

Improving The Methodology For Preparing Future Preschool Educators For Professional Pedagogical Activity

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Received: 31 March 2025; **Accepted:** 29 April 2025; **Published:** 31 May 2025

Abstract: This study focuses on improving the methodology for preparing future preschool educators for professional pedagogical activity. The relevance of the topic is determined by the need to develop professional competencies that meet modern educational standards and labor market requirements. The aim of the study is to clarify the structure of professional competencies and identify effective methodological approaches for their development. The research emphasizes integrative, personality-oriented, and practice-based technologies as key factors in enhancing students' readiness for professional activity. The findings show that creating an activity-based pedagogical environment contributes to the formation of independent, responsible, and competent future preschool educators.

Keywords: Professional competence, key competence, cognitive, professional activity, competence technologies, education and production.

Introduction: This article analyzes the aims and objectives of developing students' professional competencies based on social partnership.

AIM: to clarify the composition and structure of students' professional competencies and, based on the possibilities for developing them through the integration of electronic subjects, to understand at the scientific and methodological level that the relevance of the topic is connected with understanding professional development as a key problem.

METHODS

A set of psychological and pedagogical tools is proposed for forming professional competencies, including integrating general professional subjects based on students' project activity, tested in experimental and exploratory work.

DISCUSSION AND RESULTS

Key competencies are general competencies necessary for the effective professional activity of any modern specialist; special competencies are the competencies required to solve specific professional problems. If we consider the relevance of the topic, the employer in the labor market currently requires that a specialist have professional competencies corresponding to the level

of development of modern technologies. Analysis of works that examine approaches and tools for developing professional competencies showed that this problem is at the research stage.

In recent years in our republic, regulatory foundations have been created for improving integrative mechanisms for training pedagogical personnel in conditions of social partnership on the basis of international standards, opening branches of foreign educational institutions, raising the education and upbringing system to a new stage, increasing coverage with higher pedagogical education, developing the creative abilities of the younger generation, and providing interactive support. "Strengthening attention to the quality of training personnel for the education sector, widely introducing advanced foreign experience in the field, and improving the infrastructure of pedagogical education" has been defined as a priority task. As a result, improving mechanisms for training pedagogical personnel on the basis of integrative approaches expands opportunities for improving the model of preparing the future teacher for innovative activity.

It is known that at present the level of professional training of specialists is influenced by the conditions of

the changing labor market; it is necessary to raise its status in order to train highly qualified personnel and develop students' professional competencies.

If we define "competence," it is the ability to use theoretical knowledge, practical skills and abilities acquired in a subject to solve practical and theoretical issues encountered in everyday life and to apply them in practice.

If we consider the relevance of the topic, the employer in the labor market currently requires that a specialist have professional competencies corresponding to the level of development of modern technologies. Analysis of works that examine approaches and tools for developing professional competencies showed that this problem is at the research stage. Despite the diversity of tools used, it was found that the possibilities of forming professional competencies in vocational education institutions are not sufficiently used. The cognitive approach is applied more often, and the integrated approach is not applied in practice, which makes it possible to comprehensively consider the problem of developing professional competencies taking into account the processes of integration and fragmentation.

The relevance of research at the scientific and methodological level is connected with understanding that the main problem of developing professional competencies is the search for effective technologies that engage students in conscious activity. We consider conscious active activity as an organized process that gives students the opportunity for independence, activity, designing their own activity, making independent decisions and being responsible for them, and critically evaluating the results of their actions in accordance with social norms and professional values. By socio-professional values we mean the unity of behavioral guidelines recognized and accepted by the socio-professional community and a personal attitude toward the goals and results of their professional activity.

It is evident that professional competence determines the future specialist's general professional training, can be applied in various activities to solve various professional tasks, and provides opportunities to develop and acquire new knowledge and skills, as well as to improve professional mastery. In the process of professional training, the characteristics of the pedagogical environment that make it possible to identify effective technologies for developing professional competencies on the basis of the integration of subjects are systematized as follows:

- personality-oriented technologies are aimed at revealing internal capabilities and "hidden" abilities, on

the basis of the student's independent choice of abilities and opportunities in the sphere of social and professional interest, and of behavioral and activity methods.

The technology of studying educational and cognitive activity, with the help of pedagogical influence, makes it possible for the student to move from a passive state to an active state.

CONCLUSION

Thus, if we define competence, it is the ability to use theoretical knowledge, practical skills and abilities acquired in a subject to solve practical and theoretical issues encountered in everyday life and to apply them in practice. There are also various classifications of professional competencies. According to R. V. Gurina, professional competencies consist of key and special parts.

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