



IMPROVING PRESCHOOL TEACHERS' PROFESSIONAL COMPETENCE BASED ON THE 5K MODEL

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Annotatsiya: Mazkur maqolada 5K modeli asosida bo'lajak tarbiyachilar hamda amaliyotchi pedagoglarning kasbiy kompetentligini rivojlantirishning nazariy-metodologik asoslari tahlil qilingan. Tadqiqotda zamonaviy maktabgacha ta'lim tizimida tarbiyachining kasbiy faoliyatiga qo'yilayotgan innovatsion talablar, kompetensiyaviy yondashuvning pedagogik imkoniyatlari hamda 5K modelining tarkibiy komponentlari ilmiy jihatdan asoslab berilgan. Shuningdek, kommunikativlik, kreativlik, kritik fikrlash, kooperativlik va kasbiy kompetentlik kabi ko'rsatkichlarning tarbiyachilar faoliyatidagi ahamiyati ochib berilgan. Tadqiqot davomida pedagogik kuzatuv, qiyosiy tahlil, diagnostik baholash hamda tajriba-sinov metodlaridan foydalanildi. Natijalar 5K modeli asosida tashkil etilgan ta'lim jarayoni tarbiyachilarning kasbiy tayyorgarligi, pedagogik mahorati va innovatsion faoliyatini sezilarli darajada rivojlantirishini ko'rsatdi. Maqolada maktabgacha ta'lim tizimida pedagogik kompetensiyalarni rivojlantirishga xizmat qiluvchi ilmiy-amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: 5K modeli, kasbiy kompetentlik, tarbiyachi, kompetensiyaviy yondashuv, kreativlik, kommunikativlik, kritik fikrlash, kooperativlik, pedagogik mahorat, maktabgacha ta'lim.

Аннотация: В данной статье проанализированы теоретико-методологические основы повышения профессиональной компетентности воспитателей на основе модели 5К. В исследовании научно обоснованы инновационные требования, предъявляемые к профессиональной деятельности воспитателя в современной системе дошкольного образования, педагогические возможности компетентностного подхода, а также структурные компоненты модели 5К. Особое внимание уделено значению коммуникативности, креативности, критического мышления, кооперации и профессиональной компетентности в деятельности воспитателей. В ходе исследования использовались методы педагогического наблюдения, сравнительного анализа, диагностической оценки и опытно-экспериментальной работы. Результаты показали, что организация образовательного процесса на основе модели 5К способствует эффективному развитию профессиональной подготовки, педагогического мастерства и инновационной деятельности воспитателей. В статье



разработаны научно-практические рекомендации по совершенствованию профессиональных компетенций специалистов дошкольного образования.

Ключевые слова: модель 5К, профессиональная компетентность, воспитатель, компетентностный подход, креативность, коммуникативность, критическое мышление, кооперация, педагогическое мастерство, дошкольное образование.

Annotation : This article analyzes the theoretical and methodological foundations for improving the professional competence of preschool educators based on the 5K model. The study scientifically substantiates the innovative requirements imposed on educators' professional activities in the modern preschool education system, the pedagogical potential of the competency-based approach, and the structural components of the 5K model. Particular attention is paid to the significance of communication, creativity, critical thinking, collaboration, and professional competence in educators' activities. The research employed methods such as pedagogical observation, comparative analysis, diagnostic assessment, and experimental work. The findings indicate that organizing the educational process based on the 5K model significantly enhances educators' professional training, pedagogical mastery, and innovative activity. The article also develops scientific and practical recommendations aimed at improving professional competencies in preschool education institutions.

Keywords: 5K model, professional competence, preschool educator, competency-based approach, creativity, communication, critical thinking, collaboration, pedagogical mastery, preschool education.

In today's context of globalization and digital transformation, the introduction of innovative approaches into the education system has emerged as one of the urgent pedagogical issues. In particular, the development of the professional competence of preschool educators in accordance with modern requirements has been elevated to the level of state policy. This is because the preschool period is considered a fundamental stage in a child's intellectual, moral, and social development. The effectiveness of this process directly depends on the educator's professional training, pedagogical skills, and innovative competencies.

In recent years, the competency-based approach has been recognized as one of the priority strategic directions in education, and special attention has been paid not only to theoretical knowledge but also to the development of practice-oriented professional competencies in teacher training. From this perspective, the 5K model, widely applied in international educational practice, serves as one of the effective mechanisms for improving educators' professional competence. This



model contributes to the integrative development of essential competencies such as communication, creativity, critical thinking, collaboration, and professional competence.

Today, the role of preschool educators is no longer limited to being merely providers of knowledge; rather, they act as facilitators who support children's independent thinking, creative activity, and social adaptation. This requires educators to apply modern pedagogical technologies, work on the basis of innovative approaches, and continuously engage in professional self-development. In this regard, an educational environment organized on the basis of the 5K model creates opportunities for developing educators' professional reflection, pedagogical flexibility, and innovative potential. The relevance of this research is determined by the necessity of developing effective pedagogical mechanisms for improving the professional competence of preschool educators. During the study, the theoretical foundations, pedagogical opportunities, and practical effectiveness of the 5K model are scientifically analyzed, and methodological approaches for integrating the model into educators' professional activities are developed.

The purpose of the study is to scientifically substantiate the pedagogical conditions, methods, and effective mechanisms for developing educators' professional competence based on the 5K model.

The objectives of the study are as follows:

- to analyze the essence and content of educators' professional competence from a scientific and pedagogical perspective;
- to identify the structural components and pedagogical opportunities of the 5K model;
- to develop methodological foundations for applying the 5K model in the preschool education system;
- to evaluate the effectiveness of the model through experimental research;
- to develop scientific and practical recommendations for improving educators' professional competence.

The results of this article are of significant scientific and practical importance for improving the activities of preschool educational institutions, modernizing the system of professional development for educators, and enhancing the quality of teacher training. In the modern educational paradigm, the increasing demands placed on educators necessitate the development of their professional competence through new pedagogical mechanisms. Especially in preschool education, the educator plays an important role not only as a provider of



knowledge but also as a pedagogical subject managing children's intellectual and social development. Therefore, the application of innovative models and technologies based on the competency-based approach in educators' activities has become an urgent pedagogical issue.

Professional competence is interpreted as an integrative combination of an educator's theoretical knowledge, practical skills, pedagogical mastery, personal qualities, and the ability to effectively organize professional activity. Researchers evaluate competence not only as knowledge and skills but also as a complex pedagogical phenomenon that enables independent decision-making, effective performance in problematic situations, and the application of innovative approaches. From this perspective, developing educators' professional competence is considered one of the key factors in improving the quality of education. During the research, the 5K model was analyzed as an innovative mechanism for developing educators' professional competence. This model consists of the following structural components: Communication competence reflects the educator's ability to establish effective interaction with children, parents, colleagues, and the social environment. In preschool education, communicative ability is one of the main indicators of pedagogical activity and serves to develop children's speech culture, independent thinking, and social activity. Research findings showed that educators with well-developed communication skills are able to organize effective pedagogical cooperation with children and create a positive psychological environment.

Creativity refers to the educator's innovative thinking, ability to generate new pedagogical ideas, and application of creative approaches in the educational process. A creative educator moves beyond standard teaching patterns and uses interactive methods that develop children's independent thinking and creative potential. During the study, it was determined that lessons organized on the basis of a creative approach increased children's activity and learning outcomes. Critical thinking reflects the educator's ability to analyze information, critically approach pedagogical situations, solve problems effectively, and make informed decisions. In the modern educational environment, where educators work under conditions of rapid information flow, critical thinking competence has become particularly important. The study found that problem-based learning technologies and reflective methods are effective tools for developing critical thinking.

Collaboration competence represents the educator's ability to work in teams, cooperate with others, and organize the educational process on the basis of



collective approaches. In preschool education, effective pedagogical activity largely depends on the educator's ability to establish cooperation with parents, methodologists, and other teachers. Research results demonstrated that methodological activities organized on the basis of collaborative work contribute to the development of educators' professional activity and pedagogical reflection.

Professional competence is the integrative component of the 5K model, encompassing the educator's theoretical preparedness, methodological literacy, pedagogical mastery, and innovative activity. A competent educator effectively designs the pedagogical process, applies modern educational technologies, and continuously improves professional activity. Research findings confirmed that pedagogical activities organized on the basis of the 5K model significantly enhance educators' professional reflection and methodological preparedness. Experimental work was conducted with preschool educators working in preschool educational institutions. During the experiment, interactive methods, training sessions, problem-situation analysis, pedagogical reflection, and project-based learning technologies were applied. Comparative analysis of initial and final diagnostic results showed significant positive changes in the communicative, creative, and methodological competencies of educators in the experimental group.

Furthermore, the study identified the following pedagogical conditions as important factors ensuring the effectiveness of the 5K model:

- creating an innovative educational environment;
- organizing pedagogical collaboration and reflective activity;
- increasing the proportion of practical training;
- strengthening methodological support through digital technologies;
- creating a motivational environment for educators' independent professional development.

The results demonstrated that the pedagogical process organized on the basis of the 5K model contributes to the comprehensive development of educators' professional competence, increases the effectiveness of pedagogical activity, and improves the quality of preschool education. The findings of the study showed that developing educators' professional competence on the basis of the 5K model is one of the important pedagogical factors in improving the modern preschool education system. This model contributes to the comprehensive formation of educators' integrative qualities such as communication, creativity, critical thinking, collaboration, and professional competence, while also increasing the effectiveness of pedagogical activity. The analysis revealed that the



educational process organized on the basis of the competency-based approach plays an important role in developing educators' pedagogical mastery, methodological preparedness, and innovative activity. In particular, interactive methods, reflective activities, problem-based learning technologies, and collaborative pedagogical approaches strengthen educators' professional adaptability and develop independent pedagogical decision-making skills.

The results of the experimental work showed that lessons organized on the basis of the 5K model significantly improved educators' communicative and creative competencies. At the same time, educators developed motivation toward innovative activity, professional reflection, and a culture of pedagogical collaboration. This positively influences the quality indicators of preschool education and contributes to improving children's intellectual and social development outcomes.

Based on the research, the following scientific and practical conclusions were drawn:

- the 5K model is an effective pedagogical model for developing educators' professional competence;
 - the structural components of the model ensure the effectiveness of pedagogical activity through integration;
 - the use of modern pedagogical technologies and interactive methods accelerates competency development;
 - creating an environment of pedagogical reflection and collaboration positively affects educators' professional growth;
 - implementing the 5K model in preschool education contributes to improving the quality of teacher training.

In addition, the following recommendations were developed for preschool educational institutions:

- introducing special modules based on the 5K model into professional development courses for educators;
 - expanding the use of digital and innovative technologies in pedagogical activity;
- organizing training sessions aimed at developing educators' creative and critical thinking competencies;
 - improving methodological services on the basis of collaboration and reflective approaches;
 - creating an innovative educational environment that supports educators' independent professional development.



Overall, the development of educators' professional competence based on the 5K model is characterized by its significant scientific and practical importance in improving the quality of preschool education, ensuring the effectiveness of the pedagogical process, and preparing competitive pedagogical personnel.

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