



## The Significance Of The Concept "Technological Competence Of Preschool Educational Teacher"

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### ABSTRACT

The article describes the content of the concepts of technological competence, competency-based approach, competence, professional competence of the educator of preschool education.

### KEYWORDS

Preschool organization, educator, competency approach, competence, technological competence, professional activity.

### INTRODUCTION

The competency-based approach encourages educators to focus on new learning outcomes - the development of children's interests, curiosity and cognitive motivation, imagination and creative activity in the state requirements of preschool education, aimed at shaping the child's ability to act independently in different situations;

reflected as the formation of consciousness. The change in the educational paradigm has led the modern kindergarten teacher to solve problems related to the development of pedagogical innovations and their use in professional activities, which have no similarities in the past, creating conditions for personal development of preschool children.

## THE MAIN RESULTS AND FINDINGS

The interest in researching and practicing a competency-based approach is driven by the need for society to train not only professionals with specific knowledge, but also the skills formed to apply them to solve specific problems with a high level of self-management, self-reflection, self-esteem in different contexts explained. The competency-based approach is characterized by personal and active aspects, practical and humanistic orientation, strengthens the subject-professional orientation of education, determines the quality of functioning of pedagogical systems.

The leading categories of the competency-based approach are the concepts of 'competence' and 'competence', which have many different interpretations, so I.A. Zimnyaya believes that it depends on understanding the essence of the competency approach, depending on how they are defined and in what proportion. In science, these two concepts are defined or differentiated.

Competence is not a static trait that is formed once in a lifetime in a person, but an evolving and renewable structure that is determined by the essence and values of the individual. This is confirmed by the M.A. We can find in Choshanov that, in his opinion, competence implies the constant updating of a person's knowledge, the acquisition of new, up-to-date information for application in new contexts.

V.N. Vvedensky, according to the expediency of introducing the concept of "professional competence" depends on its broad content, the integral features that combine such concepts as "professionalism", "professional

training", "qualification" and so on. The diversity of interpretations of the concept of "professional competence" is determined by different approaches to solving research problems (individual-activity, systemic, systemic, acmeological, cognitive, etc.). Nevertheless, all of them show the versatility of its structure and the inseparability of the components included in this structure, which characterize different aspects of professional and pedagogical activity.

A.A. Mayer distinguishes several types of training within the professional competence of educators:

- 1) Aspects of motivational-value and emotional evaluative attitude to the psychological pedagogical reality (meaning and value of the subject);
- 2) Theoretically defines competence (training) as a set of knowledge about pedagogical facts, principles, laws, goals, content, technologies and results of human education;
- 3) Technological training - a set of skills that represent the experience of implementing certain methods and creative implementation of pedagogical activities;
- 4) Effective training - as the ability to determine the effectiveness and efficiency of professional activity and development in general

T.A. Svatalov, N.V. Kuzmina proposes to consider the composition of the professional competence of educators in the sum of its types and to develop methodological, evaluative, organizational, communicative competencies, including various competencies (analytical, forecasting, design, assessment, reflection, information, development,

orientation, mobilization, etc.). highlights. Given the nonlinear nature of the professional competence structure, the author believes that competencies can be simultaneously demonstrated within different types of competencies of preschool education professionals.

In his dissertation research, A.A. Mayer pays special attention to the motivational, cognitive, technological and reflexive aspects of the educator's professional activity:

- Motivational aspect, in the opinion of the author, is related to the value relations and motives that motivate the educator to work (self-awareness, self-development, recognition, the pursuit of material rewards, etc.);
- Design skills of the cognitive educator and the pedagogical process; knowledge of the laws of the pedagogical process, taking them into account when working with children; reflected fluently in the methods of education and upbringing in different age groups;
- The technological aspect is characterized by a group of procedural skills for the implementation of goal setting, the choice of means of solving pedagogical problems and the acquisition of pedagogical technologies for the implementation of pedagogical goals;
- Reflexive aspect of the ability of the educator of the preschool organization, that is, to correct the results of their activities in the educational process, to analyze, generalize the experience, to predict their activities; reflects the analysis of the effectiveness of the use of technologies, methods and techniques in the educational process.

The specificity of the professional activity of educators of preschool education is mainly based on the implementation of educational and developmental goals of preschool education, aimed at the formation of personal qualities of the child (activity, initiative, independence, creativity, etc.). Recent normative documents show that a modern kindergarten teacher acquires new skills that allow him to effectively solve professional and pedagogical problems in a constantly changing pedagogical reality, using modern pedagogical technologies that contribute to improving the control of education and upbringing, improving the quality of pedagogical results.

We determine that the technological competence of the educator of preschool education is an integral quality as an integral part of professional competence, including the knowledge, professional and pedagogical skills, methods of work and motivation and value of educators for the study, development, application and development of modern pedagogical technologies. allows you to conclude that it contributes to personal development.

## CONCLUSION

Thus, the analysis of the psychological and pedagogical literature shows that the content of the professional activity of educators of preschool education and the new requirements to it lead to a change in the content and structure of the concept of "professional competence". The professional competence of preschool educators is characterized by the variability of its components and can be characterized by a variety of competencies that reflect the needs

of society and the normative requirements for professional activity.

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