

SOCIAL INTELLIGENCE AS A FACTOR IN THE DEVELOPMENT OF GENERAL COMPETENCIES AMONG PRESCHOOL EDUCATION STUDENTS**Ermatova Gulnoz Pirimovna**Associate Professor, Department of Preschool Education
Navoi State University, PhD in Pedagogical Sciencesermatovagulnoz8@gmail.com<https://doi.org/10.5281/zenodo.20344001>

Today, enhancing the professional mastery and competence of educators is one of the primary tasks. The mechanisms for improving the professional competence of preschool education institution teachers are among the most pressing issues. Before discussing the competence of modern educators, it is appropriate to consider the lexical meaning of the term "competence." The term "competence" is derived from the Latin word "*competo*," meaning "I strive," "I achieve," or "I am suitable," and it denotes possessing knowledge and experience in a particular field.

Competence is defined as a set of knowledge, skills, abilities, views related to a specific field, as well as an individual's values and qualities, and the manifestation of qualifications or the ability to exert influence. Competency, on the other hand, refers to the characteristic of a person who is a skilled professional, fully suited to a particular position in their field.

Russian scholars E. Zeer and D. Zavodchikov interpret competence as a set of actions aimed at effectively organizing a specialist's professional activity. One of the leading researchers in this field, the American scholar R. Meyers, evaluates competence not merely as meeting certain assessment criteria, but as the ability of a future specialist to apply and demonstrate it in practice.

Today, pedagogical scholars conditionally divide pedagogical competencies into the following main components: [4, 156-b.]

- Professional
- Personal
- General national (or socio-cultural)
- Special.

Professional competence is a set of qualities related to an educator's possession of pedagogical and psychological knowledge, as well as their continuous self-development. It includes the following:

- The ability to plan, assess, and establish feedback within the pedagogical process;
- Forming learners' motivation for acquiring knowledge and learning;
- Knowledge and effective use of ICT;
- Continuous research in one's field and the introduction of innovations;
- Thorough knowledge of professional updates and developments;
- Basic proficiency in at least one foreign language.

Professional competence does not develop on its own; it can be formed through several stages:

- Self-analysis by the educator and recognition of necessary improvements;
- Developing a personal growth plan (roadmap) as a педагог, with clearly defined goals and objectives;
- Continuous research in the field, striving for excellence (acme level), demonstrating achievements, and eliminating shortcomings.

Personal competence - It encompasses all the positive qualities of a teacher as an individual: communicativeness, tolerance, leadership, activeness, initiative, adaptability, a healthy lifestyle, responsibility, diligence, humanism, sincerity, politeness, tactfulness, high standards (demandingness), kindness, serving as a personal role model, and others. [5, 77-b.].

General cultural competence refers to an educator's broad cultural awareness, ethical values, and adherence to social norms, including respect for national and universal values, cultural literacy, moral behavior, effective communication, and the ability to interact appropriately within diverse social and cultural contexts. It includes such aspects as being cultured, possessing universal human values, having a sense of national culture, participating in the social life of the country, and respecting the cultures of other nations.

Special competence refers to an educator's in-depth professional knowledge and specialized skills within a specific field, including the ability to effectively apply subject-specific methods, technologies, and approaches in practice. It includes knowledge of specialized methods related to the profession, understanding the needs of learners, and awareness of their age-related characteristics.[6,24-b.]

In addition to the competencies mentioned above, several other aspects can also be highlighted:

Communicative competence – the ability to engage in effective interaction in society, which involves mastering the native language and at least one foreign language and using them efficiently in communication.

Information-handling competence – the ability to search for, find, and utilize necessary information from various media sources such as the internet, television, radio, audio and video materials, printed publications, email, and others.

Social and civic competence – the ability to feel involved in and responsible for events, phenomena, and processes occurring in society.

All three of these competencies are considered among the most essential in today's context.

As is well known, Chapter 3 of the State Curriculum "Ilk Qadam," approved in 2022 by the Ministry of Preschool and School Education of the Republic of Uzbekistan, is titled "A Competency-Based Approach in Preschool Education," which clearly illustrates this viewpoint[1:6-b.]. Because, in order to develop the competencies defined in the curriculum among learners, it is essential that educators themselves possess these competencies. The competence of educators is manifested in their professional mastery, deep knowledge of their field, continuous improvement of their qualifications, and their ability to effectively use modern information technologies in their professional activities.

An educator's professional mastery is a characteristic that defines both personal qualities (such as love for children, kindness, humanism, compassion, sincerity, and politeness) and professional qualities (such as knowledgeability, intelligence, dedication, creativity, and erudition). It is manifested in their deep and comprehensive knowledge of their subject, as well as in their pedagogical, psychological, and methodological preparedness, and in their ability to identify and apply optimal approaches to teaching, воспитание (education/upbringing), and development in practice.

An educator's knowledge of their field is reflected in their thorough understanding of all subjects related to their profession, continuous self-improvement, constant inquiry, broad worldview, commitment to self-development, pursuit of knowledge, development of intellectual abilities, aesthetic upbringing, diligence, work capacity, and the integration of all pedagogical abilities.

The continuous improvement of an educator's professional qualifications is demonstrated through ongoing self-development, awareness of current innovations, and participation in professional development processes. Today, educators and teachers upgrade their qualifications at retraining institutes once every three years. As a result, they become familiar with new opportunities, methods, and techniques for applying information technologies in the educational process and acquire the skills to implement this knowledge in their professional practice.

The use of modern information technologies in an educator's professional activity facilitates both teaching and learning processes. Modern information technologies are classified as follows:

- ✓ Use of audio and video materials;
- ✓ Effective use of computer technologies;
- ✓ Organization of multimedia-based education;
- ✓ Carrying out design and creative work using computers.

Now, let us consider the specific features of applying these information technologies in education.

For the educator:

Increases the effectiveness of teaching;
Ensures continuity and systematic organization;
Supports the organization of traditional forms of instruction;
Broadens worldview;
Creates convenience in the teaching process.

For the learners:

Enhances the effectiveness of learning;
Fosters interest in education;
Expands children's worldview;
Develops cognitive activity and thinking abilities;
Contributes to the improvement of personal qualities.

Based on the above considerations, it can be concluded that in order to educate a comprehensively developed individual, it is прежде всего necessary for educators themselves to be well-educated and to possess modern professional knowledge, skills, competencies, as well as strong personal and moral qualities.

References

1. "Ilk Qadam" State Curriculum for Preschool Educational Institutions. Tashkent, 2022.
2. Muslimov, N.A. (2004). Professional Formation of Future Vocational Education Teachers. Monograph. Tashkent: Fan.
3. Muslimov, N.A., et al. (2013). Technology for the Formation of Professional Competence of Vocational Education Teachers. Monograph. Tashkent: Fan va Texnologiya Publishing.
4. Omonov, N.T., Xo'jayev, N.X., Madyarova, S.A., & Eshchonov, E.U. (2009). Pedagogical Technologies and Pedagogical Mastery. Tashkent.
5. Qodirova, F.R., Toshpo'latova, Sh.Q., Kayumova, N.M., & A'zamova, M.N. (2018). Preschool Pedagogy. Tashkent.
6. Educational and Methodological Complex on the Module "Professional Mastery and Competence of an Educator". TDPU, Tashkent, 2017.
7. Ministry of Preschool and School Education of the Republic of Uzbekistan. (2022). "Ilk qadam" State Curriculum. Tashkent.
8. UNESCO. (2018). ICT Competency Framework for Teachers. Paris: UNESCO.
9. Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 108(6), 1017–1054.
10. OECD. (2019). Educating 21st Century Children: Emotional Well-being in the Digital Age. Paris: OECD Publishing.