PRACTICAL ANALYSIS OF INTEGRATING TRANSVERSAL-METHODICAL COMPETENCE WITH PEDAGOGICAL PRACTICE

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Annotatsiya: Ushbu maqolada pedagogik amaliyot orqali bo‘lajak tarbiyachilarda transversal-metodik kompetensiyani shakllantirish va rivojlantirishni tadqiq etish jarayoni yozilgan. Amaliyot jarayonida amaliy faoliyat, nazariy bilimlarni qo‘llash, pedagogik qarorlar qabul qilish va refleksiya orqali kasbiy tayyorgarlikni oshirish jarayoni yoritilgan.

Аннотация: В данной статье исследуется процесс формирования и развития трансверсально-методической компетенции будущих воспитателей через педагогическую практику. В процессе практики освещается деятельность, применение теоретических знаний, принятие педагогических решений и повышение профессиональной подготовки через рефлексию.

Annotation: This article examines the process of forming and developing transversal-methodical competence in future preschool educators through pedagogical practice. The study highlights how practical activities, application of theoretical knowledge, pedagogical decision-making, and reflection contribute to enhancing professional readiness.

The current stage of reforming the higher education system in the Republic of Uzbekistan is aimed at fundamentally changing approaches to the training of final-year students in preschool education and at increasing the role of employers in the personnel training process. Higher education institutions are tasked with aligning educational programs as closely as possible with the real conditions of professional activity. In recent years, the development of specific sectors has been occurring more rapidly than the complete educational cycle required to train specialists for those sectors. Therefore, the personnel training system must possess the ability to quickly adapt to changing economic, social, and production conditions.

The integration of Uzbekistan’s higher education system into European educational standards is also influencing the requirements imposed on bachelor’s degree graduates. A future preschool educator must be able to consciously apply acquired knowledge when solving problems, possess the ability to make decisions under conditions of incomplete or limited information, demonstrate well-developed communicative and organizational–managerial skills in professional activity, and be ready to continuously and independently improve their level of education. Pedagogical higher education institutions regard the training of future preschool educators as one of their priority areas, while at the same time emphasizing the need to reform the organization of the pedagogical process in order to develop highly qualified educators who think freely and creatively.

To successfully accomplish the assigned tasks, it is necessary to establish a system for training flexible and dynamic educators based on principles that promote the development of adaptable, competitive, and highly qualified personnel. In this regard, researching the issues of substantiating and developing a dynamic model of specialist training that can respond quickly and flexibly to changes in state requirements for graduate preparation, employers’ needs, innovations in science and education, individuals’ educational demands, as well as other external and internal factors, constitutes a pressing scientific-pedagogical and socio-economic task.

Transversal-methodical competence is an integral system of universal methodological knowledge, skills, and abilities that enable a future preschool educator to effectively organize and manage the educational process and to apply these competencies across various disciplines, pedagogical situations, and educational contexts. Transversal-methodical competence requires future educators to integrate

educational content, select and implement appropriate pedagogical methods and technologies, take into account the individual and age-related characteristics of children in preschool educational institutions, and conduct reflective analysis of their pedagogical activities.

Transversal-methodical competence enables future preschool educators to make independent decisions in both standard and non-standard educational situations, ensure interdisciplinary integration, effectively use innovative and interactive methods, and assess and improve learning outcomes. This competence enhances the professional adaptability of future educators, contributes to ensuring the quality of education, and serves as an important factor in their professional development.

In scholarly literature, transversal-methodical competence is regarded as a factor that integrates interdisciplinary knowledge, methodological flexibility, and reflective thinking in the professional activity of future preschool educators. This competence ensures a close connection between pedagogical theory and practice and enables the organization of the pedagogical process based on an integrative approach. In pedagogical practice, the presence of transversal-methodical competence is reflected in the goal-oriented nature, methodological soundness, and effectiveness of the educational process.

Professional (qualification) practice is the primary arena for the formation and development of transversal competence in a real educational environment. In the course of practical activity, the educator:

- integrates educational content with various disciplines and types of activities;
- selects methods and technologies in accordance with the educational situation;
- makes pedagogical decisions taking into account the individual capabilities of children in preschool educational institutions;
- improves methodological experience through reflective analysis of their own professional activity.

Pedagogical practice serves as the primary arena for the formation and development of transversal-methodical competence in a real educational environment. In the course of practical activity, the future preschool educator primarily ensures the integrity of the educational process by integrating educational content with various disciplines and types of activities. In doing so, educators organize learning material not within the framework of isolated subjects, but on the basis of interdisciplinary connections, thereby increasing the practical relevance of knowledge and fostering the development of systematic thinking in children. This integration demonstrates the future educator’s ability to apply methodological knowledge across diverse contexts.

For this reason, the educator demonstrates transversal-methodical competence in practice by selecting and adapting methods and technologies according to the educational situation. During practical training, based on the learning conditions, the children’s level of preparedness, and the objectives of the lesson, the educator effectively uses traditional, interactive, or innovative methods. This approach ensures the flexibility of methodological activity and the groundedness of pedagogical decisions.

It is evident that the educator organizes the educational process using a learner-centered approach by making pedagogical decisions that take into account the individual and age-related characteristics and abilities of the children. In practical activities, the educator differentiates methods and tasks based on the children’s cognitive pace, interests, and psychological traits. This, in turn, contributes to enhancing the practical effectiveness of transversal-methodical competence.

Through reflective analysis of their own activities, the educator improves their methodological experience. During the process of reflection, the educator evaluates the effectiveness of the conducted lessons, analyzes the outcomes of the applied methods, and draws conclusions on how to refine the methods for future use. This process serves as a crucial mechanism in the development of transversal-methodical competence and ensures the professional growth of the educator.

Pedagogical practice is a key didactic tool in developing transversal-methodical competence in future preschool educators because it is during practical activity that theoretical knowledge is tested in real educational conditions and transformed into professional experience. During practical and experiential lessons, future educators engage in independent methodological activities such as planning the

learning process, setting lesson objectives, and selecting appropriate technologies and methods. For example, when preparing a lesson plan, a future educator attempts to integrate the educational content with multiple lesson elements, employing play-based, problem-based, or project-based methods. This process contributes to the practical development of transversal-methodical competence.

During practical lessons in preschool educational institutions, future educators encounter various pedagogical situations. For example, when children's activity levels are low, it becomes necessary to use interactive methods, assign differentiated tasks that account for individual differences within the group, or address unexpected pedagogical situations. In such cases, future educators learn to make prompt and well-founded pedagogical decisions based on their theoretical knowledge. This, in turn, develops their competence in solving professional problems.

In conclusion, the process of pedagogical practice activates mechanisms of professional reflection and self-development in future educators. After practical lessons, students analyze the conducted classes, assess the effectiveness of the methods used, identify difficulties and shortcomings, and determine ways to address them. For instance, through reflective analysis following practical lessons, an educator may recognize mistakes in speech delivery, time management, or method selection and strive to improve these aspects in future practice. As a result, pedagogical practice becomes an effective educational environment that enhances the future educator's readiness for independent professional activity and fosters the development of transversal competence.

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