

PRESCHOOL EDUCATION TEACHER'S PROFESSIONAL COMPETENCIES IN FINE ART ACTIVITIES

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ABSTRACT

This article discusses the professional competence of educators in preschool education, which is the primary link in the education system, and the process of their implementation. The etiquette of the educator is the basis for the formation of correct behavior in students, because it can be a living example for students with their manners. The professional activity of future educators is complex and multifaceted. Prospective educators face different pedagogical situations during their careers.

KEYWORDS: *Education System, Reform, Competence, Professional Standard, Aesthetic Education, Activity, Ability.*

INTRODUCTION

Purpose. At the current stage of development in society, the education system of the republic is undergoing significant changes due to changes in the model of cultural and historical development. In preschool educational institutions, teachers are the direct organizers and managers of the daily activities of students. Ensuring a balance between the requirements for students and their capabilities is an important aspect of the work of educators.

At the heart of this is the desire to raise the young generation, which is the future of our country to be fully mature and knowledgeable and able to compete with the world's youth in any field of science.

Particularly, the system of preschool education in Uzbekistan has become a state policy and a number of decisions have been made in this regard.

But no matter what reforms are made in the education system, it is the educator who plays a key role in putting key innovations into practice. The full development of a preschool child is ensured only if the professional competence of the educator is sufficient.

In his Address to the OliyMajlis dated 29.12.2020, President of the Republic of Uzbekistan Shavkat Mirziyoyev said, "We must provide our youth with a decent education and realize their aspirations for science. To this end, we need to develop the system of preschool education, radically improve the material and technical base of secondary and higher education, the quality of scientific and educational processes.

According to Methods Professional standard of a teacher is a set of basic requirements for personal professional qualities, knowledge, skills and abilities of a teacher of a preschool education organization.

"Professional competence is the ability to act successfully on the basis of practical experience, skills and knowledge in solving professional tasks"

The document describes the professional competencies of the educator of the preschool organization. Based on these rules, we try to determine the pedagogical competencies of the teacher, reflecting the artistic and aesthetic features of the work of PEA. The basis for the development of professional standards for teachers of preschool education is the definition of knowledge and skills that educators of preschool education should know on the basis of the "Requirements for the development of primary and preschool children."

The law Article 42 of the Republic of Uzbekistan "On preschool education and upbringing" stipulates that the professional standard of a teacher of preschool education is approved by the Cabinet of Ministers of the Republic of Uzbekistan.

This professional standard is designed to increase the motivation of teachers to work and the quality of education. At this point, the great educator V.A. I think it is worth recalling Sukhomlinsky's opinion that "Children should live in a world of beauty, play, fairy tales, painting, fantasy and creativity!"

At present, there is a growing focus on aesthetic education and the formation of children's artistic and creative abilities in preschool education institutions. Aesthetic education consists mainly of different types of art, means of artistic and creative activity due to its uniqueness has a profound impact on the overall development of the child and the formation of his personality.

Artistic and creative abilities, skills and abilities should be developed as early as possible as aesthetic cycle lessons help to develop children's creative abilities, imagination, observations, artistic thinking and memory.

This means that by developing an interest in visual activity, each child should follow a person-centered approach, help him or her, support the desire to do a good job, and objectively evaluate his or her actions. In order to get children interested in art, the educator must know and understand it well.

Preschoolers are very curious and they often ask their caregivers and parents a lot of questions and expect clear answers to their questions. They get a lot of information through listening to the radio, watching various cartoons on TV, fairy tales and riddles. As a result, they are curious to know everything, many questions arise, and they turn to adults with questions of their own. Educators should be able to answer their questions calmly and clearly. Hesitation, misrepresentation, seeking opportunities to get out of the situation damage the reputation of the educator, there is a feeling of distrust of the educator among children. Therefore, future educators should be constantly researching, gaining independent knowledge, being aware of everyday events. They are required to follow news and research in the field of literature, art, science and technology. Only in this way can they meet the learning needs of their students and carry out effective pedagogical activities in the future.

Adherence of preschool teachers to the norms of pedagogical etiquette, external image, their easy communication with children ensure the effectiveness of pedagogical activity. The etiquette of the educator is the basis for the formation of correct behavior in students, because it can be a living example for students with their manners. Therefore, future educators must have a deep spiritual knowledge of the secrets of pedagogical etiquette. The educator should not reprimand children too much, but should be able to make a positive impact. It is important that they patiently identify the root causes of their students' behavioral deficiencies and find ways to overcome them. As a result of not knowing the cause of the child's behavioral deficiencies educators are often superficial and unreasonably cold.

Teachers and educators approach children through sincere relations and dialogue and win their hearts. Some educators believe that students should be treated more harshly. Pedagogical experience has shown that calm, kind treatment of children gives more positive results. The professional activity of future educators is complex and multifaceted. Prospective educators face different pedagogical situations during their careers. In such cases, they are required to understand the socio-psychological nature of the situation, to be able to make an independent decision. Future educators must have in-depth knowledge in their field of specialization, as well as thorough knowledge of socio-psychology and pedagogy. They are also required to be familiar with the psychological characteristics of their students also.

Observations and experiments show that future educators need to work on samples of children's literature, fully master the skills and abilities to engage in pedagogical communication with students, be familiar with the methods of pedagogical and psychological observation and diagnosis.

Results. Qualified and creative management of the process of forming the foundations of artistic culture of preschool children directly depends on the level of professional training of teachers in the field of art and aesthetic education, which means professional competence.

The components of the professional competence of educators on the issues of artistic and aesthetic development of preschool children are:

- * Scientific information
- * Theoretical knowledge and practical skills;
- * Methodological training;
- * Professional skills and abilities:

Understand the theoretical foundations of the development of artistic and creative abilities of preschool children:

- teaching methods,
- know the content of methods,
- Types of visual activities;

Understanding of forms of work on the development of artistic and creative abilities of preschool children;

Understanding the means of teaching children in the field of art and aesthetics:

- Communication skills;
- Constructive skill;
- organizational skills;
- Special skills;
- Mixed skills.

Thus, the educator should know the following:

- * Psychophysical and age characteristics of preschool children;
- * Psychological basis of the impact of the art complex on the child;
- * Methodological bases of diagnostics of artistic and aesthetic development of preschool children;
 - * The main directions of the concept of aesthetic education of preschool children, the content of programs in the field of aesthetic education of preschool children;
- * Expressive means of fine arts;
- * Peculiarities of artistic and creative development of preschool children;
- * Didactic bases of the organization of process of artistic development of children;
- * Features of acquaintance of preschool children with works of fine arts;
- * Basics of artistic analysis of works of art.

In addition, the educator must be able to:

- * Identification and specification of artistic and pedagogical tasks, content and methods, taking into account the program, conditions and composition of children;
- * Formation of motives for visual activity (children's desire to be reflected in the picture, interesting things and events in it);
- * To develop in the child the ability to determine the purpose of a particular activity;
- * Formation of children's visual movements (shape, structure, proportions, colors, location of the object in the plane of the sheet);
- * Integration with educational work and other areas of children's activities (cognition, speech development, games).
- * Formation of perception (teaching the ability to know the objects, events that need to perform the next image);
- * Organization of collective, small group, individual and production activities;
- * implementation of an individual approach to each child, taking into account the child's preferences, inclinations, interests, level of development in a particular artistic activity;
- * Cooperation in the process of individual and collective artistic and creative activity, the establishment of cooperative relations;

- * to organize constructive interaction of children in the group in different types of activities, to create conditions for children to freely choose activities, participants of joint activities, materials, tools;
- * Incorporate into the pedagogical process a variety of games, game techniques and situations that contribute to the formation of important motivation for the development of learning, activity and creative abilities of each child in preschool children;
- * definition and specification of artistic and pedagogical tasks, content and methods, taking into account the children's program, conditions, composition, selection of artistic information in accordance with the purpose, logic and age;
- * create a positive artistic and creative emotional atmosphere in the classroom;
- * use a regional approach in the selection of other forms of visual activity.
- * Taking into account local traditions, regional folk art.
- * Creating an aesthetic environment in the life of the preschool, the design of holidays, exhibitions.
- * Treat children's creativity with care and respect;
- * Implementation of joint design of works of teachers and specialists in the field of art and aesthetics;
- * based on the results of diagnostics to monitor the nature of changes in the child in the educational process, the essence of his development, including artistic and aesthetic development.

CONCLUSION

Based on the above considerations, it can be concluded that every educator who working in preschool education organizations can achieve the goals of these classes only if they have sufficient knowledge, skills and abilities to organize lessons using interactive methods.

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