

The Main Factors of Formation and Development of Professional Competence of Teachers of Preschool Educational Organizations

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Abstract

The article is devoted to the development of professional competence of teachers of preschool educational organizations. The author has shown the main factors of development of professional competence of teachers in preschool educational organizations.

Key-words. Organization of Preschool Education, Professional Competence of the Teacher, Knowledge, Skills, Process, Degree, Criterion, Main Factors.

1. Introduction

Today, the state pays special attention to education, creating the necessary conditions for all preschool educators to work on themselves, to conduct research and to organize the educational process at the level of modern requirements, on a scientific basis, as well as to attract young professionals to education., which in turn poses new challenges for preschool leaders.

It is known that man is always growing and evolving. Therefore, the leaders of all pedagogical teams must correctly understand the scientific and theoretical nature of the factors influencing human development. Each educator carries out his pedagogical activity in different conditions and under the influence of people who are the organizers of the team.

2. The Main Results and Findings

The educator's activity is judged by the current conditions in the preschool organization and the educational environment formed in the pedagogical community, which is a group of people who

have a strong influence on the development and formation of the individual in the implementation of useful and necessary goals for society. Therefore, we can say that the leadership of a young midfielder has a multifaceted effect on the development of love for the chosen profession, the perfect study of the secrets of the chosen profession and confidence in their future.

In turn, the leader has a place in the team, he must be an example in knowledge, behavior, scientific outlook, interactions with educators, goal-orientation, social behavior, etc., from which each member of the team is uniquely affected. The leader needs to consider two areas of interaction in management activities, the educator's impact on the team and the team's educator, and whether this interaction can be positive or negative.

An educator's influence on the community is reflected in his or her reputation, knowledge, outlook, interest and ability in his or her chosen profession, knowledge of his or her subject, relationship with students, self-improvement, organizational skills, leadership, and initiative.

The reputation of the educator is recognized by the team as a specialist, the subjective qualities of which correspond to the objective requirements of team work. At the same time, the educator's knowledge, skills and abilities, experience, professionalism, resourcefulness, entrepreneurship and creativity make him more visible and gain prestige than others.

A reputable educator will have a high position in interpersonal relationships, listen to his or her opinions in the team, ask him or her for advice, and consider his or her point of view.

But not only personal qualities are enough to gain prestige, but also public opinion about this or that educator. That is why it is impossible not to take into account the public opinion of the educator, which is the influence of the team on the educator. That is, the team may reject or reject some of the educator's efforts, but may try to avoid it.

As mentioned above, the interaction between the team and the educator can be of two types, i.e., positive and negative, in which the role of the leader is most evident. In creating a positive impact, the leader wants the interests of the pedagogical team and the educational institution to coincide, to be interested in the success and mood of the educator, to smile, to respectfully address the educator's name (remember that everyone is happy to hear his name from the head) necessary.

Young educators who are new to the preschool will have a different perspective until they fully understand the activities of experienced educators in the community, their attitude to their functional role, and the conditions there.

As the saying goes, a young educator does what he sees in the nest, the conditions of the educational institution, the requirements for the educator and the level of knowledge, skills and abilities required to perform the tasks assigned to him, the potential of the staff and their attitude to

their work. It is necessary to have a favorable educational environment in this educational institution in order to study, analyze and draw conclusions about their relationship with them, to work on themselves, to research, to gain experience, otherwise young educators may become indifferent.

Experience shows that many young educators find it difficult to adapt psychologically to the existing conditions in the educational institution for a long time, some of those who are unable to adapt, despite their abilities, refuse to engage in pedagogical activities and work in various other fields.

The reasons for this can vary. In some educational institutions, the interaction of the team with young educators has negative characteristics, which is manifested in the fact that the leader and his staff do not treat the young teacher properly.

Instead of rejoicing and encouraging the young educator to gain a quick reputation among the teaching staff and students due to his research, knowledge, and interest in his subject, the actions taken to discredit and discredit him at meetings under the pretext of various trivial reasons have left the educational institution. causes delays.

Another reason is that a young educator who is new to an educational institution finds it difficult to integrate quickly into a team because they do not have enough experience, skills and qualifications. Young educators are often discouraged by the lack of timely methodological support from managers or experienced educators, by the reduction or removal of workloads, and by the need to provide methodological assistance to young educators. Causes.

Every young educator has a certain professional creative potential, and he or she begins his or her pedagogical activity in the context of a specific work team. Therefore, managers need to take a different approach, taking into account the personal qualities, professional abilities, attitude to work of each educator, have a well-structured plan of work with educators, with a proper analysis of the relationship between the educator and the young educator. This is also required by the principle of governance.

Based on a number of studies, we recommend that managers consider the following when developing plans to work with young educators:

- Organization of meetings with graduates of higher education institutions;
- Organization of seminars, conferences, master classes, webinars and meetings to accelerate the psychological adaptation of young educators to the conditions of the educational institution;
- Achieving the provision of young educators with educational workload in their specialties;

- Attachment to teachers with advanced pedagogical experience in the field of young educators;
- Control the regular participation of all young educators in scientific-practical conferences and training seminars;
- Establishing regular contacts of young educators with educators of higher education institutions and institutes of advanced training;
- Monitoring and separate analysis of the training of young educators and the methods of training;
- Control and encourage the participation of young educators with articles in scientific and methodological journals and newspapers;
- Regular involvement of young educators in open classes;
- Creating conditions for young educators to work on themselves and share experiences with other educational institutions;
- Achieving regular participation of young educators in various competitions;
- Involvement of young educators in research work, creating the necessary conditions for creative work;
- Popularization and encouragement of young educators.

Today, the development of the potential of educators in educational institutions, that is, their professional competence, is one of the main criteria determining the ranking of the leaders of this preschool organization.

Therefore, it is necessary to support educators who are knowledgeable, have sufficient experience and skills, know their subject well, are creative and organized, in a word, have developed professional competence, provide them with sufficient conditions, closely assist them in scientific and pedagogical activities. Competent preschool education organizations, which is one of the most pressing issues of today, to provide young educators with teachers with many years of advanced pedagogical experience, to organize activities on the basis of "teacher-student" principles, to form in young teachers love for their chosen profession and confidence in the future. is effective in providing educators.

It is necessary to introduce a systematic approach to the process of professional development and retraining, which is important in the development of knowledge, skills and abilities, professional skills, which can serve as a key criterion for financial incentives, improving the pedagogical activity of educators.

Because every system has its constituents, that is, its components. The main components of the professional development process, which is a complex pedagogical system: educational seminars, seminars-trainings, open classes, mutual observations, conferences, popularization of advanced pedagogical technologies, methodological and didactic products prepared by educators, including theoretical and practical training at the institute. practical training as well as distance learning.

Professional development of educators of preschool education is a continuous process aimed not only at developing their readiness to organize and manage pedagogical processes, but also to meet their needs for self-development and professional competence, ie the organization of additional education in the education system as a process of personal interaction. necessary.

The process of continuous professional development of preschool educators is based on understanding, analyzing and evaluating their professional experiences at all stages of their activities, as well as activating and supporting their personal development needs. In this process, there is an opportunity for the spiritual enrichment of the individual and the development of creative potential.

The pedagogical process aimed at continuous professional development of teachers of educational institutions should serve not only as a theoretical, but also as an environment for educators to live at a high level and successfully solve life problems, and the conditions created in these processes allow them to develop their personality.

The process of continuous professional development should also serve to form the need and positive motivations in educators in the following areas:

- To feel more independent and self-governing and to strive for self-development;
- Striving to learn the rich life and professional experience that arises as a source of education;
- Creative approach to achieving specific goals and solving important life problems;
- Have a high level of preparation and motivation for education in connection with the achievement of goals and the desire to solve important life problems;
- Understand the need to put into practice the acquired knowledge, skills and abilities;
- A high level of aspiration to solve problems in their professional activities as quickly as possible and to apply their knowledge in practice as soon as possible.

The process of continuous professional development, organized by MTT, should be aimed at mastering and developing personal-oriented aspects of the organization and management of pedagogical processes, their implementation at different levels, the development of psychological training that allows for personal development of all subjects of the pedagogical process.

The organization of the process of continuous professional development should take into account the general development of educators as individuals, as well as their attitude and level of preparation for the organization and management of pedagogical processes.

When educators have formed internal adaptations and ways of thinking to create innovations as individuals, they can easily express their attitudes to all changes, evaluate them correctly, manage them and implement them effectively in their professional activities.

The main purpose of the process of continuous professional development in educational institutions is the socio-economic requirements for educators and their activities, the goals and challenges facing them in modern socio-economic conditions, modernization, renewal and development of education, as well as educators. taking into account the fact that they are not sufficiently prepared to perform pedagogical and managerial functions in the field of their profession and position, to ensure consistency between modern social requirements and problems.

In order to achieve the formation and development of personal qualities of professional importance in educators in the process of continuous professional development in preschool education, in this process it is necessary to pay special attention to:

1. The activities of educational institutions, taking into account that the new social requirements in their understanding and evaluation activities.

In doing so, educators analyze and evaluate their performance, identify conflicts and misunderstandings between goals and means, goals and outcomes, and directions for self-development, and understand its necessity. It means breaking the usual stereotypes of activity, creating an image of oneself on the basis of new concepts, realizing that it is impossible to carry out one's activities using old methods. They move to a reflexive attitude towards their activities, and based on a critical analysis of their previous activities, there is an activation of the process of developing personal qualities of professional significance.

2. Changes in the pursuit of understanding and innovation in the field of professional activity.

At the same time, there is a renewal of knowledge, skills and abilities of educators, the development of spiritual and cultural potential and the exchange of information, which leads to a change in perceptions in the field of professional activity, personal changes. Experiences in the organization and management of pedagogical processes are enriched, professional experience is accumulated.

The effectiveness of the process of continuous professional development in educational institutions is characterized by a number of factors that affect the effectiveness of this process:

- Factors that motivate voluntary behavior, motivating to reach the highest peak of professional activity;
- Objective factors related to the existing system and sequence of actions aimed at achieving the result;
- Factors related to the subjective basis of measures to achieve success in professional activities;
- Social (external), biopsychological (internal) and pedagogical (organizing and directing) factors that create the needs of personal development.

These factors ensure that educators are prepared for interactions of personal significance in the process of continuous professional development, contributing to the development of their reflexive skills. The degree of influence of these factors is characterized by the educational relationship in the educational institution, the educational environment and the level of their development.

Social, ie external factors, which directly affect the process of continuous training and are an external regulatory tool, is an environment in which the subjects of this process interact. In such an educational environment, during reflexive processes and on the basis of conversations of interacting participants, personal self-development, personal development processes take place, as well as understanding and reorganizing the importance of professional activity. This factor will be influenced by the modern requirements of parents, society and society.

It is also influenced by the new requirements for the personality and activities of educators in the context of development and modernization of education, the activities of the educational institution and the normative documents in the field of modern goals. Creative approaches to the search for answers to questions that arise in this educational environment are encouraged, skills in the direction of independent self-development, personal interests in education are formed. In such cases, educators in the educational environment make a choice, develop individual culture and improve the cultural traditions of the environment.

In the process of continuous professional development, which is a pedagogical process, collaborative creative activity plays an important role in creating a favorable psychological environment. This leads to the search for answers to emerging questions, the improvement of methods of interaction. In it, the design of the process of organizing and managing pedagogical processes, research and interview methods are the most appropriate methods. Under such conditions, previous experiences are improved, favorable conditions are created for participants to re-understand their activities, and the direction of new relationships is determined by observing it.

In order to ensure the effectiveness of the process of continuous training in preschool education, it is necessary to take into account the following:

- This process has a research and analytical direction; use of modern pedagogical and information technologies;
- Creation of a reflexive educational environment providing creative cooperation;
- Development of subject-subject relations; creating the necessary psychological environment for personal development; ensuring the novelty and reliability of information.

The process of continuous professional development in preschool education institutions should be considered as a new practice, ie a system of interaction, a new content of education, a new tool for creating a reflexive educational environment, aimed at the implementation of activities aimed at developing the professional competence of educators.

Preschool education organizations should pay special attention to the organization of activities aimed at ensuring the cooperation of participants in the educational process, their psychological and physiological development, spiritual enrichment and further development of intellectual abilities.

Based on this need, the following main components of professional competence can be identified:

- Reflexive skills expressing pedagogical considerations;
- Foresight skills that reflect the future behavior and interaction of subjects in the pedagogical process, as well as a sense of readiness for the process of educational relations;
- The ability to ensure the activity and coordination of activities of subjects in situations that may arise in the pedagogical process;
- The ability to withstand the negative impact of various situations in the pedagogical process on the favorable educational environment;
- Ability to create a favorable educational environment and reflexive activities of the subjects in the pedagogical process;
- The ability to interact with the subjects in accordance with the situation and their individual psychological characteristics, which is a communicative competence;
- Ability to communicate;
- Ability to exchange information with subjects;
- Skills of self-management and personal development.

In the process of continuous professional development in preschool education organizations, it is necessary to create conditions not only for the development of motivation of educators for professional activities, but also for the development of their personal qualities. In this process, the

creation of a reflexive learning environment serves as an environment that creatively influences their personal development.

The process of self-development in educators takes place in connection with changes in social situations, so in the process of continuous professional development they have interactions, interactions and reorganization of relationships, personal development and psychological adaptation to professional activity.

Therefore, in the process of continuous professional development, the formation of a reflexive educational environment is of particular importance in the implementation of tasks in the field of pedagogy and management, which vary in complexity and provide information on topics to increase its effectiveness.

In the process of reflexive learning environment, the subjects realize the contradictions between the old ideas about the effectiveness of their activities, the new methods that are effective in achieving the goal, the importance of the methods chosen by them in this process as a result, will be able to self-assess the effectiveness of their activities, the level of spiritual and cultural understanding, professional ability, knowledge, skills and abilities.

The formation of a reflexive educational environment in the process of continuous professional development in preschool education organizations is inextricably linked with the experience of cooperation, ie it reflects the interaction between partners in the organization and management of pedagogical processes.

As a result of the interaction, the subject analyzes his own personal characteristics, in the process of which personal characteristics, spiritual and cultural concepts of professional significance are re-formed and developed. As a result of the interaction, subjects develop their reflexive activities, previous behaviors, experiences, and analytical skills. The person involved in the process of interaction affects not only himself and his personal characteristics, but also the specific situation, the change in the situation, in which the development of interacting subjects takes place, as well as the process of interaction develops.

It is necessary to take into account the importance of the process of interaction in the organization of continuous professional development in preschool education organizations, ie the following results can be achieved, which are important in the development of professional personality traits:

- Increase in the level of professional competence;
- Development of activity and initiative of the subject;

- Changes in the psychological characteristics of the person; development of spiritual and cultural concepts;
- Development of self-awareness and self-assessment skills; formation of joint activity and psychological adaptation to professional activity as a result of information exchange in it.

3. Conclusion

It is necessary to organize continuous professional development processes of scientific, theoretical and practical significance in the implementation of interpersonal relationships that create interactions that are important in increasing the professional activity of educators, the formation of reflexive skills, the development of spiritual and cultural understanding.

In the reflexive approach to the organization of the process of continuous training, the organization of interaction and reflexive activity develops the interest of the subjects in this process, as it forms the subject-subject relationship and the personal development of the participants of the interaction process.

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