

DEVELOPMENT OF PROFESSIONAL COMPETITIVENESS OF FUTURE TEACHERS

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ABSTRACT

Today, the modernization of technique and technology in production, the accelerated development of science and science require specialists to independently and systematically deepen their knowledge, update, expand and extend their knowledge. The goal of this course is to train competent, self-sufficient, creative, thought-provoking and competent professionals capable of providing modern development in international education. The goal of the education system is to train professionals who are able to adapt to the conditions of international competition and contribute to the successful and sustainable development of our society. In the rapidly evolving world of technology and technology, the standard of living of any country is determined by its political and economic activity. The factors contributing to today's and future sustainable economic growth of our society are directly related to the development of the education sector. In spite of the creative work carried out in the field of education and a number of positive changes, the further improvement of the effectiveness of education efficiency, the effective use of created opportunities and conditions, training of future teachers who are competitive for educational institutions is one of the most important issues today. Nowadays, the rapid development of technology and technology and the rapid development of knowledge require the ability of future teachers to adapt to modern conditions and to seek new knowledge. This creates the need for independent teachers to study and work in the education system, and to train them professionally and independently to solve life's problems and creative approach to them. This article also explains the essence of the development of professional competence of future professionals in the learning process.

Keywords: Education, competence, approach, quality, development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The personal development of young people in higher educational institutions is characterized by such factors as creative thinking, independence, enrichment of activity, growth of outlook, the need for self-control and upbringing. The process of education in the educational institutions for both prospective professions as well as teachers is an optimal time for self-improvement and development on the basis of professional knowledge, quality of education, competence and degrees, which are important in human well-being. Future specialists will be able to incorporate this process into the accumulation, storage, transfer and use of information effectively in future professional activities.

Continuous learning throughout the entire lifespan of a person and consisting of all the stages of education is an essential aspect of the lifelong learning of the person throughout his lifetime, and it can be interpreted as follows: Continuous growth of all forms of professional and universal competence, uninterrupted continuity, and the continuity of the most important types of education. In this case, the continuity of education means “the end of the educational process at all stages of continuous education.»

Competence requires constant enrichment of knowledge, learning new information, feeling the need for the day and the time, the ability to search for new knowledge and applying it in their practical work. The competent expert will gain skills in solving problems, knowing how to use the appropriate methods and techniques, choosing and applying suitable techniques for the current situation, refusing what is wrong, and critically looking at the issues.

Competence is the ability of a future specialist to acquire the knowledge, skills and skills needed to carry out personal and socially significant professional activities and to apply them in one's professional capacity [1]. In this context, the essence of the concept of "competence» is also fully exposed, which is expressed in the following two ways:

- as a collection of personal qualities of students;
- as the basic requirements of the professional sphere.

Competence does not imply that a student gains some knowledge and skills, but the acquisition of complementary knowledge and action in every single independent course. In addition, from the point of view of the graduates' qualifications, competence is the ability of students to apply a set of knowledge, skills and activities in specific situations.

The aim of the professional skills development in the future teacher is to develop the components of self-understanding, assessment and management in the process of professional and personal development, and to prepare for secondary specialized vocational education institutions, including the study of the basics of vocational and special subjects should be as following:

- achieving a positive attitude towards the development of pedagogical, general professional and specialized knowledge in the professional activity of the future specialist;
- development of pedagogical and technical and technological thinking as a method of solving problems in the problematic situations of pedagogical and production processes;
- application of individual teaching methods in professional activity of future specialist, formation of reproductive and creative methods of teaching and pedagogical and industrial movements;
- the most important professional and pedagogical qualities of professional activity - compassion, love of children and others, the necessity of professional and personal self-development.

Competence provides a person with the ability to develop the ability to navigate in complex and unprecedentedly diverse workplaces, to have an understanding of the results of his work, as well as responsibilities and responsibility for them.

Competence is the level of readiness to work efficiently with people, to pursue scientifically-based psychological methods, and to successfully communicate with others.

The three main categories of competence are can be highlighted from the above points:

1. By itself, as a person, the compensations that come in relation to him as a subject of life activity.
2. Compensations that a person has a tendency to interact with other people.
3. Compensations for the activity of a person in all types and forms.

The formation of professional competence of future teachers is clearly manifested by the expression of its distinctive features associated with rational, predictive-practical and motivational factors in professional-pedagogical situations. At the same time, these factors also have many general aspects. As the results of Special Research in this area have shown, the professional competence of educators is greatly influenced by the professional activity.

The formation of professional competence of future teachers requires the creation of the necessary pedagogical conditions for ensuring their professional and personal perfection in higher educational institutions, since it is important to develop the pedagogical basis for the formation of professional competence of future teachers, to determine the psychological-pedagogical conditions and to base the criteria that determine the level of professional competence of teachers.

The competency requires to enrich its knowledge without interruption, to learn new information, to feel the requirements of this day and period, to be able to search for new knowledge, to process them and apply them in their practical activities. The specialist, who is the owner of the compensation, will have such skills that he has mastered in solving problems, is well aware of the use of methods and ways corresponding to these conditions, chooses and applies the techniques that are worthy of the current situation, rejects those that are not right, looks at the issue with a critical eye [2].

The quality of vocational education can be ensured precisely by the formation of the competence of the future teacher and the development of his professional pedagogical creativity, the development of technologies for the implementation of this in the educational process is one of the most important tasks of modernizing vocational education.

One of the bases of professional competence of the future teacher is the element that determines the quality of knowledge, skills and personality in its structure, they are opportunities such as work on themselves, increasing their knowledge, creative co-operation and adaptation to each pedagogical situation, which constantly leads the educator to action.

When it is called professional competence of future teachers, it is understood that the basic competences of a pedagogical specialist operating in a certain professional sphere, for example, the professional competence of a teacher, educator, pedagogue-psychologist, social pedagogue, correspondent pedagogue, pedagogue-defectologist and others.

As for the special professional competence of future teachers, it is understood that the institution in which pedagogical activity is carried out and the activity-oriented object, that is, the professional competence of the teacher working with children of different categories, parents, which requires the specificity of the secondary school, vocational college, academic Lyceum.

Development and systematization of problematic situation tasks on the basis of achieving interdependence of Science in the formation of professional competence of future teachers in their pedagogical and production practice, in order to be able to obtain information on the subjects in the educational plan of the direction of education, the use of new forms of education in improving the quality, since the interaction of Pedagogical Sciences with the humanities, socio-economic, mathematics and Natural Sciences, as well as the general scientific and specialty Sciences is a multifaceted problem, the theoretical and practical aspects of Pedagogical Sciences are subject to scientific justification.

One of the important factors in the training of qualified personnel is to improve the quality and effectiveness of Education. Modern methods of teaching, forms and tools, game technologies, problematic teaching, in particular, unconventional methods of Independent Education play an important role in improving the quality and effectiveness of education and in the development of professional and pedagogical creativity. At present, it is proved that increasing knowledge,

skills, qualifications and competences in the process of “organizing the educational process» and not in the process of “training» of Education recipients will have a positive effect.

The fact that teachers who are currently teaching in educational institutions do not engage in the development of their technical knowledge and skills in their spare time from the lesson, lack of necessary literature for independent education in libraries, inability to use information technology efficiently indicates the urgency of the problem. In order to solve this problem positively, it is necessary to carry out an innovative approach (Organization of educational training process: that is, it is necessary to awaken the enthusiasm of educators to consciously master the resources that must be obtained to the educator not on the basis of the methods, forms and means that the educator wants, under the pressure of the Bunda kompetentlik implies not only the acquisition of individual knowledge and skills by the student, but also the acquisition of integrated knowledge and actions in each independent direction, in terms of the requirements for the level of vocational training of graduates, the competence of the competency means the ability of the students to purposefully apply a set of knowledge, skills and methods of activity Proceeding from the above, the educator should not only prepare for his future professional activity by forming a set of skills in the queue, but also integrate the competences here and now.

In order for the future teacher to have a clear objective of his / her professional competency activities and achieve this objective, he / she must comply with the following conditions [3].

1. The content of independent improvement of their knowledge should be adapted to the specific conditions in the training room and workshop of the educational institution undergoing pedagogical practice in the specialty of the teacher of professional education, the conditions of the practice, the recipients of Education.

2. The teacher of the future vocational education must formulate the following qualities on the basis of a certain purpose and in a certain order:

- to have a deep sense of the aspirations, interests of students, to understand, to be able to take into account their spiritual needs;

- establishment of emotional communication with students, active influence on the sides of their intellectual, moral and practical activities.

3. The teacher of vocational education is obliged to independently study the list of questions aimed at the development of creativity skills in general pedagogy, psychology, age physiology and hygiene, National Science.

4. The teacher of the future professional education should choose the most effective methods, ways of working on improving his pedagogical skills, correctly select technological processes and technical facilities.

5. It is desirable that the future professional education teacher, taking into account certain circumstances and in a way that suits them, use the forms of increasing his knowledge individually or together with the team, perform practical exercises.

6. It is necessary for the future teacher of professional education to organize the improvement of his knowledge in the form of constant creative searches and to direct it to a specific goal. For this he:

- have a tendency to manage the process of creative research;
- it should be remembered that the effectiveness of creative research depends on the pedagogical, psychological and theoretical preparation of the teacher.

In this place, it is desirable to consider the normative model of the training of a specialist, which will include educational and cognitive activities for the acquisition of a future profession. He expressed in the qualification characteristic of the relevant direction and level of preparation

for a graduate of a higher educational institution and reflects the composition of the scientifically based knowledge, skills and qualifications essential professional qualities of the individual.

In particular, a graduate of a higher educational institution that has received the qualification of a teacher in the direction of vocational education: to be ready for pedagogical activity in accordance with the requirements of state educational standards, to use modern educational technologies that ensure a high level of theoretical and practical training, to participate in the development of educational programs, to be responsible, it is necessary to prepare them for the application of the acquired knowledge in practical activities and to control the independent work of the educators, to create the basis of the educational and methodical equipment of the exact educational science; to participate in the scientific and methodological activities of the educational institution, to fulfill the duties of the head of the group, to organize[4].

Professional competence of teachers is manifested in all aspects of pedagogical labor: in professional activity, in everyday relationships, in the development of shaxsiyat, as a result of the complex of Labor and requires the formation of all its components [5].

It is necessary to formulate the formation of professional competence in future Bachelor-teachers who are studying in the direction of vocational education as a factor motivating to improve the pedagogical culture of interest and ability to acquire knowledge. As an important factor in the solution of the problem, future Bachelor-teachers receiving education in the direction of vocational education require pedagogical improvement, deepening of professional knowledge and professional development.

At present, great attention is paid to the technology of vocational-oriented training, which is able to solve these tasks in the formation of professional competence. The educational technologies developed and used by the structure of professors and teachers of higher educational institutions are a component of the educational system of decision-making and upbringing of the future professional competence, which contributes to the initial creation of a professional-significant base of professional competence, the gradual formation of theoretical, practical and motivational training for the implementation of professional activity

The table below provides a comparative description of the traditional and competency-oriented approaches to education.

Comparative description of traditional and competency-oriented approaches to education

№	Elements of the educational process	Traditional approach	A competency-oriented approach
1	Objectives	It is aimed at the formation of knowledge, skills and skills	Oriented to the formation of compartments
2	Educational programs (educational content)	Carries out the state standard of Education	Individual direction aimed at mastering vocational and educational programs
3	Forms of Organization of Education	60% of the training in the auditorium and outside the auditorium is auditorium training, except for the auditorium -40%	Work individually, work in pairs, in small groups (7+2) and in large groups (25)
4	Methods of organization and implementation of pedagogical process	Traditional techniques within the classroom-lesson system of teaching	Non-traditional methods of mastering professional and educational programs aimed at individual and competency

5	The role of teachers in the process of activity	«Counselor», «informative», «evaluator»	«Partner», «consultant», «assistant», «intermediary»
6	The role of educators in the process of activity	«Listener», «receiver», «keeper in memory»	«Partner», «experimenter», «researcher», «constructor-creator»
7	Structure of educational institution management	The structure is aimed at conducting the activities of an educational institution	Structure of the educational institution
8	Control and evaluation of educational outcomes	It is aimed at checking whether knowledge, skills and skills are formed	Professional and personal qualities of a specialist are aimed at determining the level of development

As a result of the analysis of the presented descriptions, it is possible to determine the conditions under which the competency criterion for education is formed:

- knowledge is given in various forms systematically, scientifically and generalized as a product of research and thinking activities, the process of creativity;
- the educator is represented as a «manager», «partner», that is, to cooperate, to democratically influence, to help, to enlighten, to be attentive to the personal initiatives of the student, to develop his personality; to occupy the position of aspiration;
- it is aimed at active cooperation with professors, teachers and students, support each other and create an atmosphere of mutual responsibility;
- through the group forms of Organization of education and training for educators, conditions are created for the person to practically assimilate various forms of relations and communication, to feel the joy of working and creating in cooperation;
- refusal to assess the suitability of the action and behavior for a predetermined sample.

In place of the conclusion, it should be said that in the process of determining the essence and structure of professional competence of a specialist, we will have the basics of studying the professional competence of a future professional education teacher. The decision-making of the future professional competence of the specialist in the educational technologies developed and used by the professors and teachers who are teaching in higher educational institutions is a component of the educational system of Education, which contributes to the creation of a significant initial base for the acquisition of one's profession, the gradual formation of theoretical, practical and In order for a person to perform his professional activity, the following personal qualities are necessary: creativity, technical thinking, confidence in his power, increasing his professional skills without interruption, being able to manage processes with emotional persistence, the emergence of compensation.

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