

Systemic Organization of Professional Competence, Creativity and Innovative Activity of A Future Kindergartener

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Annotation. This article will be useful to methodologists, senior educators and educators of preschool educational institutions. It describes a system of methodological work to improve the quality of preschool education through increasing the professional competence of the teacher.

Keywords: preschool education, teacher, competence, professional competence, quality improvement factor.

The kindergartener is a key figure in the education system. The development of his professionalism, moral culture and manifestations of creativity determine any success, both in the field of education and in the development of society as a whole. Meanwhile, as noted in the "Concept for the modernization of Russian education for the period up to 2010." professional education of kindergarteners is not yet able to adequately solve the problem of shortage of staff due to the new requirements for the level of qualification of teaching staff. Improving the professionalism of kindergarteners is recognized as the most important priority of Russian state policy.

Under professional competence understand the totality of professional knowledge, skills, as well as ways to perform professional activities.

Professional activity is the type of labor activity of a person who owns a complex of special theoretical knowledge and practical skills, which is the main source of income.

The professional competence of a kindergartener is a manifestation of readiness for pedagogical activity, his attitude to work, personal qualities, as well as the desire for a new, creative understanding of his work.

The following professional and pedagogical competencies are distinguished:

- Socio-psychological competence associated with the willingness to solve professional problems, including in the development mode.
- Professional and communicative competence, which determines the degree of success of pedagogical communication and interaction with the subjects of the educational process.
- General pedagogical competence, which includes the psychological and pedagogical readiness to deploy the individual characteristics of the psychology and psychophysiology of the cognitive processes of the individual; knowledge of the basics of pedagogy.
- Subject competence in the field of the subject specialty: knowledge in the field of the taught subject, methods of teaching it.
- Managerial competence, i.e. possession of the skills to conduct pedagogical analysis, set goals, plan and organize activities.
- Reflective competence, i.e. the ability to see the process and the result of their own pedagogical activity.
- Information and communication competence associated with the ability to work in the field of IR technologies.

- Competence in the field of innovation, which characterizes the kindergartener as an experimenter.
- Creative competence, i.e. the kindergartener's ability to bring activity to a creative, research level.

Here are just some of the competencies that a kindergartener should master. In order for a kindergartener to master these competencies, he needs to realize the need to improve his general human and special culture and carefully organize scientific and methodological communication for further development and learning.

The main ways of kindergartener development

Let's consider the main directions of professional development of a kindergartener:

1. Self-education:

- independent study of methodological literature;
- work in methodical associations, creative groups, pedagogical communities;

2. Course preparation:

• innovative activity, development of new pedagogical technologies, methods and techniques;

- systematic training and/or retraining;
- attending problematic seminars and webinars;

3. Generalization and dissemination of experience:

• competitions / projects (full-time, remote)

• generalization of their own pedagogical experience, through active participation in pedagogical competitions, master classes.

Let's consider **the first direction**. Through self-education, using Internet resources, methodological journals, collections, monographs - the kindergartener has the opportunity to improve his professional level and human culture.

Course preparation forms **the second direction**, they can be represented as refresher courses, internships and, if necessary, retraining. And only under the condition of high competence of pedagogical workers, the most wonderful ideas and undertakings in education can be lost due to the lack of professionalism of the kindergartener. The professional growth of a kindergartener is carried out in various forms of education: full-time, correspondence, distance courses, webinars, self-education.

A special place in the system of kindergartener improvement is occupied by the organization of methodological assistance to a novice kindergartener, that is, mentoring. A novice kindergartener is considered to be a specialist in some field of knowledge, but who does not have practical pedagogical experience.

There are five steps in the mentoring process:

- I'll tell you, listen!
- I'll show you, look!
- Let's do it together!
- Do it yourself, I'll tell you!
- Do it yourself, and explain what and why you did!

Five repetitions is the minimum at which information and skills are reinforced more effectively. Therefore, a novice kindergartener should organize special systematic and versatile assistance on such issues as maintaining school documentation, methodological requirements for a modern lesson, introspection of a lesson, setting lesson objectives, etc. In order to assist in the development and implementation of modern educational technologies, conduct consultations and conversations, attend classes. All this contributes to improving the professionalism of kindergarteners, mastering the methods of developmental, problem-based learning and various methods of work on the formation of educational skills and abilities. Depending on the professional level, mentoring can act as a stage of generalization and dissemination of experience for a highly qualified category of kindergarteners, or it can act as a course for a young specialist.

The third direction should include participation in professional competitions, which in turn contributes to the improvement of the professional level of kindergarteners. Most often, the kindergartener needs to introduce innovations in the educational process and analyze their pedagogical activities. It can be seen as a dissemination of experience.

Generalization and dissemination of pedagogical experience is one of the most labor-intensive and complex areas in the methodological work of the school, as it is a set of measures, voluminous in content, ensuring the continuity of innovative pedagogical experience, its implementation in mass practice.

Types of generalization and dissemination of experience:

- self-educational activity of the kindergartener;
- participation in the work of online communities;
- single methodical day;
- ShMO;
- pedagogical conferences.

The kindergartener can apply any of the ways of development or their combination, depending on the level of his professionalism.

The motive for self-education can be success, professional recognition, career growth. But none of the listed methods will be effective if the kindergartener himself does not realize the need to improve his own professional competence.

Conclusions. The formation of professional competence is a cyclical process that requires constant striving for improvement, acquisition of new knowledge and skills, enrichment of activities, and professional development. The professional competence of a kindergartener depends on various personality traits. Its main source is training and acquired experience.

“In the matter of education and upbringing, in the whole school business, nothing can be improved without the head of the kindergartener” (K.D. Ushinsky).

In a rapidly changing open world, the main professional quality that a kindergartener must constantly demonstrate to his students is the ability to learn. Readiness for change, mobility, ability for non-standard work activities, responsibility and independence in decision-making - all these characteristics of the activity of a successful professional fully apply to the kindergartener. The acquisition of these valuable qualities is impossible without expanding the space of pedagogical creativity.

The existing cumbersome qualifications and job descriptions, which hamper the initiative of the kindergartener, burdening him with formal requirements and additional functional duties that distract from direct work with children, do not correspond to the spirit of the times.

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