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Principles of Professional Activity in Educators

Abdullayeva Xavoxon Yakubjonovna

ASU, Teacher of the Department of General Pedagogy

ABSTRACT

in accordance with the state educational standard, the educational program of preschool education is developed and introduced, which includes not only the mandatory part, but also the part formed by participants in educational relations, and also includes inclusive education and takes into account the National, ethno-cultural situation. The implementation of this new general education program involves relying on the professional skills of the educator.

Professional competence of the educator is the ability to effectively fulfill its professional obligations and carry out the upbringing of the younger generation on the basis of the principles of educational activities.

KEYWORDS: *educator, education, process, principle, professional activity, educator, teacher, student, commitment, skills, culture.*

One of the important conditions for preparing students for upbringing in a higher educational institution is the formation in them of a competency of a skillful educator - educator of their profession in the future. It is necessary that there are the following aspects in this:

Professional competence of the educator is the ability to effectively fulfill its professional obligations and carry out the upbringing of the younger generation on the basis of the principles of educational activities.

Pedagogical competence consists in the fact that the educator has knowledge, skills, experience of professional activity, personal qualities, skills, which allow him to effectively fulfill his professional functions. . Competence: definition and main components.

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Competence-the personal ability of a specialist to solve certain professional problems. Also, competence is understood as the officially described requirements for the personal, professional, etc. (or some group of employees) of the company's employees.

Pedagogical competence is understood as a systemic phenomenon, the essence of which is a systematic unity of pedagogical knowledge, experience, characteristics and qualities, which allows you to effectively carry out pedagogical activities, purposefully organize the process of pedagogical communication, and also includes the personal development and improvement of the educator.

The main components of the professional competence of the educator include:

- intellectual and pedagogical competence-the ability to apply the acquired knowledge, experience in professional activities for effective training and education, the ability of the teacher to innovate;

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- information competence-the volume of information about the teacher himself, his students, parents, colleagues;
- regulatory competence-the ability to control the behavior of the educator, control his emotions, the ability to reflect, stress resistance;
- communicative competence-an important professional quality, such as speech skills, listening skills, extraversion (the quality of a person who is distinguished by great interest in the outside world), empathy (empathy, understanding the other).

Educators the ability of children to communicate correctly with their parents is one of the main and difficult professional competencies.

Professional competence of the educator is a multifactorial phenomenon that includes the system of theoretical knowledge of the educator and the methods of applying them in certain pedagogical situations, the directions of their value, as well as integral indicators of his culture (speech, communication style, attitude to himself and his activities, related areas of knowledge, etc.). In accordance with the definition of the concept of "professional competence", it is proposed that the assessment of the level of professional competence of educators is carried out using three criteria:

1. mastering modern pedagogical technologies and their application in professional activities;
2. willingness to solve professional subject problems;
3. like the ability to manage its activities in accordance with the rules and regulations adopted.

The professional competence of the educator is characterized as a general ability to mobilize their knowledge and skills during their activities. In the context of continuing education, it is possible to achieve a high level of professional competence on an ongoing basis. It comes to the fore not formal affiliation to the profession, but professional competence, that is, compliance of a specialist with the requirements of professional activity. The formation of professional pedagogical competence is a process that continues throughout the entire professional path, according to which constant incompleteness is one of the characteristics of the professional competence of the educator. The formation of professional pedagogical competence is greatly influenced by work experience.

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