

# **PEDAGOGICAL-PSYCHOLOGICAL FEATURES OF DEVELOPMENT OF GENERAL CULTURAL COMPETENCE OF EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS**

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## **Abstract**

This article talks about the pedagogical and psychological features of the development of universal competences of educators of preschool educational organizations. The concepts of "competence", "competence", "professional competence" are defined.

**Keywords:** universal, competence, competence, pedagogical competence, social.

## **Introduction**

"State requirements for the development of children of primary and preschool age" and "Ilk Kadam" the development of the state program and its effective introduction into the preschool education system created wide opportunities for the prospects of this field. Such reforms, aimed at updating the form and content of preschool education, require the responsibility of all those concerned with child education to organize the education and training of the young generation based on the requirements of the times.

Today, in the society of international tolerance and tolerance, as the formation of national and general cultural competences in preschool children is of great importance, it is necessary to develop and improve these characteristics in educators.

The criteria of professional skills of future pedagogues, the problems of creating an innovative educational environment in the research conducted by the world's leading higher education institutions and scientific centers on innovative training of future specialists, implementation of modern education, international education special importance is attached to the introduction of the requirements of lim standards.

The concept of competence entered the field of education as a result of the scientific research of pedagogues and psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, in unexpected situations, in a new way in relations with colleagues, in performing ambiguous tasks, in using information full of conflicts, consistently developing and complex "ownership of a plan of action in processes".

The English concept of "competence" literally means "ability". The content implies the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talents.



Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, and most importantly, the ability to search for scientific information, process it and apply it in one's work.

Although a number of scientists from the CIS countries have researched the concept of competence from the point of view of psychology and pedagogy in a scientific, theoretical and methodological way, then in pedagogical research, the issue of the competence of specialist personnel has its relevance, arouses great interest, and organizes the educational process. , showing its importance and necessity to ensure its effectiveness. It is an important task of higher education institutions to form and provide a teacher who is socially active and mobile, shows initiative, clearly understands his professional goals, has high culture, innovative thinking and is ready to implement innovations in education. .

It is necessary to mention the name of David McClelland as the founder of the competency-based personnel management approach. The scientist studied the psychological aspects of the characteristics of the production process, and is known as the founder of the theory of the integration of specialist motivation with the production process and goals.

If the concept of competence acquires generality in relation to a person, competence has the character of individuality. The main criterion of competence is determined by the result of productive activity, competitive personnel training.

The analysis of pedagogical-psychological literature and research made it possible to distinguish different meanings of the concept of "competence". These are the following:

- ability to solve production issues;
- ability to apply knowledge and skills in specific situations;
- a set of requirements imposed by the organization on the employee in order to form the quality activity of the subject;
- compliance of the employee's behavior standards with the requirements of the society;
- general sum of knowledge, skills and competences (SKM), ability, motivation, personality, communicative qualities and other concepts;
- training and skills of the employee for quality work;
- responsibility and authority for job duties;
- BKM + important professional qualities, together with the organizational context;
- deep understanding of professional experience;
- set of personal characteristics, individuality;
- criteria of effective production activity;
- creativity and others.

The practice of higher education shows that the process of forming professional competencies among students is inextricably linked with the development of their socio-cultural and general cultural competence.

Among the main tasks of intercultural competence, it is possible to include aspects such as adaptability, communication, national-regional identity, and the combination of personal and



intercultural experiences. The level of general cultural competence of a person is of great importance in the process of conducting interpersonal relations and establishing activities. At the same time, according to the results of research conducted by psychologists, the formation of the level of general cultural competence in people is of special importance in the process of adaptation of a person to new social and globalization conditions.

Political, ideological, and social changes not only determine the development of individual thinking, but also affect people's self-awareness, life values, and personal problems. This puts before the science of psychology the task of creating programs aimed at increasing the level of competence of a person in solving problems related to socialization, social adaptation, national and cultural development.

The analysis of scientific literature carried out in order to determine the content of universal competence made it possible to distinguish the following specific aspects of it:

- firstly, universal competence can express the demands of society and culture. This is explained by a person's knowledge of the content of social and moral standards, the ability to organize forms of activity based on cultural requirements, and his valuable orientation;
- secondly, universal competence also reflects the creative features of a person as a subject of social mutual partnership and cooperation.

In short, the goal of the competency-based approach is to overcome the gap between the specialist's theoretical knowledge and its practical application, from the point of view of modern education. Therefore, the modern educational process does not consist in providing students with knowledge that is difficult to apply in practice, but rather in mobilizing this knowledge to solve current professional problems, as well as in order for students to independently solve such problems in the educational process. should consist of creating conditions.

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