

DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF PRESCHOOL EDUCATION TEACHERS IN THE CONTEXT OF GLOBAL DIGITAL TRANSFORMATION

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Abstract: this article analyzes issues related to the theory of developing professional competencies of preschool education teachers and educators, its methodological foundations, and practical applications. Professional competence is understood as a teacher's ability to effectively apply professional knowledge, skills, and abilities, organize the educational process, and successfully perform pedagogical tasks. The article focuses on theoretical models for the formation of pedagogical competencies, particularly the integration of knowledge, skills, and personal qualities. In addition, the importance of professional knowledge, pedagogical mastery, practical skills, and effective methods of organizing the educational process in the professional development of teachers is examined. The study shows that the development of professional competence in teachers should be aimed not only at improving theoretical knowledge and skills, but also at enhancing their ability to effectively organize pedagogical activities, solve problem situations, develop communicative abilities, and apply modern educational methods in practice as a systematic process.

Keywords: preschool education, teacher professional competence, global digital transformation, digital educational technologies, pedagogical competence, professional development, innovative approach, interactive methods, creative thinking, pedagogical mastery, methodological approach, modern educational environment, information and communication technologies, digital competence, scientific and pedagogical activity.

INTRODUCTION

In order to ensure the implementation of the Law of the Republic of Uzbekistan "On Preschool Education and Upbringing"[1], as well as the Decree of the President of the Republic of Uzbekistan No. PF-152 dated September 30, 2024, "On Additional Measures to Further Improve the Quality and Efficiency of Preschool Education"[2], and with the aim of developing the professional competence of pedagogical staff participating in the preschool education and upbringing process, the Resolution of the Cabinet of Ministers No. 423 dated July 8, 2025, "On Approval of the Professional Standard of Preschool Educational Organization Pedagogues"[3], defines priority directions for improving the professional competencies of preschool education organization pedagogues, forming their skills in the effective application of modern pedagogical and digital technologies in practice, and enhancing the quality and efficiency of education.

In particular, the Resolution emphasizes the importance of applying innovative approaches in pedagogical activities, using interactive methods, and organizing pedagogical processes aimed at identifying and developing children's individual abilities as one of the key tasks of educators.

Continuous professional development of pedagogues is carried out through events such as "Methodological Skills Day," "Methodological Skills Hour," as well as seminars, trainings, and webinars.

Today, the process of global digital transformation is exerting a significant influence on the education system alongside all other sectors. The rapid development of modern information and communication technologies requires pedagogues working in the preschool education system to acquire new knowledge, skills, and competencies. In particular, the effective use of digital educational resources, multimedia tools, online platforms, and interactive teaching methods has become an important factor in pedagogical practice. Therefore, developing the professional competencies of pedagogues and preparing them to work effectively in an innovative and digital environment is considered one of the most pressing issues of contemporary educational policy.

The concept of professional competence includes not only a pedagogue's possession of theoretical knowledge, but also the ability to analyze pedagogical situations arising in practical activities, solve problems, effectively organize communicative interactions, and apply modern methods and technologies. In the preschool education system, a pedagogue's professional competence directly influences children's intellectual, moral-ethical, and social development. Therefore, supporting the professional development of pedagogues, continuously improving their qualifications, and directing them toward innovative activities are of great importance.

During the research, the theoretical and methodological foundations for developing pedagogues' professional competencies, as well as international and national experiences, modern pedagogical approaches, and the role of digital technologies in the educational process, will be analyzed. In addition, scientific and practical recommendations will be developed for improving the mechanisms of professional competence development among preschool education organization pedagogues.

ANALYSIS OF LITERATURE RELATED TO THE TOPIC

In the scientific research of the young researcher F.O'. O'rinova on the issues of developing the professional competence of preschool educational organization pedagogues and the existing problems in the field, "the importance and main factors of developing pedagogues' professional competence in preschool educational organizations were analyzed. In addition, the study identified methodological approaches, practices, and ways of improving the educational process necessary for enhancing the level of pedagogues' professional competence. It was emphasized that the effective functioning of preschool educational organizations directly depends on the professional qualifications and competence of educators. Furthermore, factors such as educational curricula, professional development, practical training and experience exchange, pedagogical supervision, and psychological support in the formation of pedagogues' competence were thoroughly analyzed"[4].

In this regard, we present the authorial definition of the concept of "professional competence" given by Gaynazarova Gulbahor Abdullayevna: "Professional competence is a set of professional qualities that enables a pedagogue to rationally apply knowledge, skills, and abilities in pedagogical situations, as well as to skillfully use methods, techniques, and tools of influencing learners in solving pedagogical problems"[5].

According to M.N. Khushnazarova, "the professional competence of an educator is characterized by a person who strives to improve his or her professional mastery, effectively organizes educational activities based on the 'Ilk Qadam' state curriculum, is capable of creating variable programs on the basis of the state curriculum, prepares children for school with high quality, studies and approaches reforms in the education system responsibly and applies them in practice, and is able to express independent opinions"[6].

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At the same time, scientific studies allow us to conclude that competence is a person's ability to solve a particular problem based on existing knowledge and life experience. It should be particularly emphasized that most definitions and advanced views regarding the concept of competence have been presented in connection with professional education and professional activity.

According to M. Umaraliyeva, "competence is defined as the ability of a person who has perfectly developed professional mastery not only to design the teaching process, but also to manage it, quickly perceive educational reforms, modern requirements, and innovations, and effectively apply them in the educational process"[7].

Another researcher, M.Y. Mo'minova, in her studies "highlighted the theoretical foundations for improving the effectiveness of methodological work through the development of professional competence among pedagogical staff in preschool educational organizations, as well as for improving the methodology of developing educators' professional competence"[8].

In her scientific research, Umida Karimova "highlighted the scientific and methodological foundations of the continuous professional development of preschool educational organization educators. In addition, she explained that the concepts of educators' methodological preparedness and methodological knowledge are defined in relation to various aspects"[9].

METHODS

This study involved 12 pedagogical staff working in a preschool educational organization. The main aim of the study was to identify the professional competencies of pedagogues, assess their level of application of modern pedagogical and digital technologies, and analyze the factors influencing their professional development. A combined qualitative and quantitative methodological approach was used in the study. This methodological approach made it possible to comprehensively and in-depth analyze the professional competence of pedagogues.

RESEARCH METHODS

No	Research method	Content	Number of participants	Methods of data analysis
1	Survey (questionnaire)	Studied pedagogues' professional knowledge, methodological preparedness, communicative and innovative competencies	12 participants	Percentage and graphical analysis
2	Observation	Observed pedagogues' practical activities and their approach to working with children	12 participants	Qualitative analysis
3	Test assessment	Determined the level of theoretical knowledge and professional preparedness	12 participants	Score and percentage indicators
4	Seminar-training	Practical sessions were organized to develop professional competencies	12 participants	Comparison of pre- and post-results

No	Research method	Content	Number of participants	Methods of data analysis
5	Self-assessment	Studied pedagogues' subjective evaluation of their own professional activity	12 participants	Comparative analysis

RESULTS AND DISCUSSION

The purpose of organizing the experimental study was defined as identifying the level of formation of professional competence among preschool education pedagogues and determining the effectiveness of the proposed pedagogical conditions. A total of 18 pedagog-educators participated in the experimental work.

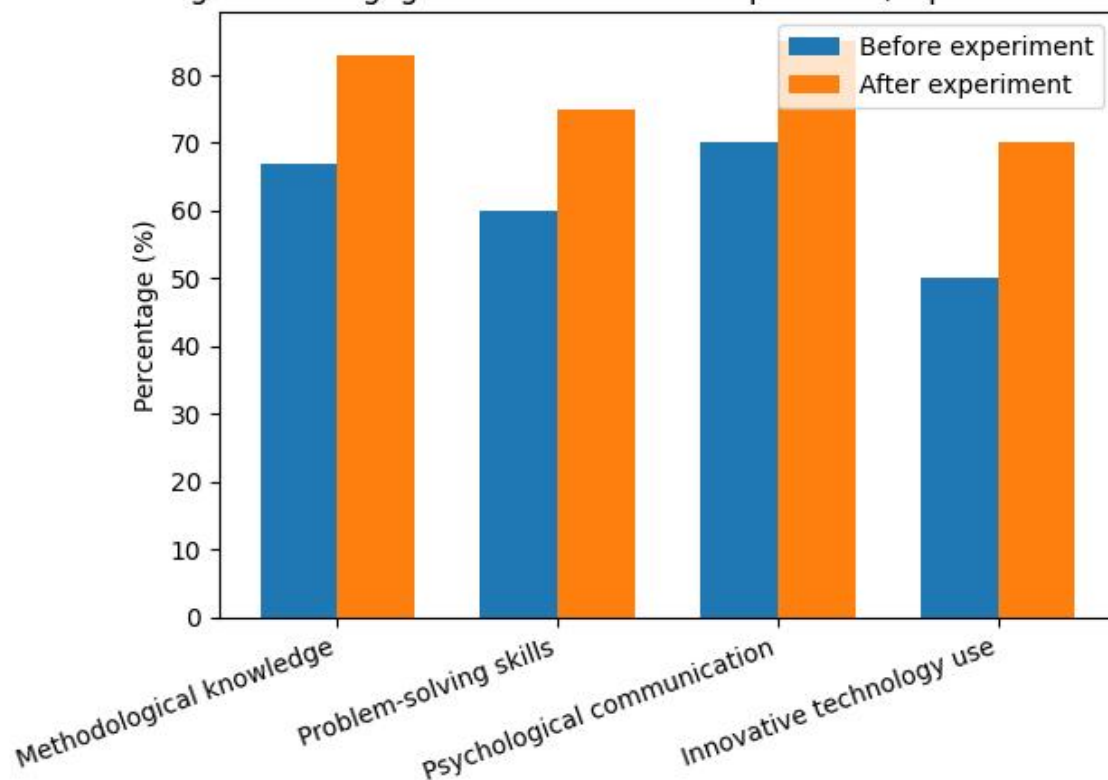
During the research process, the level of development of pedagogues' professional competence and the factors influencing it were studied. In addition, interviews were conducted with pedagogical teams of the institution, and questionnaire surveys were carried out.

As part of the study, a "Professional Competence Assessment Form" was distributed to pedagogues for self-evaluation. In this form, participants were asked to assess each type of competence using a 1 to 5 rating scale. The main assessment areas included:

- Communicative competence;
- Readiness for innovative approaches;
- Openness to professional development;
- Methodological activity.

The collected data were compared with the results of direct observation and test assessments. The results showed that 30% of pedagogues rated themselves low, while 70% reported high levels of competence. Based on these differences, appropriate methodological recommendations were developed.

Changes in Pedagogues' Professional Competence (Experimental Results)



In developing the professional competence of preschool education institution teachers, it is important that they possess in-depth knowledge and skills in the following areas:

State requirements for the development of early and preschool-aged children;

The state educational program “Ilk Qadam”;

Regulatory and legal documents related to the field;

Theory and methodology of speech development;

Theory and methodology of forming elementary mathematical concepts;

Theory and methodology of teaching dramatization (stage activities);

Theory and methodology of teaching visual arts activities;

Preschool pedagogy;

Child psychology and pedagogy.

Based on the conducted research and experimental work, it became possible to carry out an in-depth analysis of the practical effectiveness of the methods used in the formation of preschool education teachers' professional competence. The effectiveness of pedagogical activity is directly linked to the educator's professional knowledge and skills, their capacity for self-development, as well as their ability to apply innovative and modern approaches to the educational process.

The development of self-improvement and continuous professional growth is an important factor in enhancing a preschool teacher's professional competence. A teacher's regular

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participation in training seminars, master classes, and conferences focused on the challenges and solutions related to the practical implementation of the continuously improved state curriculum “Ilk Qadam,” as well as observing open lessons conducted by experienced educators, creates broad opportunities for advancing professional skills and developing professional competence. Effective use of pedagogical technologies in preschool education institutions contributes to improving the overall quality and effectiveness of education.

In addition, organizing activities through the above-mentioned modern educational technologies ensures a comprehensive approach to implementing educational objectives aimed at developing young children’s intellectual abilities and engaging them in scientific and technical creativity. In order to systematically organize innovative pedagogical activity, the teacher must be able to generate innovations and, without fear of applying them in practice, continuously acquire new knowledge. It is essential to create necessary conditions for developing the innovative potential of teachers in preschool education institutions. In a favorable environment, teachers may demonstrate new ideas, clear goals aimed at changing systems or directions of activity, unconventional initiatives, non-traditional approaches, and advanced working methods.

In developing preschool teachers’ professional competence in preschool education institutions, it is appropriate to widely use methodological recommendations for educators, interactive teaching methods, modern information technologies, as well as organizing activities based on children’s games, toys, fairy tales, poems, proverbs, and examples from the spiritual heritage of our ancestors. First of all, teachers develop professional competence by using various methods in both learning activities and extracurricular time, applying age-appropriate games, making use of ancestral wisdom, memorizing poems, and appropriately integrating fairy tales and proverbs into educational activities.

Teachers’ professional mastery, their aspiration for innovation, and creativity are closely connected with the effective use of educational technologies, the efficient adoption of best practices from international experience, and the integration of modern innovative technologies into the educational process. At the same time, referring to the heritage of our ancestors makes it possible to develop moral and ethical values in children, strengthen feelings of love for the Motherland and mutual friendship, and foster qualities such as loyalty and devotion.

CONCLUSION AND RECOMMENDATIONS

The results of this study indicate that, in the context of global digital transformation, the development of professional competencies of teachers working in the preschool education system is a relevant and continuous process. The conducted experimental work confirmed a significant improvement in teachers’ methodological knowledge, problem-solving skills in challenging situations, psychological communication culture, and the level of using innovative technologies.

In particular, seminar-training sessions, practical lessons, and innovative pedagogical approaches had a positive impact on teachers’ professional development and contributed to the systematic improvement of their professional competence. The results show that the highest level of improvement was observed in psychological communication and methodological knowledge, which expanded teachers’ opportunities for individual work with children and for the effective organization of the educational process.

The increase in the use of digital educational technologies also demonstrates the growing importance of ICT and multimedia tools in the modern preschool education system. This, in turn, further confirms the necessity of developing teachers’ digital competencies.

Overall, the study shows that the development of teachers' professional competence in the preschool education system should be carried out on the basis of a systematic, continuous, and practice-oriented approach.

Based on these conclusions, the following recommendations can be made:

It is advisable to systematically organize regular seminars, training sessions, master classes, and webinars for teachers in preschool education institutions.

It is necessary to introduce special training courses aimed at teaching educators how to effectively use modern digital learning platforms, interactive programs, and multimedia tools.

It is recommended to widely implement game technologies, STEAM approaches, interactive methods, and project-based learning elements in the preschool education process.

Regular training sessions should be conducted to develop teachers' communication skills for effective interaction with children, parents, and colleagues.

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