

SOME METHODOLOGICAL ISSUES OF PREPARATION OF FUTURE TEACHERS FOR EDUCATIONAL ACTIVITIES ON THE BASIS OF COMPETENT APPROACH

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ABSTRACT

This article describes the conceptual basis for preparing future teachers to organize educational activities on the basis of a competency-based approach. The author has developed proposals and recommendations for the preparation of future teachers for educational activities on the basis of a competent approach.

Keywords: Competence, approach, competency approach, professional competence, upbringing, educational activity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Modernization of education is the process of creating new models of education based on modern theory and practice. Modern education is a holistic reality in terms of value, which is reflected in the results of its impact on the human personality. It becomes not only a transmitter of cultures, but also a mechanism for its formation.

Values are common goals and means of achieving them, serving as fundamental norms that ensure the integration of knowledge, which helps the individual to choose the optimal form of behavior in situations that are important in life. Values are an indicator of the individual development of the internal potential of the learner and the formation of new qualities and abilities (in a particular area of human activity, in particular - in professional activities).

Competence approach:

- is the methodological basis of quality vocational education and training (competencies and competencies are quality indicators of the educational process);
- A scientific approach to the innovative management of the educational process, which is based on the technology of creating models for the training of future teachers and the formation of professional competence;
- Quality indicators of education in the system of professional and pedagogical education and professional and personal development of students and teachers - is a modern complex scientific approach to the implementation of the educational process aimed at the formation of general professional, professional, multicultural competencies.

A distinctive feature of the competency approach is that competencies are considered and defined in relation to their interrelationships, interdependencies, complementarity - enrichment, which allows to imagine the result of its implementation as a system of competencies that the student must possess.

The competency approach is used to determine the content of education and the quality of training in the higher education system, reveals an integrated description of the quality of graduate training as an integral and interrelated qualities of the individual.

In our view, a competency-based approach in terms of the composition of general, professional, intercultural competencies is interpreted as the basis of professional competence, professional and personal growth of students and teachers; is the definition of general competencies through their interaction, interdependence, complementarity and enrichment with other groups of competencies that are successfully formed in a specially organized educational process. It was concluded that the basis for the formation of general professional competencies in students should be considered through the organization of their extracurricular activities, as well as increasing the educational potential of the didactic system of higher pedagogical education. The essence of the competency approach is reflected in the innovative management of the educational process in the system of higher pedagogical education, which is based on the formation of competencies - the characteristics and qualities of the person who has a profession.

Competences are the main idea of education modernization. This idea is not limited to looking at the purpose of education from the perspective of existing traditional perceptions, i.e. as a system in which knowledge, skills and competencies are formed. However, this concept does not have a clear definition in theory and practice. Its main descriptive aspects are as follows: "knowledge system", work experience and motivation, the ability to solve problems ("unity of qualities") (E.F. Zeer [1], A.V. Khutorsky [2]), personal and a high level of practical training for professional activity (O. Musurmonova) [3]).

The role of competencies in the educational process is the purpose of education; activity-related component of education, an indicator of the quality of educational activity, is defined as the personal-individual values of the professional.

Competence in the generalized description: a newly formed character of a person, a virtue of a citizen who has a profession through individual acquisition and creative acquisition of certain competencies (as the basis of competence) in education and independent professional, social activity (innate and not developed - emphasis ours). This is the quality of a professional (professionally mature person) to work creatively in new (professional, social) conditions on the basis of life experience, practice, independent learning, individually acquired competencies. Creativity, creative thinking, their formation is an important indicator of competence.

From the point of view of a competent approach to education, the set of competencies is not absolute. In the "Concept of Continuing Spiritual Education" one can see that competencies are interpreted as "qualities" in terms of education [4]. In our opinion, when the qualities are manifested at the level of internalization of values (internal awareness), then the concept of "competence" can be applied to this process. More precisely, it would not be appropriate to recognize the manifestation of qualities on a motivational and cognitive level as the formation of competence. Competences and competencies of vital and professional importance - views on a set of important qualities of a professional with a general state-social order to a modern human-professional - a citizen of the country and the world; the dynamics of economic, scientific, social changes in the state and society are determined by human potential (intellectual, physical, spiritual) and competencies and competencies are formed within these views.

In creating a system of education based on the implementation of a competency-based approach, the value orientation, general professional competencies of the participants of the pedagogical process are of paramount importance. General professional competencies (in international terms, "core (content acquirer)"), in essence, determine the invariant composition of the powers and responsibilities of specialists in all types of professions.

The composition and application of these competencies will change historically. For example, a few years ago, five key competencies were adopted by the European Union:

- social competence - the ability to take responsibility, to participate in joint decision-making and implementation, tolerance of different ethnocultures and religions, the manifestation of the compatibility of personal interests with the needs of society;
- Communicative competence determines the mastery of communication technologies in different languages, both oral and written, including the ability to communicate via the Internet;
- describes the social and information competence, the mastery of information technology and a critical attitude to the information disseminated in the media;
- Cognitive competence - the readiness to constantly improve the level of knowledge, the need to update and realize their personal potential, the ability to independently acquire new knowledge and skills, the ability to develop themselves;
- special competence - readiness to independently perform actions on professional tasks, to evaluate the results of their work [5].

Based on the research, the following classification of general professional competencies, specified and defined in the educational standards for the training of teachers in various areas, was adopted as a basis [2]):

- knowledge related to the acquisition (assimilation), storage, modification and use of various information (gnostic);
- The purposeful and motivational aspect of the specialist's activity is focused on the value that reflects his ability to assimilate and adopt the values, moral and ethical norms and rules that have emerged in society and the professional environment;
- communicative, which defines the scope of interpersonal interaction, problems of communication in the field of professional activity, society, specific to various social institutions and ways to solve them;
- technical and technological, which reveals the basic principles of individual and collective activity, methods and means of planning these activities, design and calculation of equipment, production (or other type) process technology;
- Aesthetics associated with the improvement of the process of professional activity (achieving a high level of professional skills) and ensuring the perfection of the product of labor (in terms of design and structural-functional, etc.) of products, products and works produced in industrial and other activities;
- physical, etc., including the total requirements for the physical capabilities of the specialist and methods of performing certain psychomotor actions.

It is obvious that it is expedient to accept as a law the change in the structure and composition of general professional competencies over time and the needs of society, and to accept this as a theoretical basis for the formation of general professional competencies of future professionals.

Based on the improvement of the system of preparation of future teachers in higher education institutions on the basis of a competency-based approach to research, we study the content and structure of methodological competence of future teachers in higher education, based on the

requirements for the level of training of students of all levels of education. From a theoretical point of view, we found it expedient to cover in higher education the following areas, which play an important role in improving the system of preparation of future teachers for educational activities:

- expanding the role of teachers in the organization of educational work, in the direction of their personal development;

- Materials on national and international experience in preparation for educational activities (for example, advanced pedagogical ideas, new modern information technologies, materials on innovations in the life of the pedagogical field, etc.);

- readiness of students to apply the acquired knowledge and skills in their professional activities;

- The joint intellectual and emotional interaction of teachers and students is developed on the basis of the principles of diversity of content and methods of educational work, interactivity, dialogue, problem-solving, practical orientation.

We have identified the following indicators for the development of methodological competence of future teachers in the organization of educational activities:

- To know the qualification requirements for the subject "Education", the content of educational programs and be able to use them;

- organization of the educational process taking into account gender stereotypes, valueological factors;

- knowledge of information and communication technologies, computer hardware and its devices, work in Microsoft Office programs (Word, Excel, Power Point, Access);

- access to computer and multimedia technologies, virtual learning resources, distance and network technologies that serve to improve the quality of the educational process;

- be able to prepare normative documents, didactic and methodical materials on the organization of educational work (media scenarios, problem situations, business games, case bank, creative assignments, development of training sessions);

- Application of innovative educational technologies (reflexive, vitagen, suggestive, art therapy, action games, neurolinguistic programming, hermeneutics) in the educational process;

- effective use of national and advanced foreign models of education;

- the use of innovative methods of education, the effective organization of the activities of virtual communities;

- The use of modern concepts of education, scientific innovations in the field of education, media texts and advanced foreign experience;

- organization and moderation of master classes, trainings, webinars on topical issues of education;

- organization of online conferences, webinars, forums with students on the basis of modern ICT tools;

- organization of virtual clubs and organization of team creative work;

- research on the educational process, the development of research skills in the development of social projects;

- Promotion of innovative ideas and initiatives aimed at the development of creative skills, the educational process, the effective organization of pedagogical activities;

- Innovative activity, openness to innovations, their support, the ability to use in their professional activities.

In conclusion, it should be noted that the specific aspect of developing the methodological competence of future teachers in preparing them for educational activities is not only the formation of general parameters of methodological training, but also their creativity, ability to clearly plan goals and objectives of the pedagogical process. The development and implementation of innovative forms,

methods and tools of implementation, development on the basis of the principle of independent self-methodical and creative approach is of great pedagogical importance.

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