

THE PECULIARITY OF FORMING THE PSYCHOLOGICAL-PEDAGOGICAL COMPETENCE OF EDUCATORS

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ABSTRACT

A competent approach to education leads to the acquisition of various skills, effective action in social, professional and personal life in the future. The task of the educator is to develop the ability to make independent decisions, find new ways to solve problems, and independently evaluate the results.

Key word. Education, center of knowledge, thinking, construction, plan, intellectual education, skill, competence, education, knowledge, ability, environment, social, leader, method, creation, heredity.

One of the important requirements of a teacher is that he must have thoroughly mastered his subject and its methodology. This raises the reputation of the pedagogue-educator. One of the important qualities and requirements of the teacher's profession is to love children, to be interested in their lives, and to respect each person.

The main methodological approaches of educators include:

- a systematic approach that reveals the formation of the psychological-pedagogical competence of a young educator as an integral and complex organized process;
- a competence-based approach that allows considering the psychological and pedagogical competence of a young teacher as a part of his professional competence;
- a personal-activity approach that helps to consider the process of forming the psychological-pedagogical competence of a young educator, taking into account his personal position, meanings, motives by choosing the content and methods of activity by the young educator;

The system-forming factor in the formation of the psychological-pedagogical competence of pedagogues is the realization of a positive emotional and value attitude to professional activity. An educator forms his personality only when he acquires the necessary knowledge and skills with a certain consistency and achieves good results in raising and teaching children.

Today's modern educators will achieve effective results if they use questions that increase their activation in order for children to master their knowledge, skills, and abilities.

it is necessary to attract attention and increase their activity, to have the skills to evaluate children's behavior and actions, and to be able to plan and prepare the necessary materials for each activity in advance. It is necessary to be able to properly organize the agenda of the preschool education organization related to the students, to be able to lead the group of children, taking into account each of its members.

The development of psychological competence of educators is of particular importance. The ability to determine the mental and physical condition of children and to take this into account in the educational work carried out with children indicates that the educator has a deep study of psychology. The educator regularly holds conversations and meetings with parents and exchanges information, and the pedagogue has or does not have such feelings as benevolence towards children, creating a comfortable environment for each child, and being able to express their feelings. It is necessary to pay attention. Young pedagogues of preschool education organization will become mature specialists of their profession if they organize work processes based on the above ideas.

M. G. Davletshin learned in his research that our educators can effectively carry out the agenda and find ways to improve it. Scientist M.G. Davletshin expresses personal and professional qualities as a whole as follows

CONCLUSION

It is extremely important to develop the minds and worldviews of the students, to make them into free-thinking free participants. The teacher should become the manager of the training, and the children should become the participants. Of course, it is difficult to imagine the effect of reforms in this regard without personnel who can fully meet the requirements of the industry. For this reason, it is important to create a mechanism for regularly improving the skills of pedagogues in the system through active methods, and to improve continuous methodical service work by widely applying information and communication technologies to the educational process.

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