

**METHODS FOR THE DEVELOPMENT OF PEDAGOGICAL COMPETENCE OF
FUTURE PHYSICS TEACHERS**

Yulduz Khairullakizi Hudoyberdiyeva
Chirchik State Pedagogical University

Annotation:

This article will talk about the didactic possibilities of developing the logical competency of future physics teachers. The article provides feedback from various scientific bases.

Keywords: educational process, competence, competence, competency approach.

Introduction

One of the main tasks of didactics is the search for a solution to the question of WHO and how to teach, the organization of the educational process in accordance with the requirements of the time. The knowledge being taught and the skills being formed are the development of logical thinking in the consciousness of the student, the improvement of the ability to think, the decision of national and universal values, in which it is necessary to lay the groundwork for the development of the necessary frame for the prosperity of the motherland in the future. One of the main tasks, including, IS to direct the educational process not only to give education students knowledge in the sciences, but also to the formation of skills for applying the acquired knowledge and qualifications to the implementation, creating innovations from them, using them in the ability to analyze processes. In modern times, the educational system is faced with such problems as the concept of competence, which is variously interpreted by researchers, and its content, boundaries, the structure of its components. In the psychological and pedagogical literature and in the scientific work of most pedagogical scientists from the Republic and abroad, the concepts of "competence" and "competence" are widely used in later times. A competent approach to the educational system began to take shape in foreign literature in the 60s of the last century, and the issue of "competence" has been studied by scientists for many years. They Are N.A. Muslimov, Sh.Sh.Sharipov, X.F.Rashidov, P.Yu.Makhmudov, B.S.Abdullayeva, O.A.Koysinov, G.A.Nafasov, M.X.Saidov, R.White, DJ.Raven, N.V.Kuzbmina, A.K.Markova, V.I.Baydenko, A.V.Khutorsky, S.⊥ Ojegov, E.F.Zeyer, I.A.Zimnyaya, V.I.Baydenko, A.A.Verbisky et al.

The concept of "competence" was first mentioned in the scientific literature in the 50s and 60s of the 20th century. The American scientist Chomsky, in his works "syntactic structures", "aspects of syntactic theory", interpreted competence as the capacity of a person to carry out some activity. The historical roots of competency approach issues are reflected in the works of Eastern thinkers Abu Rayhan Beruniy, Abu Ali ibn Sina, Abu Nasr Farabi, Abdullah Avlani. In our historical heritage, many opinions are expressed about the issues of the importance and importance of the ideas of orientation to competency knowledge in the development of society. In order to better understand the concepts and terms of "competence" and "competence", we pay attention to a number of dictionaries: The dictionary meaning of the concept of competence is defined in different languages as follows: - Competent (in French) - competent; - Competent (in

Latin) - capable; - Competent (in English) - capable. In the "National Encyclopedia of Uzbekistan" it is interpreted as follows: competence - knowledge, experience in one or another field. S.I. Ojegov explains these concepts in the dictionary of the Russian language as follows. "Competence - 1. A range of subjects that a person knows or is aware of very well. 2. Scope of a person's duties and rights" "Competence is the quality of a person who has in-depth comprehensive knowledge of a field and therefore is considered reliable and trustworthy." N.A. Muslimov defined competence as follows: "competence is expressed by students' acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to use them in professional activities." A.Kh. Mahmudov gave the following definition of competence: "competence is a person's integrated qualities that allow to effectively carry out the professional activity of a specialist in constantly changing conditions." In the dictionary-reference collection "Higher Education" - "Competence - relevant, capable, competence. The degree to which the knowledge, skills and experience of persons with a certain social professional position correspond to the level of complexity of the tasks they perform and the problems they solve. Unlike the term "competence", it includes not only professional knowledge and competence, but also quality, initiative, cooperation, ability to work in a group, communicative learning, learning, evaluation learning, logical thinking, ability to select and use information. It is also expressed as embodying. The concept of competence is an ever-growing classification of a person, and it is the ability to solve problems in real life situations, the ability to mobilize one's knowledge, educational and life experiences, values and interests. Competence is a specific type of organization of knowledge, in the general intellectual development of a person, the ability to solve professional issues as efficiently as possible and to objectively evaluate the requirements of the surrounding existence, the existing components of mental experience, information processing mechanism, individual intellectual is expressed in the formation of the ability to choose activities.

In general, the analysis of all the scientific works and studies conducted on the definition of the concept of "competence" shows that competence is the ability of a person to perform the tasks set before him. The sum of his acquired knowledge, skills and abilities serve as the main tool for him to perform a specific job. At the same time, his cognitive and constantly growing skills, goals, mental experiences and other qualities are also included in the essence of the concept of "competence".

All characteristics of a person, which are connected with each other, provide a comprehensive understanding of competence. These human qualities emerge in internal and external conditions and when demands are made. Common to all approaches to determining competence is that competence is formed and manifested in the process of practical activity. Orientation of the educational process to the competency approach requires reconsideration and development of methodological conditions, the content and application of new pedagogical technologies in education, because competencies do not refer to knowledge or skills in any subject.

Since traditional education focuses on the acquisition of a certain set of knowledge, skills and competencies by the learner, today it is possible to meet people who, while having in-depth knowledge, are not able to apply it in their place when the need or opportunity arises, at the right time and in the right place.

It is known to everyone that it is not enough for a teacher to have only knowledge, skills and qualifications in academic subjects. Now, we will focus on these three factors separately. Knowledge - remembering and re-explaining the learned information; skill - being able to apply the learned knowledge in familiar situations; competence - the ability to apply the learned knowledge and developed skills in unfamiliar situations and create new knowledge; competence - the ability to apply existing knowledge, skills and abilities in daily activities.

If the future teacher does not have a competent approach together with knowledge, skills and qualifications: - a young specialist who has successfully graduated from an educational institution will face many failures in life; - although a young specialist who has graduated from a higher education institution and went to a new job has acquired sufficient knowledge and skills related to his profession at a university or institute, it takes a long time to get used to the workplace; - in unfavorable situations, it becomes clear that the knowledge and skills acquired in general secondary education and higher education do not correspond to life situations that need to be solved quickly or will not be needed at all in their life. Accordingly, there was a need to create and apply DTS to the educational process based on a competency-based approach that teaches students to apply the acquired knowledge, skills and abilities directly in their daily life. I.A.Zimnyaya tried to distinguish and theoretically justify the bases of grouping of basic competencies, to define a set of their basic and necessary terms and to define the types of competencies included in each of them.

The rules formulated in psychology serve as a theoretical basis for distinguishing the three groups of basic competencies. These rules include the fact that a person is a subject of communication, learning and communication; manifestation of a person in the system of relations with society, other people, himself; that human competence has an acmeological development vector; professional skills include competence. Basic competencies are a process consisting of issues, knowledge, practical information and methods of activity related to various fields of actual and prospective importance in the vital activity of a person in society, and their mastery, on the one hand, ensures a person's personal and socially successful activity, and on the other hand, a certain quality of society. serves to meet the requirements of human resources. It is necessary to distinguish educational competencies from competencies.

Educational competence models the future teacher's activities in his future fulfilling life. As you know, some competencies are more general or more important than others. Accordingly, they can be divided into three levels: - basic competencies - related to the general (metasubject) part of the educational content; - general subject (professional) competencies - related to educational subjects and fields of education within a certain scope; - subject-related (special) competencies - are formed within the scope of the educational subject, considered special compared to the previous two. There is no universal list of core competencies. Because every country has its own traditions, mentality and specific requirements. Competence is a social order imposed by the society on its citizens, their list is determined by the social environment in a certain country, and this list was developed by our research scientists as follows: It implies the formation of abilities to work effectively in a team, social flexibility, and cooperation. The competence of working with information means the ability to search for, sort, process, store, and effectively use the necessary information from media sources, to ensure their safety, and to develop the ability to

acquire media culture. Self-development competence - continuous physical, spiritual, mental, intellectual and creative development of oneself, striving for perfection, independent study throughout life, regular improvement of cognitive skills and life experience independently, alternative evaluation of one's own behavior and independent decision-making refers to acquiring the skills to do.

Socially active civic competence means the formation of the ability to feel a sense of belonging to events, events and processes in society and to actively participate in them, to know one's civil duties and rights, to comply with them, to deal with labor and civil relations, and to acquire legal culture. National and universal cultural competence means the formation of the ability to be loyal to the motherland, kind to people and believe in universal and national values, to understand works of art and works of art, to dress appropriately, to follow cultural rules and a healthy lifestyle. Mathematical literacy, awareness of scientific and technical innovations and the competence to use them - to be able to make personal, family, professional and economic plans based on accurate calculations, to be able to read various diagrams, drawings and models in daily activities, which eases human labor, increases labor productivity, is convenient implies formation of abilities to use science and technology innovations that lead to conditions. Yu.V. Frolov creates three groups of integrated competencies that a future physics teacher should acquire: - general (basic) competencies; - methodological (professional pedagogical) competencies; - subject-oriented (special) competences clarified the understanding of professional competence as a combination of general, basic and special competences.

According to the authors, general competencies are necessary for any professional activity, and today they are of particular importance. They are manifested, first of all, in the ability to solve professional problems based on the use of information, communication and the social and legal foundations of individual behavior in civil society.

Conclusion.

In conclusion, it can be said that the didactic possibilities of developing logical competence in future physics teachers are very wide. Basic competencies reflect the specific characteristics of a certain professional activity. Basic competencies are necessary for the formation of professional activity in the context (connection) of the demands placed on the educational system at a certain stage of the development of society for professional pedagogical activity. Special competences reflect the specific characteristics of the field outside a specific subject or subject of professional activity. Special competences can be considered as the implementation of general and basic competences in a certain field of professional activity. Of course, all three types of competencies are interconnected and develop simultaneously. It forms an individual style of pedagogical activity, creates a holistic image of a specialist and ultimately ensures the formation of his logical competence.

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