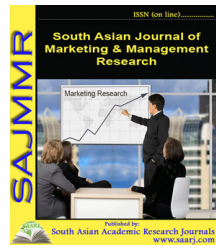




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## TASKS FOR PRESCHOOL EDUCATORS

**Berdiyeva Muhabbat Meyliyevna\***

\*Senior Lecturer, PhD  
Termiz State University, Pedagogical Institute,  
UZBEKISTAN

### ABSTRACT

*The article reveals the features of the professional training of preschool teachers at a university in the context of a competence-based approach. In the context of modernization of education, the role of the preschool teacher is increasing.*

**KEYWORDS:** *Competence-Based Approach, Modernization Of Education, Preschool Education, Quality Of Education, Professional Pedagogical Competencies*

### INTRODUCTION

The first years of life are a time of active mental and physical development, the formation of basic knowledge and skills, the determination of the child's individual abilities and the creation of conditions for their implementation. Therefore, preschool pedagogy is considered the basis, the foundation of general pedagogy.

For the full development of children in preschool educational institutions, specialists solve a whole range of problems: ensure the physical, intellectual, creative development of each child through the implementation of educational programs for preschool education; introduce kids to the rules of behavior in society, cultural norms; teach children to communicate with each other and with adults; introduce children to a healthy lifestyle, strengthen their physical and mental health; stimulate the initiative and activity of kids, the desire for self-expression, curiosity; educate children to respect freedoms and human rights; identify, correct and compensate for the shortcomings of the physical and mental development of pupils (if necessary); provide methodological and advisory assistance to parents and guardians of children.

Amplification plays an important role in modern preschool pedagogy. This term is understood as the acceleration of child development through the introduction of new subjects (computer science, natural science, computer literacy, etc.) into the educational program. Complex disciplines are taught in a form accessible to kids, often playful, so study does not interfere with fully living all stages of childhood.

The professional competence of a teacher in the preschool education system presupposes the following characteristics of its components:

- a cognitive component, including professional knowledge in the field of psychological and pedagogical sciences;
- an activity component, including professional skills and experience;
- professional and personal component - personal qualities and professional values of the teacher's orientation.

The basis of the professionalism of a preschool teacher is his subjective position, which is based on such personal qualities as reflexivity, meaning-making, selectivity, autonomy. Determining the level of professional competence of a preschool teacher is associated with the task of identifying the specifics of professional and pedagogical activity, due to such factors as the personality and activities of the teacher in his interaction with the subject (culture and its model - the content of preschool education) and the object of labor (a child of preschool age).

The analysis of numerous studies of this problem made it possible to establish the following.

The specific characteristics of professional and pedagogical activity in ECE apply to all components of the teacher's professional competence, which include: personality; competence and preparedness (psychological, pedagogical, methodological knowledge conditioned by the purpose, content and technology of education, training and development in preschool educational institutions); professional and pedagogical skills, readiness (the teacher's knowledge is implemented in practical activities, therefore, they are organically linked with general pedagogical skills); psychological and pedagogical activity in general (the process of communication and activity in pre-school education is predominantly developing and educating, which affects the results of educational practice).

Despite the existing developments, the question of the degree of development of the ability and readiness for professional and pedagogical activity of preschool teachers, which characterizes competence, remains controversial.

The development of criteria for the professional competence of a leader and their empirical indicators is still relevant. It is obvious that the development of professional competence will take place most effectively with a competent assessment of the teacher's activities.

The formation of professional competence is considered as a multi-level and multi-stage process of systemic transformation of the teacher's experience in the course of interaction with the professional pedagogical culture (content of activity) and the subject of the educational process - the child (the goal of professional activity).

The development of professional competence and the professional formation of a teacher are considered as a process of developing the teacher's subjectivity in the course of his education and self-education, which is constantly becoming more complicated in terms of levels, on the basis of emerging managerial influences and management of his own professional development. Thus, the competence-based approach allows us to intensify the learning process and enable graduates to start their professional activities more confidently and successfully. The model of professional competence of preschool teachers is represented by a set of blocks of motivational (value-semantic), theoretical, technological and effective readiness for work.

What is a professional pedagogical task?

A task is a reasoned prescription for performing an action (set, sequence of actions). The task includes: requirements (goal), conditions (known) and sought (unknown), formulated in a question or task. The implementation of the solution to the problem is the search and

determination of unknown elements through the known ones. To solve a problem means to achieve a specific, desired result.

The solution of professional pedagogical problems has its own characteristics. The professional pedagogical task is characterized by objective and subjective criteria. The first include: the scale of the task; insufficiency (redundancy) of conditions; context (more precisely, the need to "transfer" the previously obtained solution to new circumstances); ambiguity (multivariance) of the solution. The second includes the amount of resources spent on solving the problem: time, information, psychological, physical, material, organizational.

Content characteristic of the task - on what material (facts, positions, judgments, etc.) the task is built.

Procedural characteristics of the task - what actions (elements of behavior, operations, actions, relationships, assessments, situations of choice and dialogue) are assumed in the course of solving the problem.

Contextual characteristics of the task - how a specific task is related to the general problem context - personal, social, educational, informational, communicative, cultural, etc.

At the heart of the "product" of solving a problem can be: information, actions, operations, attitudes, judgments and assessments, a form of behavior (including emotional-volitional, ethical, psychological).

The "product" can be presented, for example, in the form of text (program, speech, book brochure, lesson outline, presentation, poster, advertisement, leaflet, methodological recommendations, project, methodological development, etc.), as well as description text (behavior strategies, mode of action, operations, technologies, etc.).

An important feature of mastering the skills to solve professional pedagogical problems is the determination of one's position regarding the world of pedagogical science, the possibilities of the pedagogical process, the role of the teacher in solving the problem of promoting the formation of a person, education as a factor in the development of man and society. It is this position that determines the choice of solution methods and the choice of the result of solving the problem. Therefore, when starting to solve professional problems, it is important for a teacher to determine the position on the basis of which a solution to a specific problem will be found.

What professional tasks does a teacher usually face in their professional activities? In accordance with the concept of development of professional competence, developed by scientists, the following typical tasks can be distinguished, for the solution of which a graduate of a pedagogical university should be ready [1]. Each of the tasks is complex in nature and is revealed through various options for manifestation in real professional activity:

The task "to see the child in the educational process" means that the teacher must be able to:

set goals for educational activities (or any other activity) in accordance with the age and individual characteristics of children;

select indicators of the pupil's development in accordance with age characteristics;

select and use diagnostic tools for studying the individual characteristics of pupils;

to create motivation among pupils to participate in different types of activities;

track the effectiveness of the development of the work program by the pupils of the group, identify their achievements and problems;

build activities so that children feel their success, celebrate even the smallest successes of children;

2) The task "to organize the educational process" means that the teacher must be able to:

choose teaching and upbringing technologies that are adequate to the development goals and age characteristics of the pupils;

develop ways of pedagogical support for pupils, help to overcome difficulties and problems;

to activate the creative possibilities of children, to encourage cognitive interest;

to formulate the goals and objectives of the various activities of children on the basis of the program objectives of education, training and development;

to design situations and events that develop the emotional and value sphere of the child.

The task "To create a developing subject-spatial environment and use its capabilities" means that the teacher must be able to:

to design a developing subject-spatial environment in accordance with the age, gender and individual characteristics of the pupils;

use information resources (mass media, Internet, etc.);

use the resources and potential of the system of additional education in the educational process;

organize and use various educational environments within the educational organization to solve a specific pedagogical problem; select objects of the educational environment and use them to solve specific pedagogical problems.

The task "to work with information" means that the teacher must be able to: navigate professional sources of information

(pedagogical and methodical journals and websites, educational portals);

to adequately use information educational resources in work (with colleagues, parents, children);

effectively use the means of information and communication technologies and information educational resources available in the institution.

The task "to establish interaction with other subjects of the educational process" means that the teacher must be able to:

organize interaction with different people, organizations;

use different means of communication (e-mail, Internet, telephone, etc.);

use forms and technologies of interaction with colleagues to solve a specific professional problem;

to design and use various forms and technologies of interaction with parents in accordance with the educational situation;

interact with the administration of the educational institution to solve professional problems;

interact with community organizations and social partners.

The task "to design and carry out professional activities" means that the teacher must be able to:

effectively organize daily teaching practice and its development;

effectively use time and space in order to solve pedagogical problems;

appropriately create groups of pupils in order to solve the problems of their development;

analyze your own activities; choose technologies for self-education;

determine the scope of professional interests, identify problems in the implementation of professional activities and determine ways to solve them;

resolve conflict situations adequately and professionally;

rely on key competencies in solving problems of professional growth (ways of working with various sources of information, compliance with social and legal norms, using different languages to solve a problem);

choose technologies for self-education;

determine the scope of professional interests, identify problems in the implementation of professional activities and determine ways to solve them.

The pedagogical process is developing, new children and teachers come to educational institutions, new pedagogical tasks arise. The above list can be supplemented, some tasks are corrected and developed, which is due to constant changes in pedagogical activity.

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