

PROBLEMS IN FORMATION OF BASIC COMPETENCES OF EDUCATORS IN THE PROCESS OF PREPARATION FOR SCHOOL

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Abstract

The article describes the importance of the formation of basic competencies in the quality and thorough preparation of preschool children for school education, the analysis of information about the harmonious development of preschool children in all aspects.

Keywords: school education, competence, developmentally competent child, competence approach, knowledge, skill, competence, preparation.

Introduction

Today, foreign experiences show the need to provide conditions for the choice of life directions in the formation of preschool children as individuals. In developed countries, it has been proven that attention and investment in education is the most important factor in strengthening the state. It is considered an urgent problem to understand that the preschool period is a unique social and cultural phenomenon, and its impact on a child's life creates a solid foundation for the rest of his life.

In accordance with the trends of innovative development in the field of education in the world, special attention is paid to the improvement of the pre-school education system based on competency requirements. In particular, the development of creative technologies aimed at increasing the psychophysiological, intellectual, creative and personal potential of children on a global scale, the organization of an innovative educational environment in preschool education organizations and the improvement of the quality mechanisms of preschool education based on the principles of strategic management focused scientific and practical research is being carried out.

Materials and Methods

The issues of children's readiness to study at school are considered by specialists in various fields: pedagogy, psychology, medicine. The psychological preparation of preschool children for school takes a special place in this process. Psychological



preparation is aimed at the complete personal development of every preschool child and it is also important for the mental development of the child. The process of preparing children for school education is a very important and demanding task. The formation of basic communicative, social, personal (building the concept of "I") cognitive competences during preparation for school necessarily requires a competence approach in education.

Competence approach in the education of preschool children is related to the preparation of the child's growing personality for life, including studying at school, assimilation of moral values and norms, communication with other people, formation of self envisages the methods of activity necessary to solve vitally important issues. Primary basic competencies require the holistic development of the child as a subject of activity and behavior.[2]

Competence is a set of knowledge, skills, abilities and values of a child. A competent child can mobilize and apply his knowledge, skills and abilities in a specific situation, achieve his goal and solve age-appropriate tasks at each stage of development.[3]

In the process of preparing the child for school, it is necessary to strengthen the role of not only pedagogues but also parents. In this process, parents of 6-7-year-old children, who are future school pupils, should be able to understand the content of school preparation and know what is needed at the same time. At the same time, it is necessary for educators and parents to establish cooperation in the formation of the child's communicative, social, personal (building the concept of "I") knowledge, changing the leading type of activity and readiness for educational activities. Currently, the education system of our country envisages the mandatory preparation of 6-7-year-old children for primary education, but some parents are indifferent to this and do not make children read and write at home according to the state curriculum. As a result, children who can read and write often come to the first grade, but their social and communicative skills are not developed, they do not know how to observe and compare, their speech is not well developed and they cannot fully communicate with the people around them and their peers.

Education of preschool children depends on the knowledge and skills of educators who can have a targeted effect on the cognitive-speech, artistic-aesthetic, social-physical and physical development of future first-graders. ensures successful study. Modern educational technologies and properly selected didactic materials are an important basis for the formation of a child's basic competence. Competence



formation in preschool children - to increase the level of knowledge, knowledge or help to master the theoretical foundations of practical activities.

The relevance of the topic is related to the need to develop basic competencies as a basis for determining the readiness of preschool children for school. The main issue in the field of preschool education is the formation of basic competencies, that is, the creation of favorable conditions for revealing the child's full potential from preschool age, the comprehensive development of mental and creative abilities, physical development in accordance with age and individual characteristics, based on the requirements of the time. preparation for school is to ensure the safety of the life of a preschool child.

The complex of basic competencies needed in preschool age includes social, communicative, cognitive and personal concepts. [Page 5, 54]

The first of them - Communicative competence - speech is a necessary tool for the child's cognitive and social development and knowledge of the world. In a rich and stimulating learning environment, children develop oral and written communication skills that help them believe in themselves, build relationships with others, build their understanding of the world, participate in activities and work on projects as a team. Children can express themselves in order to be understood by adults and other children.

The next competence is social competence, which includes ways of relating to peers, communication skills and, group interactions.

Another important competence is the competence of knowing. The field of knowledge includes the skills of independent work with various types of information, the ability to independently set goals and tasks for activities, organize activities, analyze and self-assess tasks. The formation of basic knowledge competence is developed in the research activities of preschool children. In this process, children can focus on problem solving, develop problem-solving strategies and use their cognitive abilities to set goals to understand and explain the world around them. Children can pursue their interest in learning, enjoy learning and share what they have learned, and share their discoveries with others.[2]

Conclusion

Competency-based approach takes the main place and prevails in world pedagogical practice, based on which educational programs, standards, and evaluation procedures are developed and the educational environment is an important basis for the formation of necessary competencies. Due to the changes taking place in the



preschool education system of our country, there was a need to improve the state curriculum of preschool education. Basic competencies of a preschool child were revealed, taking into account the advanced international experience of creating competency-oriented educational programs. Preschool education serves as a basis for the development of basic competencies of a child. In this process, the cooperation between children and the pedagogue is in a new format, i.e. "hearing the child's voice", respecting his opinion, as well as developing and increasing the opportunities of children's participation in educational processes, children's initiative in choosing topics for project activities and the main issue is to expand their opportunities, to choose a development center for working individually and in small groups, to plan educational activities together with children during the day, to conduct education based on joint assessment through developmental communication. The above opportunities create a foundation for children's full development in the next stages of education, as well as throughout their life.

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