

DEVELOPMENT OF METHODOLOGICAL COMPETENCE OF THE TEACHER OF PRESCHOOL EDUCATIONAL INSTITUTION

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ABSTRACT

This article carries the notion of «competence», «competency», «methodological competence», the content of the development process of methodological competence of a kindergartener at the pre-school institution, examines pedagogical conditions for the development of methodological competence in pre-school educational institution during the professional-pedagogical activity.

Keywords: Competence, competency, methodological competence, pedagogical conditions, kindergartener of the pre-school institution.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

“Competence” of a person has become an object of special scientific research, starting from the second half of the 20th century. Interest in that study first appeared in the United States in connection with the problem of determining the qualities of a successful business professional, which emerged against the background of accelerated entry into the life of information technologies. “The place of an efficiently coping performer has taken the image of an enterprising employee who can take responsibility and make decisions in uncertain situations, who can work in a group for a common result, learn independently, fill the lack of professional knowledge necessary to solve a specific task” [1]. And also, the End of the 20th century - the beginning of the 21st is marked by a transitional period in the system of preschool education:

- from using a unified educational program to working with children on variable programs in the context of the methodology of developing education;
- from kindergartens of the same type to various types of pre-school educational institutions;
- from the work of the preschool educational institution in the operation mode - to the activity in the development mode.

The ongoing changes in Uzbekistan radically affected the sphere of preschool education. In connection with the foregoing, a competence-based approach is relevant in the field of professional training for teachers in a pre-school educational institution.

The study of professional and pedagogical competence is one of the leading activities of a number of scientists (N.V. Kuzmina, I.A. Zimnyaya, A.K. Markova, V.N.Vvedensky, M.I. Lukyanova, A.V.Khutorskaya, G.S.Sukhobskaya, O.N.Shakhmatova, V.A.Slastenin and many other researchers).

In pedagogical science, the concept of “professional competence” is considered from the perspective of different approaches (personality-activity, system-structural, knowledge and others) and is interpreted as:

- it is based on knowledge of intellectually and personally determined experience of social and professional human life (I.A. Zimnyaya);
- a system of knowledge and skills of a teacher, manifested when solving professional-pedagogical tasks arising in practice (G.S. Sukhobskaya);
- a set of professional knowledge and skills, as well as ways to perform professional activities (O. N. Shakhmatova).

In the vocabulary of social pedagogy, “competence” (from Lat. *Competentio* - by right) is defined as the possession of competence: the possession of knowledge, allowing to judge about something.

In the conceptual reference dictionary on pedagogical acmeology, professional pedagogical competence is interpreted as an integrative professional and personal characteristic, including the virtues and achievements of the teacher, determining the willingness and ability to perform pedagogical functions in accordance with the norms, standards and requirements adopted in society at a specific historical moment.

According to A.Mayer, the teacher’s professional competence model should contain knowledge about the structure of the educational process (goals, content, facilities, amenities, activities, results, etc.), about yourself as a subject of professional activity. It should also include experience in applying professional practices and a creative component [2].

Professional and pedagogical competence, according to N.V. Kuzmina includes five elements or types of competence:

- special pedagogical
- methodical
- socio-psychological
- differential psychological
- autopsychological (correlated with the concept of professional self-awareness, self-knowledge, and self-development).

Methodical competence covers the field of methods for the formation of students' knowledge and skills [3].

N.V.Ippolitova, considering the substantive aspect of the professional and pedagogical training of future teachers, indicates that it includes such components as moral and psychological, methodological, theoretical, methodical and technological training, being interconnected and interdependent, ensure the effectiveness of the implemented pedagogical process.

At the same time, “methodological training involves providing students with knowledge of the principles, content, rules, facts, forms and methods of specific areas of education and training.

Methodical activity is carried out as a special-scientific activity aimed at obtaining new products - new methods and means of scientific research ”[4]. These provisions served as a prerequisite for the selection of methodological areas in the professional activities of educators. And, as a result, the development of the methodological competence of the teacher in the process of professional pedagogical activity has become one of the priority tasks of the methodological service of the preschool educational institution.

Currently, there is a reassessment of the methodological work of education system specialists. Gradually, new models of methodological service which are being created meet the demands of modern society. There are new directions and forms. The content changes qualitatively, such a tendency appears as the variability and diversity of this activity depending on the needs and readiness of educational institutions. T.A.Zagrivnaya and a number of other researchers identify methodological work as a leading factor in the development of methodological competence, which is an important component of the professional competence of teachers [5].

Today, the modern methodological service is a complex structural unit that carries out several activities in each preschool institution:

- organizational and managerial,
- experimental,
- methodical,
- organizational and pedagogical,
- information and analytical,
- marketing,
- editorial and publishing.

The purpose of the methodological service is to assist the teacher in his professional development.

The current situation in education puts the teacher in fundamentally new conditions, which are characterized by the absence of strict regulation of pedagogical activity, a significant expansion of the information field, modernization of the teacher's social functions, development of individuality, readiness to make decisions, mobility of professional skills.

The methodical system of the educational and pedagogical process is designed to set in motion the capabilities of the subjects, means and conditions of this process, to direct them in the right direction and effectively implement them.

The study of the problem of formation of methodological (scientific and methodical) competence, methodical training of teachers was carried out by Russian researchers T.E.Kocharyan, S.G.Azarishvili, T.I.Shamova, T.A. Zagrivnaya, I.Yu.Kovaleva, T.N.Guschina, A.A.Mayer and many others.

T.N.Guschina defines methodological competence as an integral multi-level professionally significant characteristic of the personality and activity of a teacher, mediating productive professional experience, as a system education of knowledge, skills of a teacher in the field of methodology and the optimal combination of methods of professional pedagogical activity.

I.Vovaleva considers scientific and methodological competence as an integral characteristic of business, personal and moral qualities of a teacher, reflecting the systemic level of functioning of methodological, and research knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in scientific, methodological and pedagogical activities in general.

Based on the analysis of psychological and pedagogical literature, research in the field of educational theory and practice, we can conclude that there is no common view on the definition of the concept and structure of both professional and pedagogical and methodological competence.

In the structure of methodological competence, scientists identify the following components:

- personal,
- activity,
- cognitive (related to thinking) and others [6].

We correlate the personal component of the methodological competence of the teacher of a preschool educational institution with the skills associated with the psychological side of the personality of the teacher: communicative, perceptual, reflexive.

The activity component contains the accumulated professional knowledge and skills, the ability to update them at the right time and use them in the process of realization of their professional functions. He also assumes mastering by the tutor of research and creative skills.

The cognitive component is based on the skills that make up the theoretical training of the educator:

- analytical-synthetic (the ability to analyze software and methodological documents, identify methodological problems and determine ways to solve them, the ability to classify, systematize methodological knowledge);
- prognostic (the ability to predict the effectiveness of the selected tools, forms, methods and techniques, the ability to apply methodological knowledge, skills in new conditions);
- constructive-design (the ability to structure and build the learning process, select the content and forms of classes, select methods and techniques, the ability to plan methodological activities).

The development of methodological competence is a process that continues throughout the professional and pedagogical activity of a pre-school teacher; therefore, it is not possible to determine the time frame for the stages of the formation of methodological competence (for example, at a university). At the same time, based on the tasks of the methodological work to improve the skills of teachers and correlating the stages with the levels of development of methodological competence, there are 3 levels of development of the methodological competence of a pre-school teacher:

- initial or basic (development occurs at the existing level of methodological competence in the individual mode of methodological support);
- primary or productive (the educator is an active participant in the methodological system of a pre-school educational institution);
- creative (the process of development occurs independently on the basis of self-realization); at the same time the process of developing methodological competence is considered as multi-level.

Thus, in the light of modern requirements, the development of methodological competence of a preschool teacher who has a burning desire to learn from the simplest actions to select methods and techniques for working within an entire methodological system, is a prerequisite for the development of professional competence of the teacher as a whole.

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