

The Importance of Using Heuristic Methods in the Activities of Educators

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Abstract:

This article covers the scientific basis of professional competence development of pedagogues-educators. The results of research conducted by scientists on the development of professional competence are described.

Keywords: method, heuristic method, educator, globalization, information, trend, education, and training.

In our country, large-scale work has been carried out on the establishment of an effective system of preschool education aimed at bringing the growing generation to a healthy and comprehensively mature adult, introducing effective forms and methods of education and upbringing into the educational process. is setting the task of training responsible, willing, devoted to their profession, selfless personnel¹.

The goal of the concept is to develop mechanisms for using quality preschool education, which is an important resource that ensures the development of all areas of a child's life and activity. The task is to create conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool children and to organize educational activities through methods aimed at increasing children's creativity. The creation of conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool children requires revision of the current procedure of organization of educational process in preschool educational organizations and introduction of modern methods of providing preschool education services.

¹ Decision of the President of the Republic of Uzbekistan dated 08.05.2019 on approval of the concept of development of preschool education system of the Republic of Uzbekistan until 2030 No. PQ-4312.

The practical implementation of this task is directly related to the creation of a healthy psychological environment in preschool educational institutions. In particular, to identify the factors that determine the direct effect of the psychological mechanisms that ensure the harmony between personality traits and socio-psychological competence in each educator on the effectiveness of activities, to clarify the issue of developing a program for the development of socio-psychological competence in preschool educators based on research and its direct application in practice there is a need to deepen scientific research. For this purpose, it is important to use heuristic methods that teach creativity in children during educational sessions.

In the law on preschool education and training, it is considered a type of continuous education aimed at providing education and training to children, developing them intellectually, spiritually morally, ethically, aesthetically, and physically, as well as preparing children for general secondary education [1]. To comprehensively develop children of preschool age, it is emphasized that the introduction of modern innovative information and communication technologies will teach children to be inquisitive.

Analyzing the indicators of the professional competence of preschool educators, and paying serious attention to its specific social-psychological factors, plays an important role in ensuring the effectiveness of preschool educators' professional activities.

During the following decades, the system of higher education began to be fundamentally reformed in several Europe, the USA, Russia, and our country. In this, the main attention is focused on the formation and improvement of students' competence in their specialty. Today, a completely new type of specialist is required for society. He should become an active creative thinker, inquisitive, an expert who independently searches for scientific information and uses it in his practical work. According to the conducted research, one of the main ways to prepare experts who meet the requirements of the times in reforming, updating, and improving higher education is the approach from the point of view of competence. The introduction of such a method of study and education in higher education requires a radical change in traditional views. Knowledge, skills, and experiences are lacking in this regard.

In the state curriculum of the "Ilk Cadam" preschool educational institution related to the field, the competence approach in the education of preschool children through competence approach in the education of preschool children is to prepare the personality of a growing child for life, mastering the moral standards and values necessary for solving vital issues in him, and other communication with people involves preparation for the formation of methods of activity related to the construction of the image of "I". Primary important competencies require holistic development of the child as a subject of activity and morality[2].

The ability of a teacher to carry out standard tasks and achieve effective results in his professional activity determines his professional competence.

Scientific discussions and debates continue among scientists and experts from all over the world on the issue of approach from the point of view of pedagogical professional competence. Compared to the pedagogic scientists of the USA and European countries, it is obvious that Russian scientists have left their hands on the issues of professional competence. Chapter 3 of the "Pedagogy" textbook, written by V. Slavenin, I. Isaev and others, is devoted to "Professional competence of a teacher" and gives ideas about this concept and skills. The authors say that the pedagogic competence system, practical and theoretical preparation, professional competence of the pedagogue has a managerial and formative nature.

In the scientific works of E.V. Bondorevskaya and S.V. Kulnevich, he believes that the elements of competence collected by students should be directed or necessary only to the main goal, of carrying out pedagogical activities [4].

Scientists such as B.Adizov, A.A.Ahmadov, A.Kh.Aminov, T.L.Khurvalieva, N.A.Muslimov, Sh. Saidkulov is conducting scientific research in our republic. In these studies, organizational pedagogical issues and pedagogical diagnostic issues of improving the system of professional development were studied.

T.L. Khurvalieva's professional competence to species being to learn offer does Him professional competence, professional competence formation stages , personal competence, general cultural competence and to special types of competence being to learn recommendation does N.Abdullaeva paid attention to "Development of creative thinking potential of students".

In her research, A.K. Markova notes that the professional competence of a pedagogue consists of the following structural foundations:

- special or professional competence (organization of professional activity at a high level);
- personal competence (self-development, self-expression);
- social competence (organization of additional activities in cooperation);
- individual competence (self-management, professional development and innovation) [5].

In her research, N.N.Azizkhodjaeva shows professional pedagogical knowledge, orientation to humanism, pedagogical technique, experience and personality of the pedagogue as the foundations of pedagogical skills, and pays special attention to professional-pedagogical knowledge. "This feeling," says N.Azizkhodzhaeva, "enables the ability to see the logic of the pedagogical process as a whole and together with its entire structure, to understand the laws and directions of the development of the pedagogical system, and to facilitate appropriate planning" [6].

In the conditions of new Uzbekistan heuristic method of professional competence of pedagogues-educators through development helps to open the internal reserves of a person, which helps him to create new knowledge, to add them to his work. Thus, heuristic teaching methods make it possible to overcome the monologue of the pedagogical process and contribute to the disclosure of the student's personal, creative potential, creative, cognitive, activity, personality characteristics. It should be noted that the results presented in the article are not considered final and complete.

References

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