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Forms and methods of developing the professional competence of a teacher-educator in the pedagogical process, Uzbekistan

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Abstract: At the same time, in pedagogical literature, the concept of "professional competence" is understood as a definition of the professional activity of a teacher-educator, the personal qualities and abilities of the educator to solve problems in the educational process, the tasks of professional activity. It is explained that the level of adequate formation of these qualities not only fulfills the pedagogical tasks set before him, but also allows him to independently perform them and develop innovative methods for their solution.

Keywords: Pedagogical education, physical and mental development of the child, education, individual training, professional training.

Introduction: The concepts of "professional competence" and "competence" are currently encountered in the works of many scientists. We can see that this concept is analyzed in detail in each literature.

At the same time, in pedagogical literature, the concept of "professional competence" is understood as a definition of the professional activity of a teacher-educator, the personal qualities and abilities of the educator to solve problems in the educational process, the tasks of professional activity. It is explained that the level of adequate formation of these qualities not only fulfills the pedagogical tasks set before him, but also allows him to independently perform them and develop innovative methods for their solution. For this, the teacher-educator must have mastered theoretical knowledge about education and upbringing well, and be able to work independently with preschool children in any conditions.

The concept of "competence" is considered as knowledge, skills necessary to achieve a certain level of quality of externally imposed requirements, and the concept of "competence" is understood as a process that allows one to effectively solve functional problems that constitute the content of one's knowledge,

abilities, and personal qualities, professional activity. In a word, competence is goals, and competence is a result. Thus, achieving a goal means striving for development. Similarly, in pedagogy, by updating their competence, the teacher develops, and at the same time, their professional competence begins to develop.

Main directions in determining the content of the professional competence of a teacher-educator:

- professional competencies consist of generalized methods.
- ensures the effective performance of pedagogical activity by the teacher-educator in various conditions;
- the composition of competence consists of:
 - communication skills;
 - knowledge acquired to acquire abilities;
- ensuring the importance and responsibility of applying skills in the field of pedagogical activity, effectively applied in new professional pedagogical situations;
- the structure of qualification competence was created on the basis of a functional analysis of the educator's various pedagogical activities in preschool educational organizations. [1].

In order to develop and design professional qualifications:

The competence of a teacher-educator is implemented in 4 stages:

1. First stage - unconscious incompetence.

- lack of necessary knowledge and skills, abilities;
- unawareness of their absence;

Professional self-assessment: "I don't know what I don't know" (low level of professional competence).

2. The second stage - awareness of incompetence.

- what professional knowledge, skills, and qualifications are lacking;

Professional self-assessment: "I know what I don't know" (level of professional competence - average).

3. The third stage is conscious competence.

- awareness of the qualification content of their profession, the ability to effectively apply their professional abilities in the necessary places;

Professional self-assessment: "I know what I know" (basic level of professional skill).

4. The fourth stage is conscious competence.

- full integration of professional abilities and the ability to apply everything in its place;
- professional competence - this is a part of a person.

High level of qualification (professional level - optimal and promising).

Therefore, in preschool educational organizations, constant work is always carried out with educators in various areas. Now the main goal is to organize preparatory work for the formation of pedagogical competence of educators. Based on their practical experience, professional skills, and knowledge, they must act effectively in solving problems.

Ways to improve the professional competence of educator-teachers:

- Working in methodological associations and creative groups;
- Research and experimental activity;
- Mastering innovative and new pedagogical technologies;
- Application of various forms of pedagogical support;
- Active participation in pedagogical competitions, organization of master classes;
- generalization of one's pedagogical experience;
- It is necessary to create certain conditions for a teacher to realize the need to improve their professional competence. The teacher should have the following capabilities:

The educator-teacher must create constantly developing conditions so that he understands the need to improve his professional competence. The educator should have the following capabilities:

- Continuous professional development;
- Study of modern methodological and pedagogical literature;
- regular attendance at training seminars, open lessons of other teachers;
- Participation in the exchange of experience and cooperation processes;
- Participation in open forms of educational activity;
- Study of information technologies;
- Participation in professional skills competitions;
- Ability to effectively use the Internet to share their achievements and experience;

- carrying out work on oneself; [2]. The system of methodological work of the educator consists of:

1. Study, analyze regulatory documents related to the preschool education system, and familiarize themselves with current trends.

Goal:

- Defining the development strategy of the preschool educational organization;
- Creation of a model of the educational process based on a modern approach;

Forms of work with teachers:

- working with documents;
- Access to Internet resources;
- providing consultations;
- organization of seminars.

2. Use of interactive methods in various methodological approaches to increase the activity of educators.

Goal:

- A sense of the importance of educators themselves in the implementation of fundamental solutions for the implementation of the pedagogical process in preschool educational organizations;

Methods and forms:

- Presentations on the problems and discussion of their solutions;
- methods of developing active thinking;
- brainstorming;
- psychological trainings.

Organization of teachers:

- group.

Merger works:

- by the level of pedagogical mastery;

- on topical issues;

- single

3. Improvement of the systematic work of educators on themselves:

Work forms:

- independent study of messages and information,

- working on the main issues of the pedagogical process,

- organization of master classes,

- Developing the independence and activity of educators in the practical application of their theoretical knowledge;

4. Monitoring the qualification competence of educators; [2].

Goal:

- determining the pedagogical experience of educators on specific issues, problems, and preferences.

The above-mentioned concept of "professional competence" as a definition of the professional activity of a teacher-educator means the concept of improving the personal qualities and abilities of the educator to solve problems in the educational process, tasks of professional activity. A sufficiently formed level of these types of competencies not only fulfills the pedagogical tasks set before them, but also allows them to be performed independently and develop innovative methods for their solution.

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