VOLUME 04 ISSUE 05 PAGES: 27-31

SJIF IMPACT FACTOR (2022: 5.705) (2023: 6.676) (2024: 7.923)

OCLC - 1121105677











Publisher: Oscar Publishing Services





Original Copyright: content from this work may be used under the terms of the creative commons attributes 4.0 licence.



CURRENT CHALLENGES AND REQUIREMENTS FOR THE PROFESSIONAL COMPETENCE OF EDUCATORS IN THE MODERN WORLD

Submission Date: May 08, 2024, Accepted Date: May 13, 2024,

Published Date: May 18, 2024

Crossref doi: https://doi.org/10.37547/ijp/Volume04Issue05-06

Sulaymanova Maxbuba Alimjonovna Researcher, Namangan State University Uzbekistan

ABSTRACT

The article examines the current challenges and requirements facing educators in the modern educational context. The research is based on an analysis of current trends in education, the changing needs of students, as well as scientific research related to the professional competence of educators. The article identifies key aspects, including the development of socio-emotional skills, inclusive education, digital technologies and intercultural interaction. The authors discuss strategies and methods necessary for effective adaptation of educators to modern challenges and ensuring a high level of professional competence. In conclusion, the article emphasizes the importance of continuous professional development and flexibility in adapting to changing educational environments.

KEYWORDS

Professional competence, educators, modern education, educational requirements, pedagogical skills, psychological readiness, socio-cultural changes, innovations in education, intercultural education, personality development, technological challenges.

INTRODUCTION

Upbringing and education are key components of the formation of personality and the future of society. In the modern world, against the background of rapid technological development, changes in the sociocultural environment and the expansion of global challenges, the role of educators is becoming especially important. Current challenges require them

not only to have professional competence, but also flexibility, adaptability and the ability to effectively interact with diverse groups of children and their families. Modern society is becoming increasingly multinational and diverse. Educators should be able to work with children from different cultural and social backgrounds, taking into account their needs and

Volume 04 Issue 05-2024

27

VOLUME 04 ISSUE 05 PAGES: 27-31

SJIF IMPACT FACTOR (2022: 5.705) (2023: 6.676) (2024: 7.923)

OCLC - 1121105677











Publisher: Oscar Publishing Services

characteristics[1]. Inclusive education also requires educators to have special knowledge and skills to work with children with special needs, ensuring equal opportunities for all students.

With the development of digital technologies, the educational process is undergoing revolutionary changes. Educators should be ready to use modern educational technologies to make the learning process more interactive, accessible and effective. In conditions of a fast pace of life and increased stress, the socio-emotional well-being of children is becoming increasingly relevant. Educators should pay special attention to developing the skills of self-regulation, empathy, cooperation and emotion management in children to help them successfully adapt to society. Cooperation with parents plays an important role in the successful education and upbringing of children[2]. Educators should be able to communicate effectively with parents, maintain partnerships and jointly resolve issues related to the development and education of children.

Modern educators should strive for continuous professional development, follow the latest trends in education, participate in professional communities and share experiences with colleagues. Self-reflection and willingness to change will help them respond effectively to new challenges and remain in demand by specialists. Educators in the modern world face many challenges that require high professional competence and flexibility from them[3]. The successful solution of these challenges will ensure high-quality education and upbringing for future generations, contributing to the sustainable development of society.

The education of a new generation is one of the key components of shaping the future of society. In the

modern world, against the background of rapid development, technological changes in social structures and cultural values, professional requirements for educators are becoming more diverse and complex. In this article, we will consider some of the current challenges and requirements for the professional competence of educators in the modern world[4]. Modern society is becoming more and more culturally and ethnically diverse. Educators should have the competencies necessary to work in a multicultural environment and be able to effectively interact with children of different nationalities, cultures and social environments. In addition, special attention is required to inclusive education, where every child, regardless of individual characteristics and special needs, has the right to quality education and full participation in society.

With the development of information technology, digital literacy is becoming an important component of the professional competence of educators. They should be able to use modern educational technologies for the education and development of children, as well as have digital security skills[5]. This includes the ability to work with interactive whiteboards, computer programs, online resources and other digital tools that facilitate effective learning. In conditions of rapid pace of life and social change, it is important that educators have the skills to develop social and emotional competencies in children. This includes the ability to mentor children to interact constructively with others, manage emotions, resolve conflicts, and develop cooperative skills.

The modern world is characterized by rapid changes and instability. Educators should be flexible and adaptive, able to respond quickly to new challenges and situations, as well as ready for continuous

VOLUME 04 ISSUE 05 PAGES: 27-31

SJIF IMPACT FACTOR (2022: 5.705) (2023: 6.676) (2024: 7.923)

OCLC - 1121105677









Publisher: Oscar Publishing Services

professional development and training. Cooperation with the family plays a key role in the successful upbringing of children. Educators should be able to build trusting relationships with parents and relatives of children, conduct an open dialogue, exchange information about the development of the child and jointly solve emerging problems[6]. The professional competence of educators in the modern world requires a wide range of knowledge and skills, ranging from intercultural interaction and digital literacy, to the ability to build trusting relationships with parents and be flexible in a changing environment. Ensuring a high level of professional training for educators is a key condition for the successful development of children and the formation of a future society.

The role of educators in modern society is becoming increasingly important and responsible. Educators play a key role in shaping a child's personality, social skills, emotional intelligence, and cultural values. They face a number of challenges related to rapidly changing societal demands, technological innovations and a variety of cultural contexts. This article examines the main challenges and requirements for the professional competence of educators in the modern world[7]. Modern society is characterized by a variety of cultural and social contexts. Educators should be prepared to work with children of various ethnic, cultural and social groups. They should be able to create educational environments that promote inclusivity, respect for differences and the development of cultural competence in children.

The rapid development of technology has a significant impact on modern education. Educators should have digital literacy and be able to integrate innovative educational technologies into their practice. This includes the use of interactive curricula, online resources and educational applications to support individual learning and development of children[8]. Social and emotional development is becoming an increasingly important aspect of parenting. Educators should be able to create emotionally safe and supportive learning environments where children can develop self-regulation, empathy, cooperation, and conflict resolution skills.

Inclusive education is becoming an increasingly important priority in modern society. Educators should have the knowledge and skills to work with children with different educational needs and special educational needs. This includes the adaptation of the educational process, the individualization of the approach to each child and cooperation with parents and specialists. Modern educators must constantly improve their knowledge and skills, monitor the latest scientific and practical achievements in the field of pedagogy and child development[9]. They should be ready for self-study, participation in professional networks and exchange of experience with colleagues.

Educators play a key role in shaping the future generation. The modern world presents them with new challenges that require enhanced professional training and competence. The main requirements for modern educators are flexibility, intercultural competence, digital literacy and the ability to work with the diverse needs of children. The first and perhaps most important challenge is the need to adapt to a rapidly changing world. Modern educators should be flexible and open to new methods and approaches in education. They should be able to adapt to the diverse needs of children and provide an individualized approach to each child.

VOLUME 04 ISSUE 05 PAGES: 27-31

SJIF IMPACT FACTOR (2022: 5.705) (2023: 6.676) (2024: 7.923)

OCLC - 1121105677











Publisher: Oscar Publishing Services

Another important requirement is intercultural competence. In the context of globalization, educators should be able to work with children from different cultures and countries, take into account their characteristics and provide equal opportunities for development. This requires not only knowledge of different cultures, but also the ability to build trusting relationships with children and their families. Digital literacy is becoming increasingly important in modern education. Educators should be able to effectively use modern technologies in their work, create interactive lessons and provide access to educational resources on the Internet[10]. This requires both technical skills and the ability to think critically and analyze information.

Finally, modern educators must be prepared to work with the diverse needs of children. This includes working with children with special educational needs, children from low-income families, as well as children from different cultural and social backgrounds. Educators should be empathetic and tolerant, and be able to create an inclusive educational environment where every child can reach their potential. Modern educators face a number of difficult challenges that require high professional competence from them. They must be flexible, cross-culturally literate, digitally prepared and ready to work with the diverse needs of children. Only such educators will be able to effectively fulfill their mission to shape the future generation and ensure its successful development in the modern world.

CONCLUSION

Professional educators in the modern world face a number of challenges that require them to have a wide range of competencies and skills. They must be prepared to work in diverse cultural and social

contexts, integrate technological innovations, support the development of socio-emotional skills in children, work in an inclusive environment and constantly improve their professional knowledge and skills. It is important that society recognizes and supports the importance and responsibility of their work, providing them with the necessary conditions for the successful completion of their tasks.

REFERENCES

- Асаева, И. Н. "Основные проблемы и направления развития профессиональной компетентности воспитателей дошкольных учреждений." Современные проблемы науки и образования 4 (2008): 36-41.
- Притуляк, Людмила 2. Николаевна. "Особенности формирования профессиональной компетентности будущих воспитателей ДНЗ." Балтийский гуманитарный журнал 2 (11) (2015): 71-74.
- Соломенникова, О. А. "Профессиональная компетентность воспитателя дошкольного образовательного учреждения." Педагогическое образование и наука 3 (2007): 4-5.
 - Баходировна, Муминова Гуласал. 4. "Проблемы Развития Профессиональной Компетентности Педагогов-Воспитателей Дошкольных Образовательных Организаций В Процессе Повышения Квалификации." Miasto Przyszłości 29 (2022): 152-154.
 - Асаева, Ирина Николаевна. "Современные 5. подходы к развитию профессиональной компетентности воспитателя дошкольного образовательного учреждения в системе повышения квалификации." Образование и наука 5 (2008): 60-67.

Volume 04 Issue 05-2024 30

VOLUME 04 ISSUE 05 PAGES: 27-31

SJIF IMPACT FACTOR (2022: 5.705) (2023: 6.676) (2024: 7.923)

OCLC - 1121105677









Publisher: Oscar Publishing Services

- 6. Самсонова, F. B. "Развитие профессиональной компетентности педагога дошкольного образовательного учреждения, реализующего инклюзивную практику." Инклюзивное образование: методология, практика, технологии. 2011.
- Соломенникова, О. А. "О профессиональной 7. компетентности воспитателя дошкольного образования." Сборник материалов Ежегодной международной научнопрактической конференции «Воспитание и обучение детей младшего возраста». No. 5. ООО «Мозаика-Синтез», 2016.
- 8. Юлдашева, Наргиза Эгамбердиевна. "Развитие профессиональной компетентности воспитателя дошкольной образовательной организации." International scientific review LXXIII (2020): 82-84.
- Коптева, О. Н. "Развитие профессиональной 9. компетентности педагога дошкольного образования в сфере общения с родителями воспитанников." (2019).
- 10. Грошева, Р. Н. "Модель профессиональной компетентности педагога как воспитателя подростков девиантного поведения." Современные проблемы науки и образования 2 (2014): 253-253.



Volume 04 Issue 05-2024