

**ORGANIZATION OF THE PROCESSES OF DEVELOPING MANAGEMENT
COMPETENCE OF FUTURE PEDAGOGICAL PERSONNEL**

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Annotation: This article provides theoretical information on the current state of development of management competence in future pedagogical personnel working in preschool educational institutions.

Keywords: pedagogical worker, preschool education, management, competence, development

In recent years, extensive reforms have been carried out to develop the education system of our country, train modern, qualified, competitive pedagogical personnel, as well as ensure the harmony of education, science and practice in the field of pedagogy.

The process of implementing a continuous education system is an extremely complex process. It should be noted that the multifaceted task of educating and educating the younger generation can be carried out only with highly qualified and pedagogically skilled teachers. Therefore, teaching is an art. This art cannot be achieved easily. Only truly patriotic and hardworking, capable, educated, modernly skilled people, well-armed with the idea and ideology of independence can achieve it.

Being a pedagogical talent is not an innate talent or a trait passed down from generation to generation, but its basis is research and creative work, hard work.

A future teacher must always be in motion, in research, active on all fronts, possessing knowledge and skills in each field.

In order for a teacher to achieve success in pedagogical activity, first of all, he must be educated, have innovative professional knowledge, have strong influencing and leading abilities. Only then can he positively solve the social tasks of society, and he must operate on the basis of the following conditions. A new approach to organizing professional activity, progressive and creative search, democratic management, creating conditions for the free thinking of the learner, respect for the child's personality, the teacher's speech culture.

It is also important to pay attention to spiritual and moral qualities as a success in the process of educating qualified teachers. Because the role of these qualities in the all-round development of the younger generation is incomparable.

In the world higher education system, scientific research is being conducted to improve the methodology for the professional socialization of young people, the development of spiritual and moral competence, and the upbringing of social activity and initiative. In developed countries such as the USA, Russia, Germany, France, China, Korea, modular training, "blended learning", master classes, webinars are being organized to improve the methodology for developing the thinking of young students, early identification of their abilities, and increasing the effectiveness of spiritual and moral education mechanisms.

In order for today's students to successfully carry out their activities in preschool educational institutions tomorrow, it is a requirement of the time for them to develop all the professional competencies inherent in an early childhood educator and to have the skills to apply them in practice. Taking this into account, taking into account the specific characteristics of the further practical activities of graduates, it is necessary to combine professional and non-professional components in the educational outcomes of future educators in a university setting.

In the conditions of pedagogical universities, an effective solution to the problem of forming social competence of future educators can be achieved in many ways by implementing a competency-based approach to the educational process.

In modern conditions, when the essence of the concept of "competence" is emphasized, society and the state pay increased attention to the effectiveness and competitiveness of education in the post-Soviet space, the problem of forming professional competence of future specialists is becoming a priority. Reforming the system of higher pedagogical education is aimed at training a new generation of personnel with creative potential and a high IQ, capable of building an open information society aimed at satisfying the material and spiritual needs of people. In this regard, it is important to constantly develop the professional competence of future educators.

A modern educator-pedagogue must have a number of competencies, which together determine his professional skills.

Psychological and pedagogical competence determines the level of preparation of the future educator, his ability to take into account the individual characteristics, abilities and natural talents of preschool children and provide pedagogical assistance in their further development.

Methodological competence is, first of all, the formed abilities of the educator-pedagogue to reflect, design and conduct experiments in various targeted areas of activity.

Communicative competence is an integral part of the personal and professional characteristics of the future educator. The ability of the future educator to communicate with children on a humane basis largely determines the results of personal achievements in the field of pedagogical activity.

Speech competence - allows future educators to competently use in the process of interpersonal communication such speech qualities as clarity, persuasiveness, emotionality, as part of the culture of speech, pronunciation, spelling, stylistic, intonation and other national-cultural knowledge. Possession of speech competence will give future educators effective results in attracting children's attention, giving them advice and recommendations, and conducting surveys.

Social competence is an important component of the professional competencies of a future educator, which allows educators to establish relationships with society: to communicate with parents, peers, and to participate in cultural and educational events.

The future educator should pay attention primarily to the culture of speech. It is important that his speech technique is perfect, his thoughts are deep, and his speech is fluent, clear, and understandable. Because speech and the words expressed in it have a powerful psychological force that affects a person.

It is possible to further increase the level and power of influence with its content and the manner of expressing the speaker's opinion. Being able to influence a child through speech gives good results in the process of such activities. Only when each learner is approached, taking into account his or her personal abilities and intellectual potential, will educational activity achieve its goal. It is no exaggeration to say that the key to the success of educational and professional activities is the culture of speech.

“As the English playwright B. Shaw said, there are more than 50 ways to say the word “no”, there are as many ways to say the word “no”, but there is only one way to write this word,” he says. This idea contains a very subtle meaning about the culture of communication. In addition, it is important for the teacher to have organizational skills, know how to make the right decisions, have the ability to evenly distribute attention, be able to adapt education to the child, and be able to approach each child individually, taking into account his or her individuality.

Only a skilled teacher can create a social and educational environment for the learner, adapt education to the child, and organize educational processes taking into account his strengths and weaknesses. Respect for the child's personality, objectivity, consistency and systematicity in the educational process, unconventionality and creativity serve to improve the pedagogical process.

A future teacher must also have personal, professional and special competencies. The personal qualities of a teacher affect his ability to teach and educate. “Personal competence is the basis of students' self-awareness in the educational process.”

Personal qualities, that is, personal competencies, include: demandingness, fairness, tolerance, honesty, leadership, goodwill, humanity, approachability, kindness, etc.

Professional competence is a set of knowledge, skills, and abilities necessary for a teacher's professional activity.

Professional competence: excellent knowledge of one's field, knowledge of pedagogy and psychology, self-improvement, planning and evaluating the educational process, ability to create an educational environment, understanding one's needs, a new approach to education, appropriate use of modern pedagogical technologies, perceptive abilities, etc.

Special competence: knowledge of students' needs, knowledge of different age characteristics, differentiation of education, individualization of education.

Competence means thorough knowledge in any field. Competence is the ability to do something effectively. Professional competence is the knowledge, skills and qualifications necessary for the effective organization and implementation of professional activities by a teacher and their high level of application in practice.

The effectiveness of organizing and coordinating the joint activities of subjects in improving pedagogical processes, developing their activity in the direction of the goals to be achieved, largely depends on the existing motives and motivation. The sphere of education is a social institution that reflects all the problems of society. The spiritual and educational development of the individual is the

main issue of modern education, and for this, first of all, the teacher must have a high level of spiritual and educational competence.

A preschool teacher should have the following social and professional competencies that allow children to develop cognitively:

1. Social competencies include the ability to exchange information between individuals, express their interests and needs, demonstrate tolerance for other people and their opinions, the ability to work in a team and provide various types of assistance to other people with emotional stability;
2. Cognitive competencies are manifested in the ability to independently process and structure information, search for new sources of information, concentrate on studying or working, and use the acquired knowledge and skills;
3. Operational competencies - the ability to set goals and work procedures, the ability to withstand uncertainty and ambiguity, the ability to make and implement decisions, summarize work results, determine the work schedule;
4. Special competencies include problem solving, self-management, being active in professional activities, adapting to new situations, evaluating and correcting plans, identifying errors and planning adequate methods for their elimination. Thus, professional and social competencies are the basis for introducing a competency-based approach to the pedagogical process, helping the preschool teacher to acquire knowledge, skills and qualifications to implement innovative activities and use modern educational technologies in practice.

Today, the formation of professional and social competence of a preschool teacher is to increase his daily competence, the effectiveness of his work. It is possible to train qualified specialists by studying and solving problems related to the formation of professional skills in work activities, and by forming professional training. The need to improve the pedagogical and psychological knowledge of the future teacher is justified by the growth of social requirements for the educational institution and teachers. In the field of higher education, the real needs for education are determined based on determining the level of their professional training, identifying aspects that meet the requirements, as well as existing shortcomings and gaps. On this basis, it is advisable to implement innovations. This leads to the development of pedagogical competence. Another important aspect of the educational process is the organization of students' educational activities based on their interests and orientation to the individual student. These include methods for instilling in students an interest in knowledge, a sense of duty in them, and responsibility in the educational process. In conclusion, we should note that introducing future educators to various methods of organizing and managing pedagogical processes, developing their professional and social competence, arming them with the secrets of professional skills, and forming a methodology for working with pedagogical innovations are important factors that increase the effectiveness of education. Thus, it becomes clear that the social competence of a future educator, having been formed at a theoretical level, develops in the field of professional activity along with all other types of competence.

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