

# The use of innovative methods in the systemic development of the cognitive competence of future teachers in the system of preschool education

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**Abstract:** the article reveals the problem of advanced training of a modern teacher of preschool education, on the basis of a structural-functional approach, the main components and conditions for the development of professional competence of teachers of preschool education are revealed. Abstract: the article describes the problem of improvement of professional personal development of the modern teacher of preschool education; on the bases of structural and functional approach it is implemented to obtain the main components and conditionals of improvement of teachers' professional competence of system of preschool education.

**Keywords :** pedagogical competence, integration, a motivation, theoretical, technical, effective and representational components, area and trajectory of professional personal development.

**Introduction.** Modern children were born and live in the information society, where the information and educational environment is already being actively formed and functions, starting from the first link of lifelong education - preschool educational institutions (DOE). The main task of the information and educational environment in the preschool educational institution is to lay the potential for the enriched development of the child's personality and prepare him for life in the information society. To do this, taking into account the specifics of preschool childhood, it is necessary to acquaint children with the initial foundations of information culture. It is important to develop their interest in modern technology, the most important scientific discoveries, to gradually enrich their ideas in the field of information technology, to develop skills and abilities, to create a need for the use of modern technology and advanced technologies in various activities.

At the present stage of development of the education system, a competent approach in vocational education is the basis of education, since it is knowledge that is the resource of society. This approach significantly changes the principles of determining the goals of education, selecting the content of education, organizing the educational process and evaluating the educational result.

The dynamics of the development of preschool education actualizes the problems of professional development of a teacher in this area. New requirements are imposed on the teacher of a preschool child, which determine the objective framework for the development of the teaching profession. Moving along the path of becoming in the profession, the teacher of preschool age goes through the stages of professional growth, which are arranged in a logical sequence. It is possible to achieve the highest level of development and professional competence in the formation of its main components, proposed by the researcher S. Ya. Romashina . They are expressed by the motivational, theoretical, technological and productive readiness of teachers to carry out their professional activities [1].

The formation of the psychological readiness of the teacher for professional activities based on the actualization of his individual experience is what is the purpose of the motivational component, which reflects the motivational-value and emotional-evaluative attitude of the teacher to pedagogical activity, which affects the subsequent stages of development.

Formation of the teacher's readiness to master practical methods of activity based on the knowledge of the methods of preschool education - the appointment of a theoretical component that reflects the theoretical readiness of the teacher, his competence.

The technological component reflects a set of skills that represent the experience of implementing known methods of pedagogical activity, as well as the implementation of a creative approach to solving pedagogical problems. Evidence of the formation of the component will be the addition of didactic preparedness and practical experience in pedagogical activity.

The readiness of the teacher to determine the productivity and effectiveness of professional activity and development in general is the purpose of the effective component. The presence of a holistic image of professional competence in the aggregate of all its characteristics indicates the formation of this component.

A qualitative characteristic of professional competence is a personal component that determines the level development of professional competence, expressed in the transition to a new level of self-consciousness (L. M. Mitina), the restructuring of the semantic sphere, the dynamics of motivational -value attitude to one's work (at the emotional-evaluative, cognitive - value level ).

A quantitative characteristic of professional competence is an activity component that determines the stages of the formation of professional competence: enrichment and transformation of the technological plan for mastering a profession [7].

So, the center of professional development can be called the dynamic process of the formation of professional and pedagogical competence as an integrative property of the personality of a professional: a psychological, pedagogical and professionally significant phenomenon, a set of knowledge, emotionally holistic , subjective and personal qualities of a teacher, allowing him to be effective in pedagogical activity, productive and self -develop means of the profession.

Preschool education is dominated by educational and developmental goals. Building and implementing the technology of the upbringing and educational process, the teacher should strive to claim the child's experience, take into account his abilities, opportunities and interests, age characteristics as much as possible.

The professional competence of preschool teachers, according to A. N. Orlova and S. Ya. Romashina , is also characterized by the formation of a set of skills that make it possible to implement a creative approach to educational activities with preschoolers [3].

According to E. V. Prozorov , communication in pedagogical activity is not just a function ( information -communicative, regulatory-communicative and affective-communicative), it is a universal form of this activity itself [2].

The development of self-organization skills is also an integral requirement for professionalism, due to the increased emotional tension caused by the teacher's immersion in empathic , personality-oriented activities.

Climbing the steps of professional development, a preschool education specialist should take into account that professional activity affects the personality structure. The characteristics of a specialist's personality can, to one degree or another, determine his professional development, and the performance of professional activities causes certain personal changes, including the development of professional deformation.

For teachers of preschool education, specific negative features of the profession are identified, which, under certain conditions, turn into a professional and personal deformation. The teacher, following the path of self-development and self-improvement, must understand his problems in time, fix the emerging negative changes in personal and professional development and follow the path of overcoming them. For specialists whose professional development is just beginning to develop, it is advisable to study possible professional deformations in order to build their own development strategy, which will minimize the risk of reducing the effectiveness of interaction in the profession.

Three main areas are subject to professional deformation: normative - this is a violation of the norms and rules of the profession, a mismatch between the requirements of the profession and the capabilities of the teacher; psychological - stable personal and active disorders, personality neoplasms, defense mechanisms that implement the most simplified ways of implementation in the profession; socio-psychological: violation of communication in the professional community and everyday life.

It should be noted that the teacher of preschool education plays a key role in his self-development in building subject-subject relations with the child, organizing the child-adult community in the process of educational activities and designing the content of preschool education, therefore it is so important to be and remain adequate (corresponding) to the requirements of the profession, expectations children and parents, as well as their own abilities.

**Conclusion.** Thus, in order to master the necessary competencies and minimize and compensate for the possible prerequisites for the emerging negative changes in personal and professional development, to outline a way to overcome them, the teacher needs to build his personal and professional development, taking into account the characteristics of professional competence and negative trends in the professionalization of the teacher.

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