

# The development of the role of the methodological service in developing the professional competence of educators

G.A. Saparbaeva

Assistant Teacher, NMPI. Department of Distance Learning in Humanities and Social Sciences, Uzbekistan

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**Abstract:** This thesis discusses the role of methodological activity and self-development in developing the professional competence of preschool educators, as well as how it meets the requirements for educators.

**Keywords:** The educator is a teacher, the child's physical and psychological development, education, personal training, professional training, and reflective training.

**Introduction:** The high-quality implementation of the pedagogical process in preschool educational organizations also depends on ensuring the implementation of reforms in the republic's education system, the spiritual image and professional skills of preschool educators. To date, the object and subject of research of preschool educators is the professional activity of educators and psychologists.

The level of compliance of the educator with the established requirements determines the key task in the development of a preschool child's personality. A preschool educator must, first and foremost, fully understand the high responsibility for the future and fate of the child. It is very important not only to understand that the development of a preschool child is an important value, but also to acquire knowledge about the laws of the child's development. One such regularity is the connection between the child's physical and mental development and the surrounding environment. This pattern, in turn, defines the following two important functions of the preschool educator:

- 1) creating the necessary pedagogical conditions for the successful upbringing of children;
- 2) ensuring the safety of their lives and strengthening their health [1].

The function of the educator in creating the necessary pedagogical conditions for the successful upbringing of children requires encouraging the child to be active,

engaging him in activities of a developmental nature. Caring for the physical and psychological health of a child is the key to the rational organization of preschool education, as the development of this age period is directly linked to the child's social status, mood, and emotional manifestations. For this reason, the educator must be attentive to the environment surrounding the child, preventing even the simplest situations that threaten the child's life and health. That is, the educator must constantly monitor the condition of the kindergarten grounds, toys, and furniture for the child, measure air and water temperature, and determine the training time for preparing children in advance. It should be noted that the carelessness of an educator is an important sign of their professional inadequacy.

A modern educator, relying on psychological, pedagogical, and sociological research, realizes that nothing, even a higher-class educational institution, can overcome the influence of a child's personality on their development. It is advisable for educators to regularly raise the pedagogical culture of parents, establish active cooperation in raising children, and work separately with families in need of social assistance in this process.

The following professional functions of a modern preschool educator should also be highlighted:

- 1) participation in raising the educational knowledge of parents;

2) management and harmonization of the educational influence of the family and preschool educational institution.

In a modern democratic society, the requirements for preschool education require a teacher to regularly enrich their general cultural and professional training. This, in turn, requires the educator of a preschool educational institution to pursue another area of professional activity - self-education. The goal of self-education is to gradually develop the educator's personality and enhance their professional skills.

It is advisable to organize both in higher education institutions and in the field of preschool education for other educational and specialized subjects in various forms of independent education, i.e., familiarization with professional and literary literature, preparation of a synopsis on specific topics based on them, visiting museums, participation in conferences, exhibitions, and competitions.

The creative nature of pedagogical activity requires the educator to study best practices, master innovations, and implement them in practice. The active introduction of innovations necessitates the involvement of educators in scientific research. Engaging educators in such research will enable them to successfully utilize the results achieved later in their work [2].

Furthermore, an educator must undergo special training to become a skilled master of their profession. It must comply with the following conditions:

To educate the younger generation, a teacher must possess a higher education, thoroughly acquire professional knowledge, be able to select the necessary methodological literature, work with scientific literature, study the experience of leading experienced educators, and apply it in their work.

2. The educator must be well-versed in observation, be able to analyze their behavior and be able to find means of positively influencing the child.

To increase educators' interest in learning and develop their connected vocabulary, the educator's words should be fluent, clear, logically concise, and understandable. They must be able to use modern pedagogical and designation technologies in their teaching and upbringing. It is necessary to be able to effectively use interactive game methods of learning in the educational process.

Based on the above-described functions of preschool teachers in their professional activities and the "Concept of Preschool Education," we highlight three aspects of training that determine the professional competence of modern educators: [3]

- Personal training;
- Professional training;
- Reflective training;

Personal readiness is the reflection of qualities that should be determined in the personality of the educator, and includes gnostic (cognitive) abilities (the ability to work with scientific information, the ability to use scientific knowledge in practice, the ability to solve pedagogical tasks with high skill); organizational abilities (creating favorable conditions for the organization and implementation of educational activities, the ability to choose methods and means of training, the allocation of time, the ability to provide the educational process with the necessary equipment, the ability to create the necessary conditions for organizing and conducting; we include communicative abilities (understanding the perception of markings in relation to preschool age periods, the ability to change the methods and techniques of transmitting signs in relation to the situation, rational communication in the process of professional activity, etc.).

Professional training As defined by the First President of the Republic of Uzbekistan, in accordance with the Decree of the President of the Republic of Uzbekistan I.A. Karimov "On Measures to Further Improve the System of Foreign Language Learning" No. PP-1875 of December 10, 2012, the knowledge of a foreign language, including English, was established as a professional requirement for teachers. It also includes skills and experience that are of particular importance for the professional activity of an educator.

Reflective preparation enables the educator to plan their future activities based on the results of the educational process, encompassing three types of reflective abilities: perception of the object, knowledge of measuring, and a sense of belonging.

The basic education received by the teacher creates only the necessary conditions for the formation of professional guarantees. In addition, recently there has been a trend towards an increase in the number of educators who do not have special preschool education, educators whose vocational education does not meet the modern requirements of preschool education, and educators with established pedagogical stereotypes. In a modern, steadily developing world, every specialist is forced to constantly update and improve their knowledge, skills, and scientific experience. Special attention should be paid to professional guarantees.

The main ways of its development can be: courses for improving knowledge, research, experimental activity, mastering new pedagogical technologies, the ability to

navigate the information flow, generalization of one's pedagogical experience, but most importantly, self-education.

Self-education is purposeful educational activity directed by the individual; it is the acquisition of systematic knowledge in science, technology, culture, political life, and any other field. Self-education is based on the student's interest in organic combination with independent study of the material.

It is necessary to understand the necessity of self-education and strive for self-development. K.I. Chukovsky said: "Only knowledge acquired on the basis of your own initiative is strong and valuable..."

Zakharova G.I.: "professional competence" is an integral characteristic of the educator's personality, characterizing their awareness in the field of psychological and pedagogical knowledge, professional competence and experience, personal experience. At the same time, there will be a need to orient the educator towards future work and achieve professionally necessary results, open to dynamic communication with the necessary knowledge.

The criteria for self-education are: the effectiveness of professional activity, the growth of the educator's creativity, the introduction of new pedagogical technologies into the educational process. Self-education is the first step towards developing professional competence. The result of the educator's efforts is the improvement of work with children, the creation of favorable conditions for their harmonious development.

Thus, we can conclude that the main component of the teacher's professional competence is self-education. A high level of professional guarantee allows educators to choose effective ways to solve professional problems, creatively perform professional tasks, improve their scientific experience, create competitiveness, and most importantly, improve the quality of preschool education.

Professional competence of an educator is a multifaceted phenomenon, including a system of the educator's theoretical knowledge and methods of their application in specific pedagogical situations, the value orientations of the educator, as well as integral indicators of his culture (speech, communication).

The main components of a teacher's professional competence include the following.

- Intellectual and pedagogical competence - the ability to apply acquired knowledge, experience of professional activity for effective teaching and fostering innovative abilities;

Information competence - the volume of information

about the educator himself, his pupils, parents, and colleagues.

- Management competence - the educator's ability to manage their actions, manage their emotions, reflect, and be stress-resistant.

Communicative competence is a necessary professional quality, as well as speech abilities, listening skills, extraversion (a quality of a person distinguished by a great interest in the external world), an attempt to understand (to care, to understand another), etc.

The ability of pupils to cooperate with their parents is one of the main professional competencies.

For the qualitative formation of an educator's qualifications, basic knowledge, skills, and abilities that develop in the process of self-education are necessary.

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