

**PROFESSIONAL COMPETENCE OF FACILITATOR
EDUCATORS OF PRESCHOOL EDUCATION ORGANIZATION****Turdaliyeva Nurjahan Abdunosir kizi**

Teacher of Kokand University

Abstract: *This article describes the characteristics of the professional competence of facilitator pedagogues of a preschool educational organization. The views of foreign scientists on professional competence are described.*

Keywords: *facilitator, competence, professional competence, professionalism, components.*

The professional standard of the facilitator determines the pedagogue himself, the requirements for the qualification of professional facilitator-pedagogues and their training require the development of new approaches to the organization of educational activities. The main qualities of a professional pedagogue include:

the ability to develop oneself,

independent education,

educational process to guide innovative trends in construction,

taking into account system-activity and individual differentiated approaches, etc. The analysis of the pedagogical literature of local authors showed that today there is no unified point of view on the content of the concept of "competence". Therefore, A. I. Turchinov understands competence as the presence of professional experience that allows a person to perform his activities, activity in a certain position [1.B-67.].

M.A. Choshanov defines competence as a quality, describes professional knowledge and skills and means:

- 1) the theoretical and practical knowledge of a qualified pedagogue is regularly updated;
- 2) competence as unity and interdependence of knowledge and skills;
- 3) the teacher has critical thinking.

Local scientist M.A. According to Choshanov, competence is not only a collection of necessary knowledge, but also readiness and the ability of a person to adequately solve the problems that have arisen and the ability to solve them[2.B-154.].



The author considers competence in a combination of three main features: having operational knowledge; the mobility of knowledge and the ability to use the necessary method, that is, to be able to choose the most suitable one.

T.M. And Sorokin takes into account the theoretical and practical readiness to implement it under the professional authority of the pedagogue. In his opinion, at the center of the pedagogical activity of the pedagogue, the qualification was initially determined, i.e. different levels of ability, the ability to solve various "types of pedagogical tasks, as well as the ability to deal with a certain program that has appeared, the ability to eliminate situations that may arise during the educational process [3.B-78.]

By solving unexpected situations, the pedagogue develops not only general, but also special abilities that can be improved. In the works of A.I.Mishchenko and V.A., "Professional competence" is evaluated primarily as the theoretical and practical readiness of the pedagogue to carry out his activities. Competence, by analyzing different views on the concept of "professional", gives us the opportunity to present it as a system of knowledge, experience and professional qualities, as a result of which the facilitator effectively performs his activities, achieving the set goal. There are several requirements for professional competence. :

- knowing the age and individual characteristics of the students;
- manifestation of tolerance in relations with pupils; tolerance, politeness, etc.:[4.B-162.]

There are also types of professional competence:

1. Special professional competence includes a unique set of knowledge and skills, as well as the ability to put them into practice activities.
2. Socio-professional competence refers to the acquisition of methods of joint activity and methods of professional activity communication accepted in the professional field.
3. Personal professional competence includes the teacher's ability: the ability to plan his activities, make his own decisions, see the problem and find ways to solve it.
4. Personal professional competence implies readiness for self-discipline and self-organization, resistance to professional burnout and presence of stable motivation.

As one of the most important components, professional competence independently distributes the ability to acquire new knowledge and skills, with the help of which the teacher can perform his work. The following components are distinguished in pedagogical activity professional competence:

- motivational - strong-willed;
- strong willed;
- functional;
- communicative;
- reflective.



The motivational-volitional component is the goal, motivation and interest in the activity.

The functional component includes the knowledge of the pedagogue:

ideas about pedagogical activity, necessary knowledge, design and implementation of pedagogical technologies. The communicative component means the presence of the Facilitator: the ability to express one's opinion clearly and clearly, to persuade, to prove one's point of view, to analyze, to coordinate one's own actions with actions, to be able to demonstrate a relationship with colleagues. The reflexive component is manifested in the ability to anticipate the results and predict their activities, the level of self-development and their personal achievements; is reflected in being responsible and active.

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