

# DESIGNING THE PROCESS OF FORMING THE TECHNOLOGICAL COMPETENCE OF EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

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## ABSTRACT

This article covers issues such as the design of the process of formation of technological competence of educators in preschool education, the essence of the pedagogical design process, the essence of the model of formation of technological competence of educators in the design process.

**Keywords:** Design, technological competence, pedagogical design, preschool organization, educator, model, modeling, competency approach.

## INTRODUCTION

The process of forming the technological competence of educators of preschool educational organizations is inevitably associated with a complex of purposeful changes in the content, methods, forms of organizing additional professional education for teachers. The focus of research on this area of knowledge presupposes the search for new opportunities to improve the efficiency of the teacher training process. For the subsequent consideration of the alternative methods of this teaching, let us turn to pedagogical design.

## MATERIAL AND RESEARCH METHODS

Currently, pedagogical design is considered in various theoretical models, approaches as a sequence of stages, stages, the structure of which is presented by different authors in different ways (VP Bespalko, VS Bezrukova, AM Novikov, I.A. Kolesnikov). Despite the variety of approaches, pedagogical design allows you to determine the development of the process.

In the research of scientists (ZF Mazur, OG Prikot and others), pedagogical design is studied in the socio-pedagogical and didactic (GE Muravyova) aspects. Design (from Latin projectus - thrown forward) is closely related to scientific activity on the creation of a project, the creation of an image of the future supposed phenomenon, process, state, preceding the embodiment of the conceived in a real product.

In the context of this definition, we note that pedagogical design is a practice-oriented activity for the development of educational systems and types of pedagogical activity that do not exist in practice. The variety of objects of transformation, goals, direction of the process of pedagogical design in various pedagogical systems contributes to the emergence of its various types, each of which is designed to solve specific problems. According to I.A. Kolesnikova exists:

- socio-pedagogical design, which ensures the ordering of the socio-cultural environment, identifying and changing external factors and conditions that affect the development, upbringing, formation, socialization of a person. The result of socio-pedagogical design often becomes the basis for organizing a more effective functioning of educational

systems, thereby making it possible to change the potential for the deployment of pedagogical processes themselves;

- educational design, in the process of which projects for the development of education in the state as a whole and in individual regions are created; projects are being implemented for the creation of educational institutions, reforming education management bodies and institutions subordinate to them; educational standards and educational content of all levels are formed;

- psychological and pedagogical design involving the construction of models of processes associated with the transformation of personality and interpersonal relations, based on the characteristics of motivation, perception of information, assimilation of knowledge, participation in activities, communication.

## RESEARCH RESULTS AND DISCUSSION

A.M. Novikov was one of the first to note that it is advisable to consider pedagogical design in the context of the pedagogical system, highlighting the goals of education, the content of education, methods, means, organizational forms of training and education; subjects of education. According to V.S. Bezrukova, the main features of the system that must be taken into account when organizing the process of pedagogical design are the presence of connections and dependencies between the components of the transformation object, each of which serves to provide conditions for the action of the other. Another system-forming feature, according to the author, are the goals that lead the design ideas necessary to combine all the components. As a result, the appearance of common qualities in its components becomes a sign of the system.

Within the framework of this study, the design of the process of forming the technological competence of teachers of preschool educational organizations will be carried out in the context of psychological and pedagogical design, the focus of which will be on improving the personality of teachers in the educational process, conditions for effective teaching of teachers will be considered; pedagogical technologies; forms of interaction between students and the teacher, ways of self-development and self-projection of the personality.

In the process of designing a model for the formation of technological competence of teachers of preschool educational organizations, taking into account the competence-based approach, the practical orientation of the process of teaching teachers, its subject-professional context will be strengthened. The basis of the substantive aspect of the model will be the methods and forms of teaching teachers, aimed at mastering knowledge and skills in the field of modern pedagogical technologies in the process of search, practice-oriented activities.

A fundamentally different position in teaching will be the position of the teacher, aimed at organizing independent work, in which the methods of activity of educators of preschool educational organizations will be formed. In fact, the role of a teacher will be to create conditions for a developing educational environment in which it becomes possible for each teacher to develop certain competencies at the level of development of his intellectual and other abilities.

When designing a model for the formation of technological the competence of kindergarten teachers, we will take into account the specifics of the activity approach, namely:

- to form the technological competence of teaching teachers, specially organized educational activities: training at the workplace in the process of direct professional activities;

- consider pedagogical activity as an integrative characteristic of cooperation between the subjects of the educational process;
- define the learning process as a continuous change of various types of activities and activities of students.

Within the framework of the projected model, the main goal is to form the skills of teachers by activating their own activities at different stages of training. The content of educational activities is built in the following logic: assimilation of knowledge about modern pedagogical technologies, mastering skills for their implementation, creative application and transformation of preschool teachers into professional activities.

## CONCLUSION

Thus, the design of the process of forming the technological competence of educators of preschool educational organizations is a successive stage, replacing each other: conceptual, the stage of modeling, system design and technological training.

The methodological basis of the design is made up of the provisions of the systemic, contextual, competence, activity and personality-oriented approaches, in the context of which the content aspect of the process is considered: principles, conditions, methods and forms of work that ensure the formation of technological competence of preschool educators in the process of additional professional education.

The designed model ensures the involvement of educators in various types of education (formal, informal, informal) and is a system of complementary components: target, content, organizational and activity, evaluative and reflective, the consistent implementation of which ensures the effectiveness of the process of forming the technological competence of teachers of preschool educational organizations.

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