

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF EDUCATORS OF PRESCHOOL EDUCATION ORGANIZATION BASED ON FOREIGN EXPERIENCES.

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Annotatsiya: Ushbu maqolada maktabgacha ta'lim tashkiloti tarbiyachilarining xorijiy tajribalardan foydalanib faoliyatlarini olib borish haqida va xorijiy davlatlarda maktabgacha ta'lim tashkilotlari faoliyatini qanday olib borish kerakligini bilishimiz mumkin.

Annotation: In this article, we can learn how to use the experience of preschool teachers in foreign countries, how to conduct activities of preschool organizations in foreign countries.

Key words: foreign experience, psychological aspects, state, society, development, solidarity, community, meaning of life, discipline.

There are very few separate literatures and research works on the study of the best practices of foreign countries in the preschool education and upbringing system, there are only electronic resources of the sources in this regard, which can be found and translated on various websites of the Internet. . For example, B. E. Parmonov, I. G'. Mamajonov, R. Mamatov, M. Kh. Qilichova conducted scientific research on this topic. B. E. Parmonov covered the best experiences of foreign countries in the article "Psychological aspects of foreign experiences in raising children in preschool education." In particular, he analytically studied the advanced experiences of countries such as Great Britain, the Russian Federation, Japan, and Germany. I. G' Mamajonov and R. Mamatov have partially included information on the preschool education system in the study of the education system of the German state. In South Korea, kindergarten is not part of general education. Parents send their children to private preschools. Activities in these organizations are conducted in Korean, English, and in some only in English.

Children from 3 to 5 years old are admitted to the kindergarten. The main task of the kindergarten is to create conditions for the comprehensive development of families. Kindertartens mainly offer music, drawing, and math lessons. In Korean kindertartens, great attention is paid to the formation of independence in children. The difference between children's ages can be up to 3 years.

One of the tasks of the administration of a preschool educational organization is to create a favorable moral and psychological climate, an environment of creative interaction and cooperation. The creative work team of educators is able to provide high-level educational work with children and the formation of a creative personality. Research shows that the main role in the development of the educator's creative ability is played by his professional activity and the desire to improve himself. The development of abilities is directly related to the pedagogical skills and abilities that each educator should acquire. It is known that, in fact, pedagogical activity has a creative nature. What is the relationship between professionalism and creativity in the work of an educator?

Perhaps these concepts are synonymous? Creativity is usually described as a process, the result of which is the creation of new material or spiritual values. The novelty criterion can have an objective content (new for a certain field of knowledge) and subjectivity (new for a person - the subject of activity). If creativity prevails in the thinking process, then it manifests itself as imagination (K.K. Platonov). Professional skills of the educator are closely related to creativity. However, these concepts are not synonymous: professionally competent actions are not necessarily the result of the educator's creativity. In teaching, creativity is often seen as a panacea for all diseases, as a dominant that leaves no room for reproductive (reproductive) activity. The first kindergarten in Japan under the leadership of American women was established in Yokohama in 1871, the first Japanese kindergarten in Tokyo in 1894, but the idea of separating the child from the mother so early was not popular. The preschool educational organization should solve the following tasks: help the child to have a good relationship with

adults and children, respect nature, adopt a healthy lifestyle, acquire social behavior skills.

Public preschool education is positively evaluated: it helps to bring up an intact child who is able to cooperate with other children. There are also additional schools for gymnastics, swimming, music, dance, art, etc., as well as private kindergartens in schools preparing for admission to their affiliated universities. In addition to daily tasks, teachers must implement additional programs: celebrate the beginning and end of the school year, teach children the rules of behavior on the road and teach them safe life skills, excursions, organizes sports competitions, engages in sports competitions. traditional Japanese exercises in literary creation, celebrating children's birthdays and traditional seasonal and national holidays. Many preschools teach children to play drums and flute, they can participate in marching festivals, and learn numbers and cursive "knan" - this is done at the request of parents. The Japanese pre-school education system works as described above.

Reproductive activity, as a rule, is recognized only as an unwanted, but transition to creativity. The fact that reproducibility in pedagogical activities has a multilevel structure is really underestimated: from vague retelling of knowledge to the ability to adapt the material taking into account many external factors. Reproducibility means the ability to restore their pedagogical activity in changing conditions. A master of pedagogical work is a highly qualified specialist in psychological-pedagogical and current topics, who is able to reproduce professional knowledge, skills and qualifications at a high level. The level of professional skill of the educator depends on his qualifications (pedagogical, social-psychological, differential-psychological), as well as the level of development of professional and pedagogical thinking. Pedagogical creativity is effective if it is based on high professional and pedagogical competence. Unfortunately, in most cases this competence is not available, which leads to didactogenic factors.

True pedagogical creativity corresponds to the objective, not subjective criteria of innovation, the results of creative activity. Even history itself is a witness to this. For example, in Japanese kindergartens, educational programs are also taken into account, in addition to writing and reading, children are taught to sing, sports competitions are held, and they go on regular walks. But in addition to these, the purpose of holding these events is to develop children's sense of harmony and living in a community. The issue of development of creative potential is a process closely related to human psychology. That's why educators and pedagogues play an important role in the life of children of preschool age.

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