

CONTENT AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS AND EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: The study of theoretical and methodological aspects of pedagogical and psychological features of the training and advanced training of teachers-educators of preschool educational organizations and the improvement of methods of their professional development shows that there is a need to create pedagogical conditions that require high-quality organization of training in the development of professional skills and competence. Therefore, professional development of teachers-educators of preschool educational organizations is considered as a socio-pedagogical problem.

Keywords: Obtaining quality education, professional development, professional competence, effective methods and techniques, organizational and didactic system of the process of professional development, interactive methods, methodology of didactic research, system-integrated diagnostics in pedagogical research.

President Of The Republic Of Uzbekistan Sh.Mirziyoyev 2017 In the resolution of PQ-3261 of September 9 "on measures to radically improve the preschool education system", the current system of training and retraining of personnel is highlighted on the problem of providing the preschool educational sphere with highly qualified specialists capable of professionally solving issues of upbringing and comprehensive development of children.

In the development of pedagogical activity of teachers and educators, it is necessary to be aware of modern educational technologies.

The skills of applying interactive and modern methods to the educational process are formed in advanced training courses. In this, it is advisable to develop the professional competence of the educator-educator.

Pedagogical-educators operating at MTT are required to carry out types of professional activities (managerial, socio-pedagogical, Correctional-developmental), scientific worldview and cultural and spiritual moral qualities, special professional competence, that is, a thorough knowledge of the methodology of preschool education.

In addition, teachers and educators must follow the criteria of professional competence. The criteria are as follows: be able to apply modern technologies in practice; be able to choose effective methods and Means; know the content and areas of state requirements and apply them to practice; be able to apply the content of the state curriculum" the first step " in accordance with different age groups; monitor the knowledge, skills and abilities of children in; having social persuasions; sociability-knowledge of the language, communication with different people, a special place in the team; work on oneself, self-development in physical, spiritual, intellectual aspects.

The educator is also given didactic competence requirements.

First create an interactive and media environment;

Second preliminary forecasting of the coverage of the content of the topic;

Third management of the educational process;

Fourth assessment of the achievements and development of children;

Fifth to give motivation and help to children;

Sixth awareness of children's knowledge and their development.

The listed didactic requirements are mastered by educators in the process of professional development. To do this, it is advisable to rely on andrologic principles in the learning process:

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Independent Education, Cooperation, the use of life experiences, an individual approach, electivity, reflexivity, continuity.

These principles are an important factor in improving professional competence in educators.

Communicative competence also occupies a special place in the improvement of professional competence of teachers and educators. Because in the qualitative Organization of education, the subject-subject relationship is effective. This requires educators to adhere to the rule of correct socio-linguistic-speech expression, express discursive - thoughts in a logical sequence, support them in the process of conversation with children.

The pedagogue-educator of preschool educational organizations must have national and spiritual values, intellectual, informational, motivational, cognitive, cognitive activity, reflexive self-analysis skills.

The organization of quality education in rapidly changing socio-economic conditions, as well as the modernization of the sphere of preschool education, depends primarily on the personal and professional views of the educator-educator, that is, on competitiveness, new thinking, cognitive development, a high level of personal qualities and capabilities. If he does not have the qualifications and skills inherent in his profession, he cannot become a demand-level educator. To do this, the educator-educator must have pedagogical skills and be able to qualitatively organize the educational process.

The regional centers of Andijan, Samarkand and Tashkent region of the Ministry of education of the Republic of Uzbekistan, based on the experience carried out by teachers of preschool educational organizations since several years (2018-2020), the results of monitoring the participation and actions of educators in educational activities, it was determined that in the process of professional development it is necessary to effectively.

The study of the activities of teachers and educators of the preschool educational organization during the experimental testing period showed that there are certain shortcomings in this direction.

They can be described as follows:

insufficient organizational, pedagogical and methodological knowledge, skills and abilities of teachers in the effective implementation of the preschool educational process;

the fact that the advanced training course does not achieve high results in updating training plans in content;

low motivation in teachers in relation to the course of professional development (under the influence of work activity, experience, need, interests and desires, health);

failure to fully use the necessary tools and opportunities in the development of professional competence of teachers and educators;

in the process of professional development course, the unpreparedness of educators for innovative activities, the inability to effectively apply personality-oriented educational and information technologies in pedagogical activity;

insufficient formation of sociability, diagnostic, reflexive, organizational, skills in educators;

the lack of developed criteria for professional monitoring and evaluation of the psychological training of teachers and teachers and their attitude to the innovation process;

insufficient number of teachers and educators with higher education;

the lack of improvement of the model of improving the professional competence of teachers and educators.

The above shortcomings are clearly visible in the process of improving the activities and

qualifications of teachers and educators of preschool educational organizations. Eliminating the existing shortcomings, in our view, necessitates the implementation of:

1. Further improvement of social, methodological and pedagogical requirements in relation to improving the qualifications of teachers and educators of preschool educational organizations;
2. Effective implementation of modern and information technologies in the process of professional development of teachers;
3. Creation of an organizational and didactic system of continuous professional development of teachers and educators;
4. Implementation of an integrative approach to improving the qualifications of teachers and educators of MTT;
5. Ensuring the priority of the principles of the formation of socio-cultural, pedagogical-psychological, normative-legal skills in the development of professional competence.
6. Organization of education, aimed at the comprehensive formation of the personality of the educator in the jargon of professional development, achieving the enrichment of this process with humanitarian and democratic ideas.

Professional training, creativity are considered the mechanism of development of the pedagogical personality, pedagogical skill is the quality of creativity. Pedagogical skill is the most necessary description of pedagogical activity. Pedagogical skill is the law of the creative formation of a person.

In the process of the advanced training course, the pedagogical skills of teachers and educators develop on the basis of the application of interactive learning techniques in training. "Interactive" means the meanings of interaction, mutual action, joint activity. In the interactive process, the professional and personal qualities of educators are changed and improved. In the process of education, teaching educators to substantiate their thoughts and experience, help them believe, listen to others, design their personal knowledge is one of the most necessary problems of education today. In the process of interactive learning, the situation of finding a solution "in this place and at this time" does not occur during a certain period of time, and then the opinions expressed by the audience are analyzed.

J.G'.Yuldashev, S.According to the usmanovs, "there are many types of interactive training, which are selected in accordance with the characteristics of the topic of the lesson as well as the intended goals and are duly prepared. In order to participate in an interactive activity, specific requirements are imposed on the taiyogars of the students, which consist in the assimilation of the necessary knowledge for active participation in the training, readiness for communication, work in cooperation, independent thinking, skills to be able to freely express and defend one's opinion, etc."

In the process of professional development, the most effective use of time in training is a prerequisite. This requires the correct selection of the necessary tools, forms and technologies by professors.

The application of modern technologies occupies an important place in the improvement of professional competence of teachers and educators. As a result, the active participation of the audience and their interests reach the main stage, the goal is achieved through their correct orientation, adherence to didactic requirements, the priority of personality-oriented education. Through the method and technologists selected according to the needs of teachers and educators, gaps in professional activity are filled. Through reflexive analysis of the learning process, the possibility of designing future lesson processes is created. This requires the use of Project technology in the learning process. In the design process, attention is paid to the effective assimilation of the norms of

pedagogical activity of pedagogical educators, their adaptation to pedagogical activity, the correction of their professional views on the basis of personal experience. Such an approach develops the professional competence of the pedagogue-educator, creates the qualification of applying a new approach in his professional activities.

A.Talipov, M.Usmonboevas noted that "the needs of educators in the application of pedagogical design technology, the possibility of preparing for a lesson at a certain stage of the educational process, will be successful only if they recognize the cultivation of self-development skills as the main issues."

In our country, practical activities are being carried out on the way to modernizing preschool education. Consequently, the scientific and methodological foundations of the process of education and training of qualified specialists of the younger generation, their professional development were developed, the system of Continuing Education operating in a new content and direction at the level of the world standard was improved.

At the moment, the implementation of the tasks set to improve the activities of educators operating in the system of preschool education, which is the first link in continuing education, to introduce the most advanced, unique ideas into the content of the process of professional development, is an issue that cannot be delayed. Updating the content and methods of teaching in the system of professional development guarantees the achievement of quality education. Changing the content of professional development education, updating helps to increase the professional competence of educators. Obviously, in today's fast-growing period, the need for educators to introduce innovations in science and apply best practices to the preschool education process is growing.

Modern problems in the preschool education system require the educator to acquire a new professional and personal quality, systematic creative thinking, information, communicative culture, competitiveness, leadership qualities, life aspirations and high self-confidence, the ability to create his own positive image, the ability to analyze his activities with awareness, be able to act independently in any conditions, adhere to a healthy lifestyle, have

To create a new creative healthy environment in preschool education, it is necessary to update the content of Education, identify the main aspects of increasing the professional activity of educators, organize their professional and pedagogical qualification in new ways in the process of professional development.

The quality of pedagogical personnel is the most necessary component in the system of preschool education. Because, the implementation of all the remaining components depends on how the educational system is organized.

The main task of Educators of preschool educational organizations is to teach the growing younger generation to think, think in accordance with the Times on the basis of advanced pedagogical technologies in preparing them for school education.

In the process of professional development, a number of problems should be paid attention to. That is, they are:

- growing volume of scientific innovation and information;
- the rise and development of the technology and technology sector;
- integration of Science, production and education;
- the deepening of global (economic, demographic, political and environmental) problems.

Analysis on pedagogical views shows that the views, views of the educator ensure the unity of consciousness and activity. Scientists have studied that the views of the pedagogical personality are one of the Integrative qualities, and its internal state is manifested in External professional activity.

In the process of professional development of educators, it is advisable to create the following pedagogical conditions:

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Socio-Legal-an opportunity is created for the respect and free thinking of the personality of educators.

A one-month algorithm plan is drawn up for a promising - target-advanced training course.

Need-stimulating-the algorithm is based on the plan, the needs of educators are satisfied.

During the period of communicative-informational-educational training, educators are created opportunities for mutual discussion, mutual exchange of information.

Organization of innovative activities, creation of information space and media environment.

The above pedagogical conditions provide for the satisfaction of the need for freedom in the process of education in educators, the statement of an independent opinion, the effective organization of pedagogical activity.

It is also possible to achieve the development of professional skills of educators in the process of professional development through the following main components.

1. Special and give new knowledge of the profession.
2. Satisfaction of the need for scientific knowledge.
3. The ability to communicate, enrich skills and abilities.
4. Formation of organizational skills and skills of management activities.
5. Further expansion of humanitarian and personal qualities.

The educator must constantly reflect on himself. The analysis of the educator's own pedagogical activity guarantees the organization of quality education.

Various teaching methods and forms can be used to improve the qualifications of educators: a lecture in the form of a dialogue, a problem lecture, practical classes "work in small groups", a seminar-interview, a creative seminar, a seminar-press conference, a game technology (workaholicism and role-playing game), a method of a problem situation, a group discussion ("brainstorming"), training,

Our observations and experience show that the professional qualifications of educators should be increased not only at the Institute of professional development, but also in preschool educational organizations, by working on themselves, at seminars and conferences of the district level. Methodological work in preschool educational organizations is a single system of continuing education of educators, providing for the improvement of their professional qualifications.

On the basis of methodological work, the pedagogical skills of educators on the basis of advanced experience and mutual analysis in preschool education increase, creative potential develops and expands in them, mutual experience is exchanged on the most optimal results in achieving the quality of Education. Advanced pedagogical experiments are widely promoted.

At the beginning of the advanced training course, the creation of pedagogical conditions for the purpose of studying the needs of educators was presented above. Educators are offered to draw up an "algorithm plan" by a professor (head of the course). In this, educators write down sequentially what innovations they need to master for their pedagogical activity for a month. During the course, the algorithm will monitor the plan. For example:

Mastering in a refresher course	Изох
Organization of classes on the basis of modern technologies	
The first step is the effective implementation of the state program	
Working with parents in an unconventional form	
Creating a developing environment	
Development of professional competence	
Effective organization of a personality-oriented approach with children	

Each educator algorithm monitors the plan in collaboration with the teacher of the advanced training course. At the end of the course, a general analysis is carried out. Educators develop the dynamics of the knowledge they have mastered. This process provides for effective reflexive activity.

The result of the methodological service makes it possible to achieve success in preschool educational organizations in the development of professional skills of educators, in the ability to choose the most optimal methods of preparing educators for school education.

Contracts, which are considered a specific type of legal facts, occupy an important place in the emergence, change and termination of civil legal relations.

As a result of the analysis carried out, the article will develop proposals for improving the legislation on the legal regulation of the activities of microloan organizations.

The article reveals the prospects for the development of civil society in Uzbekistan and analyzes the problems of the development of legal consciousness and legal values in modern society, identifies important structural and material differences between law and law, which is one of the main components of law.

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