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Research Article

DEVELOPMENT OF PEDAGOGICAL COMPETENCE IN FUTURE TEACHERS

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ABSTRACT

This article highlights the issue of pedagogical competence, professional competence, formation of professional qualities and development of future teachers based on self-development and self-assessment. The main goal of modern education is to train ambitious and talented personnel who are mature in all respects, socially flexible to contribute to society, able to work independently on themselves, for a highly developed society. From this point of view, the level of competence of the pedagogue is of great importance in the education of a comprehensively developed personality.

KEYWORDS

Future teachers, pedagogical competence, professional competence, professional qualities, self-development, self-assessment.

INTRODUCTION

In the conditions of market relations, resistance to strong competition, which takes priority in the labor market, requires every specialist to have professional competence and to increase it consistently. So what is competence? What qualities are reflected in the basis of professional

competence? What qualities of competence should a teacher be able to highlight in himself? In this place, we will talk about these and related ideas.

"Competence" (incl. "competence" - "ability") is the ability to effectively use theoretical knowledge in activities, to demonstrate high-level professional skills, skills and talents.

The concept of "competence" entered the field of education as a result of psychological scientific research. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and ownership of a plan of action in complex processes.

Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level.

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

Qualities of professional competence. Pedagogical researchers have emphasized that the following qualities are reflected on the basis of professional competence[1].

The concept of "pedagogical competence" means having the highest professional competence, as well as communication and positive qualities of a pedagogue in the educational process. The meaning of the word "competency" is defined by having courage, reputation, comprehensive understanding and experience in one's field. Competence is a personal quality, and it is considered the ability, knowledge, skills and competence expressed in pedagogical activity and social life in different situations.

Formation of a person as a qualified, highly skilled specialist in the chosen field is a complex process. This can be achieved only as a result of many years of effective work and creative research. However, the ground for the formation of these qualities is created during the educational process in the educational system. Along with mastering specialized knowledge, skills and qualifications, the formation of theoretical and practical knowledge is also important in the process of professional training of the future pedagogue. In order to solve the socio-economic problems in various sectors of the national economy, it is appropriate to pay attention to the formation of professional competence in each specialist in order to successfully implement current tasks.

Accordingly, during the professional training of a future specialist, the development of professional competence is also important.

Depending on the nature of the research conducted by specialists, professional

competence may include various important components [2]:

- professional-legal competence (knowledge of various labor laws and regulatory documents, methodological materials in the field of professional counseling);

- social-perceptive competence (knowledge of the system of knowledge about personality types, behavior and relationships, knowledge of the determinants of perception and understanding of a person by a person);

- communicative competence (the future professional has acquired the necessary knowledge about various forms of interpersonal communication, methods of pedagogical influence and the characteristics of their application).

Professional competence is a psychological and acmeological category. Professional competence is a person's ability to perform tasks related to professional activity and the ability to use it effectively, which requires the possession of many personal characteristics. A.A. Derkach [3]

by professional competence in professional activity

competence, competence in professional communication, the identity of a specialist

It is possible to include competence in the ability to demonstrate, activity

priority is determined by the need to develop the professionalism of a modern pedagogue, whose

quality indicators form not only the pedagogical process itself, but also its results, the skills of planning, diagnosing, modeling, and projecting development issues, and also ensure the improvement of professional education at a high level. Accordingly, in the modern system of training pedagogical personnel of higher professional education, special emphasis is placed on the formation of the professional competence of the future pedagogue on the basis of the integration of psychological-pedagogical and professional-creative directions that develop the ability to design educational processes.

It is necessary to include the groups of diagnostic, communicative, management and projective studies in the essential characteristics of the diagnosis of professional competence. The pedagogue's cognitive activity is determined by the complexity, dynamics, non-standardity of things being studied in many ways, the influence of the boundaries separating social phenomena, their search, uncertainty, which implies observation, the ability to model the interlocutor's inner world.

In this case, the characteristics of self-regulation are characterized by the need to constantly improve one's knowledge and skills, and the ability to strictly coordinate one's behavior towards other people.

Professional competence, voluntary qualities of the future teacher,

intellectual potential, emotional qualities, practical skills, self

is formed on the basis of individual qualities that reflect the interdependence of management abilities and the level of social and cultural activity of a person.

Important pedagogical conditions in training a future teacher

the following can be recognized as [4]:

- normative and educational-methodical documents that can meet modern requirements (state education standard, model curricula, working curricula, model curricula, working programs, textbooks, educational availability of manuals, methodological recommendations, additional special literature, instructional tools, lesson plans, projects, etc.);

- high level of knowledge, skills and qualifications of scientific and pedagogical staff (professor, associate professor, teacher, qualified teaching masters, technical staff), sufficiently developed level of professional competence and having scientific potential;

- material and technical aspects of the educational process (educational buildings, educational auditoriums, educational workshops, practical-laboratory equipment), information technologies (radio, television, computer, copiers, laboratory equipment) equipment, audio, video, multimedia, simulators, film projectors, slide projectors, video projectors, availability of a set of technical tools, etc.) [6] is sufficiently provided;

- the creation of a socially and educationally-technologically favorable environment (teachers,

students, leaders and students, as well as the content, direction, unity of goals, etc. of students' mutual relations);

- consistent, continuous and systematic implementation of organizational and educational-practical activities.

Self-work and self-development are important in acquiring professional (including pedagogical) competence. Self-development tasks are determined through self-analysis and self-assessment.

Work on oneself - purposeful, consistent, systematic self-development by a person or specialist in the social and professional aspects, in order to achieve perfection

organization of actions

It is important that the specialist's work has the following qualities:

- improving professional knowledge, skills and qualifications;

- critical and creative approach to activity;

- achieving professional and creative cooperation;

- development of work ability;

- eliminating negative habits;

- acquisition of positive qualities.

By teaching future teachers to independently perform the following practical actions, it is necessary to form their work as a specialist:

- improvement of the pedagogical process based on a clear goal, aspiration;
- to increase the effectiveness of the pedagogical process, one's own work activity;
- mastering pedagogical knowledge that is constantly being updated;
- to be aware of advanced technology, methods and tools;
- effective implementation of the latest scientific and technical innovations in the activity;
- improvement of professional skills and qualifications;
- search for measures to prevent and eliminate negative pedagogical conflicts

Self-development - independent organization of practical actions based on specific goals and well-thought-out tasks in order to improve professional experience, skills and abilities.

In a number of studies, it is said that the "Individual development program" [7] is useful in the self-development of a specialist, including a pedagogue.

Individual development program - a personal-practical program developed on the basis of the needs of formation and development of certain qualities, BKM, professional competence in each person or specialist.

The individual development program of the pedagogue - as a specialist, the pedagogue

individually has this professional and pedagogical quality, knowledge, skills,

a personal-practical program developed based on the needs of formation and development of qualifications, professional competence qualities.

"Individual development" developed by the teacher

niche program"[8] consists of the following structural elements:

- pedagogical knowledge;
- psychological knowledge;
- specialist knowledge;
- didactic skills;
- skills of organizing educational work;
- important professional characteristics of the psyche and personal qualities;
- self-development goals;
- assignments for self-development

Thus, the need to withstand strong competition in the labor market in the conditions of market relations encourages each specialist to develop professional competence and qualities specific to him. Lexically speaking, it means "ability", and content-wise, it means "effective use of theoretical knowledge in activity, being able to demonstrate high-level professional skills, skill and talent" [9], certain qualities are examples. In particular, qualities such as social, special (psychological, methodical, informational,

creative, innovative and communicative), personal, technological and extreme competence are reflected on the basis of professional competence specific to a pedagogue.

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