profession. Students strive to have a place in the community and in society, the ability to organize and lead, the ability to demonstrate personal behavior. He also increases his interest in his chosen profession, broadens his intellectual outlook, and strives for creative activity. Personal motives are directly related to the content of the learning activity. Directs students to active learning. Practical motives are reflected in the action of the work, students act out fairy tales and stories in a practical lesson based on their knowledge and experience. As a result, the skills and abilities to solve various life situations,

². Milrud R.P. Competence in the study of writing // IYaSh. M., 2004. JN№7. - S. 30-36.

problems encountered in pedagogical activity are formed. Students learn important aspects of the pedagogical profession in pedagogical practice. There are also social motives, which encourage students to have a place in society as a person with higher education, social recognition, to contribute to the development of society, to feel a civic duty. The effective application of various methods, technologies and tools in the educational process in the formation of professional competence in higher education stimulates activity in students, acquires practical skills.

One of the most important requirements for modern educators today is the effective preparation of children for school education. To do this, future educators must have adequate personal and professional competence.

Having a solid knowledge of preschool education is one of the most important factors in preparing children for school education. The future educator is required to be aware of the experience of developed countries in the latest achievements in world science in their profession and field.

According to experts, "it is important to identify the leading motives for choosing the right profession. Among the leading motives are imitating a favorite teacher; interest in professional disciplines; understanding the social nature of the profession; formation of professional skills and behavior; formation of a fantasy of specific professional and pedagogical skills; increasing demand for professional self-education; development of professional knowledge and skills; increase in professional research and creative activity; analysis and self-analysis and evaluation of one's professional activity; tests of professional and pedagogical activity include the emergence of a sense of readiness, etc."³

In conclusion, it can be said that the formation of professional competence in future educators also confirms the conclusion that the quality of education depends on the deep understanding and feeling of the essence of the chosen profession in students. Prospective educators must master the methods of education and upbringing, know children, understand their inner world, have pedagogical techniques (logic, speech, expressive means of education) and pedagogical tact, constantly improve their knowledge and pedagogical skills.

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³ Haydarov F., Abdukarimov X., Alimova F., Botirov B. Formation of students' learning motives. T.: 2009. B 42.