

PEDAGOGICAL CONDITIONS FOR DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract: This article reveals the essence of the concept of competence. Ways of pedagogical development of professional competence in students are indicated. The content of the set of competencies that determine the level of development of pedagogical competence that can be acquired by future teachers is highlighted.

Keywords: competence, professional competence, personal experience, technologies, practical activity, development.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация: В данной статье раскрывается содержательная сущность понятия компетенции. Показаны пути педагогического развития профессиональной компетентности у обучающихся. Освещено содержание комплекса компетенций, определяющих уровень развития педагогической компетентности, которую могут приобрести будущие учителя.

Ключевые слова: компетентность, профессиональная компетентность, личный опыт, технологии, практическая деятельность, развитие.

In our country, all conditions and opportunities have been created for the upbringing of active, ambitious, talented young people with high spiritual and moral qualities, deeply mastering modern knowledge and professions - the decisive force of our present and future. Today, the development of science and technology requires a radical change in the requirements for education and its results. Based on this, the creation of a new generation of standards is an important task for teachers²⁴, is also focused on developing free thinking among the youth of our independent Uzbekistan. Therefore, one of the important tasks facing us, teachers, is to organize lessons based on modern

approaches in accordance with the requirements of the new era. The only way out of this problematic situation is the introduction of a new, competency-based approach in higher education is also focused on developing free thinking among the youth of our independent Uzbekistan. Therefore, one of the important tasks facing us, teachers, is to organize lessons based on modern approaches in accordance with the requirements of the new era. The only way out of this problematic situation is the introduction of a new, competency-based approach in higher education.

A competency-based approach requires the student to acquire knowledge and skills not in isolation, but as a whole. In connection with this requirement, in turn, the system of selecting teaching methods also undergoes changes. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The competency-based approach is a new pedagogical reality from the point of view of the modernization of higher education. Within the framework of this approach, it is necessary to consider the experience of practical activity, competence, and competence as didactic units and analyze the traditional three elements of education (triad) - "knowledge - skills - competence" in the form of six units (sextet) - "knowledge - skills - competence - experience of practical activity - competence - competence." First, it is necessary to clarify the essence of the concept of "competence." Competence (a Latin word meaning I achieve, I align) is the subject's readiness to set a goal and effectively implement external and internal resources to achieve it; in other words, it is the subject's personal ability to successfully solve problems related to a specific object of activity. It should be especially noted that most definitions of the concept of "competence" are presented in connection with professional education, professional activity. However, in connection with general secondary education, since this concept has an innovative character, there is a special need to clarify its essence.

Competence is a Latin word "Competentia," the lexical meaning of which in the Uzbek language means "a person knows well," "has experience."

Competence is a set of knowledge, skills, abilities, views related to the field, the values and qualities of a person, the manifestation of qualification or the ability to influence.

Competence - the ability to perform any work effectively, the ability to meet the requirements for performing work, the ability to meet the requirements for performing specific work functions

Competence is a quality characteristic of a person who is a skilled master of their profession, suitable for a certain position.

Professional competence is the acquisition by a specialist of knowledge, skills, and abilities necessary for carrying out professional activity and their application in practice at a high level.

L.M.Mitina understood pedagogical competence as a harmonious combination of knowledge about the subject, teaching methodology and didactics, pedagogical communication skills and abilities, as well as methods and means of self-development, self-improvement, and self-realization.

He identified the following three components in the structure of pedagogical competence: activity, communicative, and personal. Based on the structuring of pedagogical competence proposed by L.M.Mitina, we consider the following set of competencies, the level of mastery of which determines the level of development of pedagogical competence, sufficient and necessary for future specialists:

- activity or special competence (knowledge, skills, qualifications and individual methods of carrying out pedagogical activity);
- personal or professional competence (knowledge, skills, and abilities related to professional self-improvement and self-realization);
- communicative competence (knowledge, skills, and abilities related to the creative implementation of pedagogical activity)

The concepts of professionalism and competence have common features. It should be noted that people who always fully meet the established requirements and standards are not true professionals, because some do not know how to apply knowledge in practice, and therefore such pedagogical activity remains ineffective.

It is advisable to divide professional pedagogical competencies into separate types:

- special pedagogical competence;
- possessing sufficient knowledge to carry out pedagogical activity at the required level.

In addition, the teacher's ability to adequately assess their professional level and determine their own development as a specialist depends on this type;

- socio-pedagogical competence;
- the level of social competence determines the teacher's ability to effectively build relationships with colleagues and plan joint actions. Effective communication skills, pedagogical culture, and responsibility for work results;

all this is included in the concept of socio-pedagogical competence; - personal pedagogical competence;

- this is the ability to rationally organize pedagogical work, the main components of which are time management, the desire for personal growth.

Workers with a high level of personal pedagogical competence are less prone to fatigue and are able to work under time pressure.

Qualities of professional competence of a teacher

1. Formation of motivation in students
2. Planning, evaluation of the educational process, ability to establish feedback
3. Knowledge of information and communication technologies
4. Self-improvement
5. Knowledge of pedagogy and psychology
6. Perfect knowledge of one's subject
7. Introduction of innovations in the educational environment

The composition of professional competence can include competence in professional activity, competence in professional communication, and the competence of a specialist in the ability to represent their profession.

In conclusion, it should be said that in the education and upbringing of a person, not only the orientation of education towards the learner is important, but also the psychological readiness of the teacher for pedagogical activity. In such cases, special attention should be paid to the level of professional competence of the teacher. The adoption of a competency-based approach in the education system as the conceptual basis of educational reforms, the introduction of a competency-based approach into the education system requires serious changes in the goals, content, form of education, teaching methods, pedagogical and information technologies, control methods, as well as the role of the educator and the learner. For the formation of a teacher's professional competence, it is necessary to implement fundamental changes in pedagogical higher education. Higher education At a time when certain work is being carried out in the direction of improving the State Educational Standard, curriculum and textbooks, although it is difficult to abandon the existing traditional content, it will be necessary to further clarify the content of education.

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