

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF PRESCHOOL EDUCATION TEACHERS

Tursunboyeva Mukhtabar Dekhkanovna

*Lecturer at the department of preschool education pedagogy,
Chirchik state pedagogical university*

Abstract: This article discusses the importance of the professional skills of preschool education teacher-educators in improving the quality and effectiveness of education and upbringing, as well as issues related to their development.

Keywords: Professional competence, facial expressions, pantomimics, breathing, voice control. speech tempo, collaboration, experience sharing

Introduction. Nowadays, the government of the Republic of Uzbekistan is implementing its priority policies in the field of education through a series of regulatory documents. Based on the requirements of the Law "On Education," the content of all stages of continuous education is determined with a forward-looking approach, ensuring the learning process is supported by high-quality state educational standards, modernized curricula, and textbooks.

During the implementation of the Law "On Education," a system of continuous education, recognized worldwide, has been established to meet the demands of the modern era and contribute to the sustainable development of the country. The President of Uzbekistan, Sh. M. Mirziyoyev, emphasized: "We are facing an urgent issue that cannot be postponed—providing educators with modern knowledge and improving their qualifications. In my opinion, this is the core problem in transforming the education system. We demand that teachers provide students with modern knowledge. However, to teach modern knowledge, the teacher must first possess it."

In modern society, the importance of preschool education is steadily increasing. Preschool institutions play a crucial role in the intellectual, social, emotional, and physical development of children. In this process, the professional competence of educators is of paramount importance. This article analyzes the key directions and methods for developing the professional competence of preschool education teachers.

What is Professional Competence?

Professional competence refers to a teacher's ability to effectively apply their knowledge and skills in their field, use creative and innovative approaches in working with children, analyze pedagogical situations, and act accordingly. It involves not only theoretical knowledge but also the ability to apply it in practice, communicate with children, and organize the educational process considering their individual characteristics.

Psychologist **N. V. Kukharev** defines pedagogical competence as:

"A set of qualities derived from psychological and pedagogical training that enable a teacher to solve pedagogical problems in the most effective way."

Similarly, **A. K. Markova** states that a teacher can be considered professionally competent when they achieve high results in pedagogical activities and interaction with students, as well as in the

process of teaching and upbringing. A competent teacher must know how to apply their professional knowledge and psychological qualities in their work.

Competence and Its Key Aspects

- **Competence** refers to the ability to perform a task effectively and meet professional standards.
- **Competency** requires continuous learning, acquiring new information, adapting to modern demands, and applying knowledge in practice.
- A competent specialist can **analyze problems, select appropriate methods, and critically evaluate different approaches** to find the best solutions.

Developing professional competence in preschool educators is essential for ensuring high-quality education and nurturing well-rounded children. Therefore, continuous training, innovative teaching strategies, and the ability to adapt to new challenges play a key role in this process.

The **quality of professional and pedagogical training** of preschool teachers is directly related to its content. To significantly improve the quality of teacher training, it is essential to integrate **pedagogical and technical knowledge** effectively.

Developing a teacher's **professional competence** requires **continuous self-improvement**, acquiring **modern knowledge**, self-analysis, self-assessment, and achieving **high-level pedagogical mastery**. These components are classified into two groups:

1. Personal and Ethical Qualities

These qualities reflect a teacher's ability to **self-regulate** during the educational process, including:

- **Managing facial expressions and body language** during interactions with children.
- **Possessing strong perceptual skills**, including **attention, observation, and imagination**.
- **Mastering speech skills**, such as **breathing control, voice modulation, and speech tempo** for effective communication.

2. Pedagogical Influence and Teaching Strategies

This category encompasses a teacher's ability to **engage with individuals and groups**, ensuring the technological aspects of education are effectively implemented:

- **Didactic, organizational, constructive, and communicative skills**.
- **Planning and monitoring** the fulfillment of educational objectives.
- **Encouraging creativity** in students and fostering an innovative learning environment.
- **Maintaining balanced pedagogical communication** with students to ensure a productive learning process.

Modern Approaches to Developing Professional Competence

Today, **teaching technologies** play a crucial role in shaping **professional competence**. Higher education institutions are actively developing and utilizing **teaching methodologies** that contribute to the formation of future specialists. These methodologies serve as the foundation for **theoretical, practical, and motivational preparation**, ensuring teachers can perform effectively in their roles.

Key **competence development strategies** include:

- **continuous professional development** – Participation in **training courses, seminars, and conferences** to stay updated with modern pedagogical and psychological advancements.
- **practical training** – Conducting **masterclasses, workshops, and internships** to reinforce theoretical knowledge with hands-on experience.

- **technologies** – Utilizing **ICT (Information and Communication Technologies)**, interactive games, and digital learning resources in the teaching process.
- **research activities** – Engaging in **scientific research** to improve teaching practices and contribute to the advancement of education.
- **collaboration and experience-sharing** – Establishing **mentorship programs** and professional networks to facilitate knowledge exchange among teachers.

Conclusion. Enhancing the professional competence of preschool teachers directly impacts the holistic development of children, ensuring they grow into successful individuals. This, in turn, contributes to the progress of society. By implementing structured measures in the above-mentioned areas, the quality of preschool education can be significantly improved. Ultimately, every subject and topic in education should aim to provide students with high-level knowledge and professional competence, preparing them to become competitive and capable specialists. Investing in the training of highly qualified educators is crucial for the development of a strong and progressive society, ensuring the next generation receives quality education from well-prepared teachers.

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