

**THE PEDAGOGICAL FEATURES OF DEVELOPING PROFESSIONAL
COMPETENCE OF FUTURE TEACHERS**

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Annotation:

This article deals with the concept of professional competence of future teachers, the pedagogical features of its formation and the specific qualities of professional competence.

Keywords: Teacher, future, shaping, competence, competence, quality, science, reflexive, diagnostic, skill, practical, innovation.

Introduction

From the first years of independence of Uzbekistan, attention has been paid to the education of young people, their acquisition of worthy professions, reforming the education system and raising the training of national cadres to the level of modern requirements. In particular, the development of didactic bases for the professional competence of future teachers through the introduction of advanced foreign experience, the development of theoretical and practical bases for improving its pedagogical conditions, content, structure, form, methods and tools. In fulfilling this task, the President of the Republic of Uzbekistan adopted Resolution No. PQ-2909 "On measures to further develop the system of higher education", the President of the Republic of Uzbekistan "On measures to further develop the system of higher education". Resolution No. PQ-3775 "On measures" and the Resolution of the Republic of Uzbekistan "On State Youth Policy" serve as the legal and regulatory framework.

The process of reforming the system of continuing education in our country is reflected in the attention paid to teachers and modern requirements, based on the changes and innovations that are taking place in a short time. These requirements include the ability to understand and promote the content and importance of government decisions on education and youth, to have a deep knowledge of their subject, to pay special attention to increasing the subjectivity and activity of students in the educational process, to work in a friendly relationship. organization and management of pedagogical processes, formation and coordination of cooperation of students and teachers, motivation in pedagogical processes, formation of a favorable educational environment based on the organization of reflexive activity processes.

In this sense, the formation of professional competence of future teachers has a special place among the complex problems of teacher training. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming more apparent. Practical, psychological, methodological, research types of future teachers are enriched by the formation of professional competence of the teacher.

Diagnosis of professional competence Important characteristics of professional formation should include diagnostic, communicative, managerial and projective training groups. The cognitive activity of the educator is determined in many respects by the complexity, dynamics, non-standardity of the objects studied, the influence of the boundaries separating social phenomena, their search, uncertainty, which implies observation, the ability to model the inner world of the interlocutor.

In this case, the features of self-regulation are characterized by the need to constantly improve their knowledge and skills, the ability to strictly coordinate their actions towards other people. The future teacher is formed on the basis of professional competence, willpower, intellectual potential, emotional qualities, practical skills, interdependence of self-management abilities and individual qualities that reflect the level of socio-cultural activity of the individual. According to the tradition formed in European countries, professional competence is measured by the competence of the specialist, and the education system aimed at its formation is measured by the level of knowledge, skills, competencies and competencies.

The essence of the qualities of future teachers on the basis of professional competence is as follows:

1. Social competence - the ability to be active in social relations, the acquisition of skills, the ability to communicate with the subjects of professional activity.

2. Preparation for the organization of special competence-professional-pedagogical activity, rational solution of professional tasks, realistic assessment of results of activity, consistent development of knowledge, skills, abilities and competencies, on the basis of this competence psychological, methodical, informational, creative, innovative and communicative competence is conspicuous. They contain the following content:

a) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, the organization of positive communication with students and other participants in the educational process, the ability to timely understand and eliminate various negative psychological contradictions;

b) methodical competence - methodologically rational organization of pedagogical process, correct definition of forms of educational or pedagogical activity, purposeful choice of methods and means, effective application of methods, successful application of means;

c) information competence - search, collection, sorting, processing of necessary, important, necessary, useful information in the information environment and their purposeful, appropriate, effective use;

d) creative competence - a critical, creative approach to pedagogical activity, the ability to demonstrate their creative skills;

f) innovative competence - the promotion of new ideas to improve the pedagogical process, improve the quality of education, increase the effectiveness of the educational process, their effective implementation in practice;

g) communicative competence - the ability to communicate sincerely with all participants in the educational process, including students, to listen to them, to have a positive impact on them.

3. Personal competence - to consistently achieve professional growth, improve skills, demonstrate their inner potential in professional activities.

4. Technological competence - mastering of advanced technologies, enrichment of professional and pedagogical KSQ, use of modern means, techniques and technologies.

5. Extreme competence - the ability to make rational decisions, to act correctly in emergencies (natural disasters, technological process failure), in the event of pedagogical conflicts.

A number of studies have directly examined the professional competence of the educator and its specific aspects. Such research includes the research conducted by AK Markova and B. Nazarova. Self-improvement and self-development are important in gaining professional and pedagogical competence. Self-development tasks are defined through self-analysis and self-assessment. Self-improvement is the process by which a teacher consistently organizes practical efforts to develop his or her professional knowledge, skills, competencies, and personal qualities. Working on yourself looks like this:

- improving professional knowledge, skills and abilities;
- critical and creative approach to work;
- achieving professional and creative cooperation;
- development of business skills;
- elimination of negative habits;
- mastering positive qualities.

As an educator specialist:

- Improving the pedagogical process on the basis of a clear goal, aspiration;
- increase the effectiveness of the pedagogical process, its activity;
- Assimilation of constantly updated pedagogical knowledge;
- be aware of advanced technology, methods and tools;
- effective implementation of the latest science and technology in its activities;
- Improving professional skills and competencies;
- His practical actions in the search for measures to prevent and eliminate negative pedagogical conflicts represent his work on himself.

Educators will be able to take a project-based approach to their work in a consistent, effective way. It is desirable that they be able to formulate the following model based on a project approach. The model records the stages of self-study and the tasks to be performed at each stage. The effective solution of the tasks set for each stage allows to move to the next stage. The ability of the educator to self-analyze is also important in gaining professional competence. Self-analysis is the study of the essence of the practical actions organized by the educator in professional activity. Through self-analysis, the educator has the opportunity to objectively assess himself. After all, it is also important for educators to have self-assessment skills in order to have the qualities of professional competence.

Self-assessment is the self-assessment of an individual through self-analysis. Self-assessment provides for the subject to calculate his personal capabilities, give an objective assessment of himself, self-satisfaction. Self-assessment should help the individual to realize his abilities on his own. Self-assessment is difficult, but it is possible to prepare a person directly for it. As with any professional, a number of factors affect a teacher's ability to effectively self-assess. These are:

1. Self-understanding (having clear information about oneself).
2. Understanding of one's self-worth as a person (gathering positive information about oneself).
3. Self-control (the conformity of a personal opinion about oneself to the value placed on it by others).

The level of self-esteem determines whether an individual is self-satisfied or not. In this case, the indicators of self-assessment should be commensurate with the capabilities of the individual. Increasing or decreasing self-esteem leads to inaccurate self-assessment indicators. Self-development - the ability of an individual to independently organize practical actions on the basis of clear goals and well-thought-out tasks to improve professional experience, skills and abilities. Individual Development Program (IDP) - a program of individual-practical nature, developed on the basis of the needs of each person or specialist in the formation and development of a certain quality, KSQ, professional competence. determined.

Like any specialist, a teacher must be able to develop a "program of individual development" of a personal-practical nature, on the basis of which to organize pedagogical activity. The program of individual development of the pedagogue is a program of personal-practical character, developed by the teacher as a specialist based on the needs of the individual in the formation and development of one or another professional-pedagogical quality, knowledge, skills, abilities, professional competence.

The "Individual Development Program" developed by the teacher consists of the following components: 1) pedagogical knowledge; 2) psychological knowledge; 3) specialty knowledge; 4) didactic skills; 5) skills of organizing educational work; 6) professionally important features of the psyche and personal qualities; 7) goals of self-development; 8) Assignments for self-improvement.

The following can be recognized as important pedagogical conditions in the training of future teachers:

- normative and educational-methodical documents that can meet modern requirements (state educational standard, standard curricula, working curricula, standard curricula, working programs, textbooks, manuals, methodical recommendations, additional special literature, manuals, lesson plans, availability of projects, etc.);
- High level of knowledge, skills and abilities of scientific and pedagogical staff (professors, associate professors, teachers, qualified teachers, technical staff), a sufficiently developed level of professional competence and scientific potential;
- Material and technical of the educational process (educational buildings, classrooms, training workshops, practical and laboratory equipment), information technology (radio, television, computers, copiers, laboratory equipment, audio, video, multimedia, simulators, film projectors, availability of slide projectors, video projectors, a set of technical means, etc.);
- creation of a socially and educationally technologically favorable environment (teachers, students, leaders and students, as well as the content, direction, unity of purpose, etc. of student interactions);
- Consistent, continuous and systematic organization of organizational and educational activities. In the works devoted to the study of the professional competence of the teacher, it is distinguished by the following types:

- special educational ability - a sufficiently high level of professional activity, the ability to design their future professional development;

- Competence of social upbringing - mastery of joint professional activity, cooperation, as well as the methods of professional communication adopted in this book, social responsibility for the results of their professional career.

Competence also requires the constant enrichment of professional knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in their work.

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