

PROBLEMS OF IMPROVING THE PROFESSIONAL COMPETENCE OF EDUCATORS IN PRESCHOOL EDUCATION

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Annotation:

This article describes the requirements for the qualitative improvement of preschool education, the preparation of educators for interpersonal communication in the pedagogical process, the introduction of subject-subject relations; competency diagnostics; equipping with knowledge on the implementation of modern technologies in the organization of preschool education; development of their professional competence; creating conditions for them to acquire modern approaches to improving the quality of preschool education and ensuring that they master the methods of continuous improvement of preschool education.

In the process of socio-economic, spiritual-educational transformation, development of market economic relations, development of science, technical, technological and operational information exchange and in the process of training teachers for preschool educational organizations, scientific-methodical pedagogical processes can manage the perspective of the Republic of Uzbekistan to ensure

Basic Concepts: Education, Knowledge, Preschool Education, Upbringing, Skills, Concept, Methodology, Modern.

V sootvetstvii so Strategie deystvii po dalneyshemu razvitiyu Respubliki Uzbekistan reshayutsya voprosy, svyazannye s sozdaniem sovremennoy metodologii deyatel'nosti doskolnykh obrazovatelnykh organizatsiy, sovershenstvovaniem gosudarstvennykh trebovaniy na osnove kompetentnostnogo pokhoda, sozdaniem obrazovatelnykh uchrejdeni novogo pokoleniya. opredeleny metodicheskie komplekxy i usovershenstvovanie ix introduction v shirokuyu praktiku, udeleno vnimanie ey kak pedagogicheskoy sistemy analiticheskoy napravlenosti.

On December 29, 2016, the President of the Republic of Uzbekistan Sh.M. Mirziyoeva issued a decree "On improvement of the system of youth education in 2017-2021" No.

Kachestvennoe sovershenstvovanie doskolnogo obrazovaniya s uchetom pred'yavlyaemykh k nemu trebovaniy, naryadu s kriticheskim analizom i obnovleniem, trebuyet soderzhatelnogo bogashcheniya sistemy organizatsii i upravleniya pedagogicheskimi protsessami v etikh obrazovatelnykh organizatsiyax. Thank you for the conditions created today in the organization of preschool education, modern changes, people who are skilled in using all the possibilities, who are able to do it for themselves and their children, who are able to work together with their parents and neighbors with the organization of preschool education. , samorazvivayushchayasya doskolnaya obrazovatel'naya organizatsiya, sposobnaya v polnoy mere ispolzovat svoi koncepty i vozmozhnosti, uvelichivaet neprikost v vospitatel'nykh.

V Strategy of practical and further development of the Republic of Uzbekistan "expansion of the set of school educational organizations and cardinal improvement of conditions for comprehensive intellectual, aesthetic and physical development of children and ethics, serious health and inclusiveness of children and school education and the provision of access to education, qualifications of pedagogues and specialists. Nedarom prioritynymi zadachami,

takimi kak povyshenie urovnya Sredi trebovaniy povysheniya kachestva doshkolnogo obrazovaniya: podgotovka vospitateley k mejlichnostnomu obshcheniyu v pedagogicheskikh protsesakh, priobshchenie k subekt-subektnym otnosheniyam; gramotnaya diagnosis; voorujenie znaniyami po vnedreniyu sovremennykh tekhnologii organizatsii doshkolnogo obrazovaniya; razvitie ix professionalnykh komentetsiy; mojno vklyuchit takie veshchi, kak sozdanie usulii dlya ovladeniya imi sovremennymi podkhodami k razvitiyu kachestva doshkolnogo obrazovaniya i obespechenie osvoeniya imi metodov regul'yarnogo sovershenstvovaniya organizatsiy doshkolnogo obrazovaniya.

It is possible for the image of the teacher not only to increase the quality and effectiveness of preschool education, but also to teach professional competence and innovative thinking.

Reformy v sphere doshkolnogo obrazovaniya trebuyut sovershenstvovaniya mezhanyov effektivnoy organizatsii etogo processa, to est priobreteniya opyta effektivnoy organizatsii i upravleniya obrazovaniem na demokraticeskikh nachalakh v sootvetstvii s trebovaniyami sotsialno-ekonomicheskogo razvitiya. Ona napravlena na vyyavlenie mekhanizov povysheniya kachestva obrazovaniya na vysokikh urovnyakh na osnoe effektivnoy organizatsii i koordinatii deyatel'nosti sub'etov doshkolnogo obrazovatel'nogo protsesa, ix koordinatsii i realizatsii na osnove kompetentnostnykh podkhodov.

Doshkolnoe obrazovanie, kak slojnaya sotsialnaya sistema, vklyuchayushchaya v sebya razlichnye organizatsii, trebuyet osobogo pokhoda k ee upravleniyu. Takje doshkolnoe obrazovanie trebuyet opory na obshchie principy organizatsii obshchie principy organizatsii obrazovaniya kak pedagogicheskogo protsesa, obespechivayushchego nachalnoe razvitie podrastayushchego molodogo pokoleniya. Eto samo po sebe trebuyet opory na metodologicheskie podkhody, prakticheski imeyushchiesya v issledovaniyakh v oblasti pedagogicheskoy deyatel'nosti.

Kardinalnye izmeneniya v obrazovanii, provodimye reformy trebuyut transition to a new paradigm of educational process. Takoy podhod sposobstvuet vajnosti uglublennogo priobreteniya professionalnykh kompetentsii i povysheniya kvalifikatsii pedagogov doshkolnykh uchrejdenii. And research, aimed at the development and improvement of professional competence in educational institutions, with the study and analysis of research work, aimed at clarifying the meaning and validity of the concept of competence. Vengera, L.M. Volobuevy carefully reviews the theoretical and practical aspects of the professional competence of pedagogues and the high level of effectiveness in their research work.

Reformy v sphere doshkolnogo obrazovaniya trebuyut sovershenstvovaniya mekhanizmov effektivnoy organizatsii etogo processa i priobreteniya opyta organizatsii obrazovatel'nogo protsesa na demokraticeskikh principakh v sootvetstvii s trebovaniyami sotsialno-ekonomicheskoe razvitie. Eto samo po sebe stavit zadachi opredeleniya mezhnykhov razvitiya kachestva obrazovaniya na osnove organizatsii i koordinatsii deyatel'nosti sub'ektov doshkolnogo obrazovatel'nogo protsesa, koordinatsii i realizatsii na osnove kompetentnostnykh podkhodov.

Na sogodnyashnyi den opyt deyatel'nosti, napravlennoy na povyshenie professionalnoy kopetnosti vospitateley doshkolnykh edovatelnykh organization, pozal, chto pedagogicheskiiy collective, educational process, navyki management of edovatel'noy organizatsii insufficiently

developed. V nastoyashchee vremya, kogda v nashey strane providotsya korennoe reformirovanie sistemy doshkolnogo obrazovaniya, bolshie trebovaniya pred'yavlyayutsya k rovnuyu znaniy, professionalnomu masterstvu i organizatorskomu potentsialu vospitateley, botayushchix ve etikh obrazovatelnyx organizatsiyax.

Naryadu s rasshireniem netey v doshkolnyx educational organizations, razvitiem sektosudarstvennyx i non-gosudarstvennyx organizations, raskryvayutsya osobennosti professionalnoy deyatel'nosti i kompetentsii pedistateley, batoyayushchih ve etikh educational organizations, pedagogicheskiy process i effektivnost obrazovatelnoy deyatel'nosti. deyatel'nosti organizatsii, sposobstvuyut effektivnosti obrazovatelnoy organizatsii, neobhodimo proper podoyti k polnomu obespecheniyu mekhanizov ee razvitiya.

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