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DEVELOPING THE PROFESSIONAL COMPETENCIES OF A PEDAGOGICAL EDUCATOR

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Abstract: This article reveals the importance of professional development in developing the professional competencies of a preschool educator.

Keywords; preschool education, teacher-educator, reflection, professional development, innovative activity, technology, educational process.

Nowadays, innovations play an important role in the system of preschool education. They serve to develop the content of preschool education based on initiatives and innovations. It will also have a positive impact on the development of the education system as a whole. In short, innovation is a new approach to solving a problem in a specific field of activity.

Innovative activity implies a creative approach by a preschool educator to mastering the existing forms and means of improving their profession. It should also be acknowledged that stable and universally accepted scientific concepts and classifications of innovations in education and innovative pedagogical activity have not yet been perfectly formed.[4,78]

Innovative activity is continuous work based on innovations, which is formed and improved over a long period of time. Based on the opinions of educators who have studied the characteristics of an educator's innovative activity, the following can be considered the main signs of innovative activity:

- striving for creative activity;
- mastering pedagogical research methods;
- planning and conducting experimental work;
- Collaboration with colleagues;
- be able to exchange ideas and provide methodological assistance;
- preventing and eliminating conflicts; finding innovations and adapting them to one's own conditions

The higher the level of knowledge, skills, and qualifications of the educator, the higher the effectiveness of the educational process. A modern educator is required not only to know their subject perfectly but also to apply pedagogical technologies, take into account the age and individual characteristics of children, and effectively utilize innovative approaches. From this perspective, the professional development system serves as an important mechanism for ensuring the professional development of educators.[2,96]

The development of the professional competencies of educators working in the preschool education system is considered one of the priority areas of today's educational policy. This is because a teacher's professional potential, skills, and readiness for innovative activity are the primary factors determining the quality and effectiveness of the educational process. In the modern educational environment, the educator is required not only to possess theoretical knowledge but also to be able to effectively apply it in practice, use advanced teaching methods and technologies, and organize pedagogical activity taking into account the individual characteristics of children. Therefore, the development of professional and methodological competencies must be carried out

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based on a systematic, continuous, and innovative approach. One of the most important ways to develop professional competencies is the effective organization of a system of continuous professional development. In the process of professional development, it serves to update the professional knowledge of teachers, strengthen their methodological training, and master modern pedagogical technologies. In particular, practice-oriented seminars and trainings, masterclasses, open sessions, and experience exchange processes are of great importance in developing the methodological potential of educators. [4,56] During such sessions, educators have the opportunity to analyze real pedagogical situations, find solutions to problem situations, and apply innovative approaches in practice.

The reflexive approach is also one of the important factors in the development of professional competencies. Reflection allows the educator to analyze their activities, identify existing shortcomings, and eliminate them. After each lesson, the educator must evaluate their activities, determine the effectiveness of the methods used, and plan their future activities. This contributes to the continuous improvement of pedagogical skills.

Creating an environment of mentorship and cooperation in the development of professional competencies is also of great importance. Providing methodological assistance to young educators and sharing their experience with experienced educators accelerates professional development.

The formation of a healthy methodological environment within the teaching staff supports innovative activity and serves to improve the quality of education.

In conclusion, the development of the professional competencies of preschool educators is a complex and continuous process. In this process, high efficiency can only be achieved through the harmonious use of the professional development system, interactive methods, innovative pedagogical technologies, information and communication tools, independent learning, and reflective activity. As a result, the professional skills of educators will increase, the quality of education will improve, and a solid foundation for the development of the preschool education system will be created.

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