

OPPORTUNITIES FOR FORMING PROFESSIONAL COMPETENCE IN FUTURE TEACHERS

Z. D. Abralova

Senior Lecturer, Nizami State University of Uzbekistan,

Abstract

The article reveals the concept of professional competence, ways of forming the professional competence of teachers.

Keywords: Competence, professional competence, social competence, individual competence, technological competence.

Introduction

In accordance with the development trends in the world of education, special attention is paid to improving educational standards based on competency requirements. International pedagogical experiences are aimed at assessing the quality of education based on the level of competence of graduates and developing professional competence in leaders and educators through innovative educational technologies, developing new paradigms of education, comprehensive use of traditional and modern methods of teaching through information and communication technologies and programs, and effective use of the integrative capabilities of didactic tools. In the world, it remains relevant to create a scientifically based system for designing, implementing and developing the professional educational process based on a competency-based approach and modern methods.

In particular, significant practical results have been achieved at prestigious scientific research and educational centers such as Princeton University (USA), Manchester University (England), National Advice on Pedagogical Technology (England), Belfield Pedagogical University (Germany), Navigator of Educational Technologies Information and Methodological Center (Russia), and Seoul Cyber University (South Korea), where research is being conducted on the development of professional competence and improving the preparation of leading educators for professional activity. As a result of fundamental reforms aimed at introducing an effective professional education system in our country, the organizational and pedagogical conditions and information and methodological opportunities for training future vocational education specialists are being expanded.

In the psychological and pedagogical literature and in the scientific works of many pedagogical scientists from our country and abroad, concepts such as "competence" and "competence" have been widely used in recent times. The competency-based approach to

the education system began to take shape in foreign countries in the 60s of the last century, and the issue of "Competence" has been studied by scientists for many years.

The dictionary meaning of the concept of competence is interpreted in different languages as follows: competent (in French) - competent; competent (in Latin) - capable; competent (in English) - capable. In order to understand the essence of the concepts of "competence" and "competence", we turned our attention to the following dictionaries: In the "National Encyclopedia of Uzbekistan", the term competence is interpreted as follows: competence - knowledge, experience in one or another field.

S.I. Ojegov explains these concepts in the explanatory dictionary of the Russian language as follows: "Competence - 1. The range of issues that a person knows or is very familiar with. 2. The range of duties, rights of a person" in the dictionary-reference collection "Higher Education" - "Competence - relevant, competent", competence - 1) the degree of correspondence of the knowledge, skills and experience of persons with a certain social and professional position to the level of complexity of the tasks they perform and the problems they solve.

Unlike the term "competence", in addition to possessing professional knowledge and skills, it is also expressed as embodying qualities such as initiative, cooperation, the ability to work in a team, communicative skills, learning, evaluation skills, logical thinking, and the ability to select and use information.

Having analyzed the different views of A.S. Belkin, S.A. Vdovina, N.V. Kuzmina, V.V. Nesterov, O.N. Larionova on the structure and content of pedagogical and professional competence, we have expressed the pedagogical and professional competence of a future vocational teacher as follows, that is, pedagogical competence:

social competence - the ability to be active in social relations, possess skills, and be able to communicate with subjects in professional activities;

individual competence - achieving consistent professional development, increasing the level of skills, and demonstrating one's inner potential in professional activities;

extreme competence - the ability to make rational decisions and act correctly in emergency situations (natural disasters, technological process failures) and in the event of pedagogical conflicts;

psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to be able to timely understand and eliminate various negative psychological conflicts;

methodological competence - the ability to methodically rationally organize the pedagogical process, correctly determine the forms of educational or educational activities, select methods and tools in accordance with the purpose, apply methods effectively, successfully apply tools;

informational competence - the ability to search for, collect, sort, process necessary, important, useful information in the information environment and use it purposefully, appropriately, effectively, be aware of economic knowledge and marketing;

creative competence - a critical and creative approach to pedagogical activity, the ability to demonstrate one's own creative skills;

innovative competence - to put forward new ideas to improve the pedagogical process, improve the quality of education, increase the effectiveness of the educational process, and successfully implement them in practice;

communicative competence - the ability to establish communication with all participants in the educational process, to correctly receive and correctly convey information, to communicate in foreign languages, to communicate on the Internet;

technological competence - the ability to master advanced technologies that enrich professional and pedagogical knowledge, skills, and qualifications, to use modern tools, techniques, and technologies in practice.

Russian scientist O. Kozyreva in her research compared the levels of professional maturity and the formation of professional competence. In her opinion, there are three levels of professional maturity, each of which determines the levels of professional competence in the system “unrealized incompetence → realized incompetence → realized competence”. Realized competence (“I know about what I know”). Realized incompetence (“I know about what I don't know”). Realized incompetence (“I know about what I don't know”). Realized incompetence (“I know about what I don't know”)

If we analyze the competencies that a future teacher should possess, the following can be distinguished:

a) general cultural competencies:

- has a culture of thinking, the ability to generalize, analyze, perceive information, set goals and choose ways to achieve them;
- is able to logically, reasonably and clearly construct oral and written speech;
- is able to find organizational and managerial decisions in non-standard situations and is ready to take responsibility for them;
- knows how to use regulatory and legal documents in his activities;
- strives for self-development, improvement of skills and qualifications;
- understands the social significance of his future profession, has high motivation to carry out professional activities;
- uses the basic principles and methods of social, humanitarian and economic sciences in solving social and professional problems;
- is able to analyze problems and processes of social significance;
- uses the basic laws of natural sciences in professional activities, applies mathematical analysis and modeling, theoretical and experimental research methods;
- understands the essence and importance of information in the development of modern society; owns the main methods, methods and tools for obtaining, storing, processing information;
- skills in working with a computer as a means of information management;
- ability to work with information in global computer networks;

- independent, methodologically correct use of physical education and self-education methods to increase the adaptive reserves of the body, improve health, and correct physical development;

- knows his rights and obligations as a citizen of his country; knows how to use the civil code and other legal documents in his activities; demonstrates readiness and desire to improve and develop society on the basis of the principles of humanity, freedom and democracy;

b) general professional competencies:

- master the basics of speech, know its types, speech etiquette and dialogue rules, composition and style laws, and persuasion methods;

- have basic skills in creating texts and documents used in the public and advertising sectors;

In conclusion, it is worth noting that the effectiveness of forming the professional competencies of future teachers makes it possible to improve the educational environment, the quality of education, and communication between participants in the educational process.

References

1. Lev D. Gitelman, Alexander P. Isaev, Mikhail V. Kozhevnikov. Managers of a New Generation. Advanced Management Education. Electronic учебное пособие. Yekaterinburg, 2014.
2. N.A. Muslimov. Technology of Professional Formation of Vocational Education Teachers. Monograph. Tashkent: Fan Publishing House, 2013. 127 p.
3. L.M. Isupova. Formation of Professional Competence of Future Managers by Means of New Information Technologies as a Pedagogical Problem. December 2, 2014.