

## Mechanism of International Assessment of Professional Qualifications of Future Teachers and Pedagogues in the Conditions of Digitization

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### Abstract:

This article presents the theoretical knowledge of evaluating the professional qualifications of future educators and pedagogues based on international experiences.

**Keywords:** education, pedagogue, skill, qualification, experience, theory, digitization.

In the course of the educational reforms implemented today, special attention was paid to the training of qualified personnel for preschool education, because the improvement of the preschool education system, which is considered the first link of the continuous education system, and the requirements of world education standards level has been one of the priority directions of state policy. At the same time, it is possible to achieve high efficiency in the preschool education system thanks to qualified specialists, their intellectual creative potential, and professional training. Increasing the effectiveness of educators of preschool educational institutions determines the need to organize educational processes that are clearly goal-oriented, consistent, systematic and continuously organized, ensuring the integrity of the processes of training, retraining and upgrading the skills of educators. In modern pedagogy, it is impossible to imagine ensuring the effectiveness of educational processes without the methodology of a systematic approach. The introduction of such an approach serves to prevent accidental and unexpected situations in these processes. In the effective organization of this process, the educational institution's possession of qualified personnel, the wealth of methodological support, the organization of the activity process based on modern requirements, as well as the level of interest of educators in thoroughly mastering the basics of practical activity and educational technologies are important. .

The main concept of the systemic approach is "system", which is represented by concepts such as communication, relationships, integration, integrity, and constituent parts. A set of interrelated, interacting parts of the system constitutes a whole object.

Improving the effectiveness of the educators of the preschool educational organization - changing the system, reorganizing and adapting it depends on the direction of interaction of some part or parts. For example, strengthening the material and technical base, improving the content of activities, etc. There are different views on the systems approach, which include:

- systematicity, integrity - in this, the system is made up of components, interacting parts and links and ensures the implementation and development of its functional tasks;
- One of the factors that make up the system in the organization of the processes of increasing the effectiveness of the educators of the preschool education organization is the goal, and methods and tools are necessary to achieve it. The movement of the system and its components in achieving the goal determines the essence of the system function;

- The system of processes for improving the effectiveness of educators of preschool education organization represents a set of components that make it up, and its change depends on internal conflicts;
- The process of improving the effectiveness of the educators of the preschool education organization is connected with the external environment through many communications due to the fact that the system is open, the external environment and existing relations have their influence on the movement and development of the activity system. shows;
- the input of information to the system of increasing the effectiveness of educators and its retransmission are methods of communication of the system components with each other and with the whole system and the system with the external environment.

All the foundations of the systematic approach to increase the effectiveness of the educators of preschool education organizations are based on the results of the research conducted on general theoretical, general management, general technological, and general systemic approaches. Based on this, a researcher, scientist, leader or pedagogue should consider every event and incident, every object and their activity as a system and apply the principles of a systematic approach.

The organization of the processes of increasing the effectiveness of the educators of preschool education organizations as an integrated system should have a systematic nature. We can show the content and essence of the systematic approach in the analysis of the specific features of the processes of increasing the effectiveness of preschool education organizations educators based on the following principles:

Educators who are considered to be participants in the process of improving the effectiveness of the educators of the preschool education organization act as the subjects of this process, that is, the subject-subject relations are determined in the process of activity;

Goal orientation, consistency and interdependence of the activities of the subjects of the processes of improving the effectiveness of the educators of the preschool education organization;

collectiveness is the fact that the processes of increasing the effectiveness of the educators of the preschool education organization are a set of interrelated and related components;

- integrativeness - mutual unity of internal and external factors serving movement and development;
- interdependence - the presence of processes of increasing the effectiveness of educators of preschool education organizations as a separate system and as a constituent component of a higher-order holistic education system;

communicativeness - the fact that the educational system has the characteristics of interaction with the external environment and other systems.

Based on a systematic approach, when changing the general model of the processes of increasing the effectiveness of educators of preschool education organizations, it is necessary to base on the capabilities, initial concepts and beliefs of the participants of the activity, because the updated model meets the changing educational and educational needs of learners at the level of modern requirements it is necessary to be able to satisfy their spiritual needs, to use the experiences of educators with high skills and qualifications, and to create the necessary conditions for the development of their creative potential, and the following basic principles should be taken into account:

- when the ways of effectively increasing activity are randomly and tentatively determined, success in their development depends on the abilities of the subjects, the ability of pedagogues to see favorable situations and not miss them;
- in order to increase the successful efficiency of the activity as a systematic object, it is necessary to ensure and coordinate the pace of development of all the components that make up it, the integration of relations and activities of subjects;
- success in increasing the effectiveness of activities depends on the ability of pedagogues to see the future and identify development opportunities in advance based on existing factors;
- the fact that educators of preschool education organizations cannot forcefully determine directions for improving the effectiveness of educators' activities without determining the level of internal needs, pedagogue-educator capabilities and their understanding;

In general, a systematic approach to increasing the effectiveness of educators of preschool education organizations requires not only the development of pedagogic activities, but also the development of the entire subject of the educational process. If the educator is able to form scientific management skills during his activity, the systematic approach manifests the content of holistic development of the subject, the personal thoughts formed in the mind of the child, in harmony with the personal life activity of the educator and gives positive results.

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