

FORMATION OF METHODOLOGICAL COMPETENCIES IN FUTURE PRESCHOOL TEACHERS

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Annotation.: This article covers the formation of methodological competencies in teachers of future preschool education.

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Today, a lot of attention is paid to the field of education in our country, facilities are being created. This area has been raised to the level of public policy, we are a witness. In Particular, The President Of The Republic Of Uzbekistan Sh.M.The attention given by Mirziyoyev to educators operating in educational institutions, the constant work of educators on themselves, the implementation of innovative ideas in the field of education, the worthy education of the owners of our future, the further improvement of the effectiveness of education and upbringing, the education of a spiritually mature and perfect person are set out. Therefore, the science of "Pedagogy" occupies a special place in the system of secular sciences. The concept of pedagogy was developed by A.Avlony called it "the science of child rearing". Pedagogical competence the following meanings of the term exist. "Competence "is derived from" competence "in English, Meaning" ability". Competence means the productive use of theoretical knowledge, which is acquired by the future professional and is used in his activities. That is, a high level of professional competence is explained by the concept of being able to show skill gifted. In the competence System, Professional Competence is the main methodological phenomenon, which means the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and the ability to apply them at a high level in Practice [1]. Competencies are generalized methods of actions that ensure the effective execution of activities. This is the ability of a person to practice his skills.

In modern pedagogy, various approaches to training specialists are known. Among them, the famous ones are considered an interdisciplinary approach, an informative approach, a systematic approach, an active approach, and the new situational approach that appeared soon, information, conceptual, ergonomic approaches.

In pedagogy, the concept of a competency-based approach was first mentioned in the 80s of the 20th century in a journal called "Perspectives". V.D. Landsher wrote an article on this topic, entitled The concept of "minimum Authority", which provides information about approaches. Not initially about the approach, but only the concepts of "competence", "professional competence", as well as thoughts about the professional competence of an individual as a goal and result of education, came to the field. There, the term competence was understood as "deep knowledge of the subject". Later, the term competence was widely interpreted and an attempt was made to shed light on its use and content.

In terms of competence, pedagogical approaches are classified into certain categories. There are opinions of scientists about their formation and development.

Russian educator A.M.Mityayeva provides information about the transition of the educational system to the next stage in the implementation of a competency approach as a methodological principle for the design of multi-level education. The Republican scientific and practical conference on the purpose of education and the topic “pedagogical strategies for the development of professional competencies in future teachers on the basis of advanced foreign experiences: problems and solutions” defines the competence-based approach as a qualitative norms, modeling method of the results of February 20, 2024 229, reflecting the result of education as a system.

Based on an informed approach in the process of training their future specialists, the question of mastering the concept of a competency-based approach by future preschool teachers is relevant that they know the methodological strategy of Higher Education based on an informed approach. In pedagogy, the volume, direction and level of cognitive skills acquired by a person as a result of reading and learning are called information. In the process of education and independent learning, information is obtained, developed in the process of conscious activity. The process of conscious activity is carried out from the formation of the thinking ability of a person, both object and subject of education, in the family, and then at the stages of the system of continuing education. At the stages of the continuing education system, information in the volume and direction established by certain educational standards and educational programs is mastered. The main form of organizing the process of mastering information consists of educational and educational activities. Sources of information are textbooks, manuals, supplementary literature, events taking place in the environment, educational tools of the means of information and the process of logical thinking. Education is mastered in preparation for family, kindergarten, school, or vocational secondary professional Education , Higher Education, extracurricular educational institutions, forms of post-secondary education, as well as re-vocational training. In modern information society, having knowledge, skills and qualifications is an adequate result of Education. A person must act in rapidly changing information flows, master new technologies, self-study, search for and use Missing knowledge. The results of international comparative studies conducted show that students are better at performing tasks of a reproductive nature than their foreign counterparts, master subject knowledge and skills, but when performing tasks for the practical implementation of knowledge, their results are lower, life situations, their content is presented in an unusual, non-standard form, in which it is necessary to analyze or interpret them, Thus, there is a need for change in the field of Education based on an informed approach, and today the field of education is being modernized in order to train personnel who are not only knowledgeable in the field of education, but can apply their knowledge in practice. The ongoing modernization of education in Uzbekistan provides for the achievement of a new quality of Education, which consists of new opportunities for students, the solution of problems that the previous generations of students did not solve, that is, they place great responsibility on today's teachers [3]. Teachers, not limited to mastering the ability to solve problems, consist of several components: motivations for activities, the ability to find and analyze sources of information, the knowledge necessary for certain types of activities, skills, the need to study the theoretical and practical knowledge necessary to understand the essence of the problem and choose ways to solve it. Competency and competency words are concepts that are related to

each other and that one complements the other. Accordingly, the competence system has concentrated in itself a number of competencies and competencies in terms of practical and theoretical preparation. Capable and talented future preschool teachers will be able to develop competence in our teachers, form a competitive environment, be able to choose a form of education, methods, means, follow the principles of humanism, democracy, transparency, equality of Education, instill national and universal values in the education and upbringing, avoid discrimination by others on mistakes and shortcomings in the upbringing of the younger generation with, it is necessary to follow such recommendations as making the most of the wide opportunities created for teachers, becoming a cadre of mature intellectual potential.

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