

ADVANTAGES OF PORTFOLIO APPROACH IN DEVELOPMENT OF TEACHER AND TEACHER COMPETENCIES

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Abstract

This article discusses the issues of improving the quality of educational and extracurricular activities in the pre-school institutions.

Keywords. Pre-school, pedagogue, portfolio, children

Our people, who think about the future of their children, the spirit of the ancestors, live with a high sense of responsibility for the future of their descendants, have always paid serious attention to the education and upbringing of the younger generation. The upbringing of a harmoniously developed generation has always been a dream of our ancestors, and as soon as a child is born, he is constantly taught the rules of moral, physical and spiritual development. The qualitative changes and effectiveness in the education of preschool children are more in line with the roots of the history of more national pedagogy and the achievements in the field of modern education.

Recognition of each child as an individual in the educational process, the formation of knowledge, skills and abilities based on his age, interests and needs is a modern requirement. In the resolution of President Shavkat Mirziyoyev "On measures to further improve the system of preschool education in 2017-2021", the expansion of the network of preschool education institutions, the provision of qualified teachers, the preparation of children for school education radical improvement of the level of education, radical improvement of the level of preparation for the educational process, the introduction of modern educational

programs and technologies in the educational process, the creation of conditions for the full intellectual, moral, aesthetic and physical development of children. attention was paid. [1,]

Radical reform and modernization of the system of pre-school education also sets specific requirements for educators to work on themselves, to constantly improve their knowledge and skills. One of the current problems in the implementation of this important task is the introduction of innovative technologies in the educational process and the development of innovative competence of teachers, increasing their innovative activity and the formation and development of interest in research processes and research skills.

A competent approach to the education of preschool children is based on the preparation of the growing child's personality for life, the acquisition of moral majors and values necessary for solving vital issues, communication with other people, building the image of "I". preparation for the formation of related activities.

In order to implement a competency-based approach to the education of preschool children, first of all, the educator must have sufficient competence.

To date, there is a lack of research on the development of competencies of educators based on a competency-based approach.

Because if the professional competence of educators is developed in educational institutions, their innovative competence is formed, theoretical and practical issues of formation of competence in preschool children are taught, in the later stages of educator's activity there are some issues related to quality preparation of children for school education. will be eliminated.

Professional competence is the acquisition by a specialist of knowledge, skills and abilities necessary for the implementation of professional activities and their application in practice at a high level. [3, C15]

innovative competence is the improvement of the pedagogical process, the improvement of the quality of education, the promotion of new ideas to increase the effectiveness of the educational process, their effective implementation in practice. [4,15]

In view of the above, our observations and research have shown that it is very important to include in teachers the competence of portfolio management.

The portfolio translates from Italian as "collection of documents", "specialty collection". A portfolio is a collection of works designed primarily to demonstrate one's capabilities.

For the educator, it is a way to evaluate and maintain the achievements of each child over a period of time

For the pupil - a set of works and results that demonstrate his aspirations, development and achievements.

The main purpose of the portfolio is to create conditions for the educator and the child to show all the opportunities, to promote growth.

When creating a portfolio, the title page must contain the name of the child or caregiver, the date of creation and completion of the portfolio.

Many publications have used the Portfolio approach to assess literacy (Flad and Lapp. 1989. Limm and Hismit. 1991. Valinsia 1990). In general, it is a systematic accumulation over a period of time.

A portfolio appraisal is a collection of activities designed to demonstrate a child's or caregiver's achievements over time.

The portfolio is a single volume, which contains the best works of the child or caregiver and their own assessment of these works. In addition, we believe that this includes the work in progress of the child or caregiver. Many educators around the world have recently begun to use portfolios in all subjects.

Our experience has shown that a portfolio allows a child or caregiver to return to what they are doing by maintaining what they are doing. This allows the child or caregiver to think and improve as they perform their next tasks. Every child or educator confirms that this method gets rid of the mentality of the previous - handwriting - drawing. In today's method, the first draft is also considered the final work.

"Children's portfolio collection", or a set of developments. It is a set of things done by a child over a period of time. This portfolio includes general information about the child (his birth, character, talents, various events in his life, his drawings, the child's story written by the educator, words and numbers when trying to write. covers). In addition, this collection

includes transcriptional recordings that attempt to express the child's thoughts and opinions, as well as photographs that illuminate his or her activities.

We recommend naming the approximate sections of the children's portfolio as follows:

- Title page
- Meet me
- I am growing
- My health passport
- My family (photo, photo)
- I will help as much as I can
- The world around me
- Winter inspiration (spring, summer, autumn)
- I'm interested
- Romance, trips
- Gold gloves
- Bright ideas
- Let's jump and play
- Achievements in my speech
- Read
- Talent Edges
- My achievements
- I am going to school soon
- Contents

In conclusion, it should be noted that the folder is a very individual complex. Many children enjoy seeing their work with a tutor, remembering when and where they did it. The children also want to complete this collection independently. When educators present these complexes at parent-teacher conferences, many parents are amazed at the diversity of their children's activities. But children need to know in advance that their portfolio will be shown to parents.

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