

<https://cejsr.academicjournal.io>

Based on an Integrative Approach, How Educators Improve Basic Competencies in Preschool Children

Nasimova Nasiba Kurban

Bukhara State University, 1st Stage Doctoral Student

Kasimova Manzura Abdullayevna

Teacher of Bukhara State University, m.a.kosimova@buxdu.uz

ANNOTATION

The article highlights the requirements for educators to improve the basic competencies of preschoolers based on an integrative approach.

KEYWORDS: *integrative, basic competence, teacher.*

Modern global changes, the daily development of science and technology and information and communication technologies require pedagogical skills, sharp will, pedagogical and psychological knowledge, deep knowledge of their business and high thinking, political literacy, a wide and thoughtful range of thinking from the 21st century educator requires to be. Educators working in organizations of preschool education should be well aware of the optimal organization of forms of education, the theory of the formation of a comprehensively developed personality, enrichment with various new ideas. An exemplary teacher in society is not only a person who ensures the effectiveness of education, but at the same time increases his authority in society, and students respect him. The organization of practical actions to improve professional skills creates an opportunity to get rid of mistakes made or made in pedagogical activity, to achieve success in relations with educators, colleagues, parents. Each teacher with pedagogical abilities organizes the correct educational process for students and creates favorable conditions for the development of basic competencies in students, with a proper understanding of their profession and responsibility. Only when the educator is a specialist in his profession, i.e., has professional literacy, can he form the student with sufficient knowledge, skills and abilities.

Competence is knowledge, skill, qualification, value, other personal qualities, manifestation of positive results in activity. Competence (lot.competo-achieving, worthy, worthy) - knowledge, experience in a particular area. From time immemorial, attention has been paid to the personal social qualities of teachers, and based on the requirements of each time, the requirements for teachers have been improved and complicated. The problem of a competency-based approach in education was considered as early as the 20th century, but in practice this innovative concept appeared only in the 21st century. Kindergartens and schools were forced to change the features of their activities in connection with the rapid development of society. After the introduction of the federal state educational standard, the structure of schools and preschool educational organizations has changed significantly. To meet the needs of society, preparation for full-fledged socialization should begin with a preschool educational organization and continue at all levels of education. school. Such a process should not be limited to the acquisition by children of the necessary volume of political and economic concepts. The purpose of the competence-based approach in the system of preschool education is the formation of skills for the effective use of skills and mobility in the conditions of modern reality. The implementation of the competence-based approach in the field of education includes the creation of certain conditions for the unhindered use of information. The main goal of

<https://cejsr.academicjournal.io>

the competency-based approach in the system of preschool education is the formation of basic communication skills in children. The end result of such developmental activities is not only the ability to solve typical problems, the ability to act on the basis of a certain algorithm, but also the mastery of basic competencies.

The purpose of the competence-based approach in the system of preschool education is the formation of a creative, active personality capable of making serious and timely decisions. Of course, for the education of such students, the educator requires high pedagogical skills. The relevance of this approach in the formation of basic competencies in preschoolers lies not only in the acquisition of certain skills and knowledge, but also in their personal development. Ibn Sina expressed the following opinions about what the personality of a teacher should be:

- be strict and serious in dealing with children;
- pay attention to how students acquire this knowledge;
- use of various methods and forms in teaching;
- the memory of the child, the ability to assimilate knowledge, knowledge of personal characteristics;
- the ability to be interested in science;
- highlight the most important of this knowledge;
- providing knowledge in accordance with the age and intellectual level of students;
- it is necessary to ensure that every word is at the level of excitation of children's emotions.

The educator must conduct psychological observations related to the ability to penetrate the student's inner world, to understand the child's personality and his temporary mental states very well. Such a teacher can quickly catch subtle changes in the child's psyche. In the educator, speech is the ability to clearly and clearly express their thoughts and feelings. This is very important for the teaching profession. The successful solution of the problem of establishing cooperation between teachers and students in the educational process, creating a benevolent environment depends on the level of knowledge, skills and personal human qualities acquired by all teachers and the leadership of preschool education.

First teacher:

- Soft, open, sweet, loves children for who they are;
- realizing that affection and pride of the heart are methods of encouraging children, creating a friendly atmosphere in the room and developing learning motives in children;
- Deeply feeling their responsibility for the fate, happiness and future of students, respecting their personality and dignity;
- in any pedagogical situation, it is necessary not to be rude to students, to refrain from insults and screams, threats and threats;

He must be able to understand students, appreciate their feelings, help them overcome their anxieties and sufferings, know their characteristics, interests and needs in youthful and psychological development.

We all know that the ability of a person to actively participate in the life of society is directly related to the competencies formed in him. The knowledge, skills and abilities acquired by the educator in the course of his activity are of great importance in the development of his role and significance in society. According to V. A. Slastelin, the main indicator of the ability to perform any activity with a

<https://cejsr.academicjournal.io>

high level of pedagogical ability in the professional orientation of a person is, in his opinion, the acquisition of special generalized skills. The lack of pedagogical professional knowledge, especially pedagogical psychological knowledge, or their rejection and even inattention to them, in many cases, the educator stops researching himself using ready-made materials. This leads to a level of ignorance of the caregiver's personality. The great German educator Adolf Disterweg spoke about the teacher's constant study of subjects in order to take his place in society, and said: "The teacher is regularly engaged in science. be added. Otherwise, it will look like dead wood and stone. Just as a dead tree and stone cannot bear fruit, so such a teacher cannot be expected to produce future results." First of all, the educator must be educated, understand the laws of nature and the society in which he lives, be socially active, master the pedagogy of general and preschool education, the psychology and physiology of children, and know the characteristics of young children. Also, the approach of the teacher to the analysis of events from a scientific point of view allows to achieve success in the gradual development of the child. In his studies, L. Ya. Kolnlnmsky emphasized that the teacher's attitude towards children plays a decisive role in the success of pedagogical work and is considered an important basis for pedagogical excellence. In his opinion, the interaction of the educator and children largely depends on the nature of this process. The well-known Russian teacher A. S. Makarenko expresses his thoughts about the professional qualities of a teacher in his works as follows: "The teacher cannot but play a certain specific role in the lesson." an actor in a certain sense. It is absolutely impossible that our behavior, verbs, character should be a pedagogical tool for us. We teach children with heart and soul pain and a sense of exile. It is absolutely impossible to educate with the help of our feelings. After all, we are people. If in any other profession you can finish the work without mental effort, then the teacher must work without mental pain. The student sometimes needs to show his emotional pain in communication. For this, the teacher must know how to play a positive role, like an actor on stage, and how to put it into practice. As part of the competency-based approach in preschool education, educators develop role-playing games for children; offer them various types of activities that contribute to the formation of basic competencies. Fairness and democratization of the education system in our country makes special demands on the educational process and special pedagogical relations. This process is fundamentally different from the previous one. All teachers are obliged to reasonably use the conditions of modern educational organizations and the opportunities created by our country. Everyone should love their profession and practice it diligently, regardless of profession. Only then will they contribute to the development of our developing country. The competence-based approach in education is a variant of the formation of a citizen and a patriot.

References:

1. Мирзаева, Дилфуза Шавкатовна, Насиба Қурбон Қизи Насимова, and Наргиза Супхоновна Ҳакимова. "Арт-педагогика для дошкольников." *Scientific progress* 2.7 (2021): 1201-1205.
2. Nasimova Nasiba Qurbon qizi. Use of Innovative Methods in Speeching Classes in Preschool Educational Organizations. *International Journal of Culture and Modernity* ISSN 2697-2131, Volume 11 <https://ijcm.academicjournal.io/index.php/ijcm>.
3. Nasimova Nasiba Qurbon qizi. Methods of Musical Education and Upbringing of Preschool Children. *European Journal of Innovation in Nonformal Education (EJINE)* Volume 2 | Issue 2 | ISSN: 2795-8612. *European Journal of Innovation in Nonformal Education* www.innovatus.es
4. Supkhanovna H. N. Formation of Socio-Legal Competences in Primary Class Students // *American Journal of Social and Humanitarian Research*. – 2022. – Т. 3. – №. 10. – С. 247-249.
5. Supxonovna H. N. Social Competencies of Primary School Students // *AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT*. – 2022. – Т. 1. – №. 2. – С. 110-112.

<https://cejsr.academicjournal.io>

6. Hakimova, N. (2022). РОЛЬ СОЦИАЛЬНО-ПРАВОВЫХ НОРМ В ЖИЗНИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 25(25).
7. Khakimova Nargiza Suphanovna //Improving the Mechanisms for the Formation of Socio-Legal Competencies of Students in the Lessons of Education in Primary School // Web of Scholars: Multidimensional Research Journal 1 (7), 25-28. 2022/11/9
8. Hakimova Nargiza Supxonovna //Social Competencies of Primary School Students// AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMEN. 2022/12/19. 1 (2), 110-112
9. Hakimova Nargiza Suphonovna Intellectual Development of Future Teachers-Educators on the Basis of the Acmeological Approach// European journal of innovation in nonformal education. 2022/2/14.
10. Hakimova Nargiza Supxonovna, Dilova Nargiza Gaybullayevna, //Forming a sense of respect for the students in primary school educational lessons// Journal of Pedagogical Inventions and Practices. 2022/7/1
11. Nargiza Supxonovna Hakimova // Boshlang'ich sinf o'quvchilarida ijtimoiy-huquqiy mehyorlarga hurmat hissini shakllantirish metodlari// Science and Education. 2022
12. Maxmudovna N. M. et al. МАКТАБГА ТАЙЙОРЛОВ YOSHI BOLALARINI SHAXSIY КОМПЬУТЕРЛАДАН GIGIYENIK TOGRI FOYDALANISHGA ORGATISH //BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIIY JURNALI. – 2022. – Т. 2. – №. 2. – С. 153-159.
13. Maxmudovna N. M. et al. AXBOROT TEXNOLOGIYALARIDAN BOLALAR SALOMATLIGINI SAQLASHDA FOYDALANISH //BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIIY JURNALI. – 2022. – Т. 2. – №. 2. – С. 37-43.
14. M.Nigmatova. МАКТАБГАЧА TALIMDA КОМПЕТЕНТСИYAVIY YONDASHUV. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). –2021. –Т.3. №. 3.- С.2021/6/18.
15. Nizomiddinovna H. N. et al. KICHIK МАКТАБГАЧА YOSHDAGI BOLALARNING BADIY VA IJODIY QOBILIYATLARINI RIVOJLANTIRISHNING PEDAGOGIK VOSITALARI //Scientific Impulse. – 2022. – Т. 1. – №. 4. – С. 1318-1322.
16. Низомиддиновна Х. Н. ФАТИК МУЛОҚОТ ТУРЛАРИ ВА ИЛТИФОТ ҲАҚИДА //BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIIY JURNALI. – 2022. – Т. 2. – №. 2. – С. 27-31.
17. Намроева N. Тилга антропоцентрик йўналишда ёндашув: фатика ва унинг хусусиятлари //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 8. – №. 8.
18. Намроева N. Bolalar nutqini ostirishda o'yinlar va sahnalashtirish faoliyatini ahamiyati //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 2. – №. 2.