



MAQOLALAR TO'PLAMI



3-TO'PLAM



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SPECIFIC CHARACTERISTICS OF PROFESSIONAL COMPETENCE FORMATION IN FUTURE EDUCATORS

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Annotation: In this article, the concept of competence, professional competence, competent approach, professionally competent teacher, some work that needs to be done if the formation of professional competence of future teachers is considered as a pedagogical problem, the concept of competence in professional competence and There is a need to pay attention to the forms of theoretical training of future teachers in the formation of professional competence.

Keywords: competence, professional competence, competence, future educators, competent approach.

The term competence is defined using the words "efficiency", "achievement", "success", "understanding", "effectiveness", "having", "quality", "quantity". the authors noted difficulties in diagnosing it. L. Spencer and M. Spencer say that the formation of competencies is delayed by the difficulty of measuring them and determining their characteristics.

Dj. Raven believes that competence should be assessed by belonging to a field according to a certain object or a class of objects. As a result, an estimate of the intensity of individual motivation of a certain activity is formed. He explains that it makes sense to determine the competence of a person only if he is expected to carry out activities to achieve a certain goal.

To meet the demands of the society, a modern teacher should have a high culture, deep spirituality, a sense of responsibility for the Motherland, responsibility, deep knowledge, pedagogical interest in developing the creative potential of his students, innovative activities, self-reliance requires ability to work, professional activity and a number of other similar qualities. Therefore, along with the issue of educating a perfect person, another main issue, that is, the issue of forming the professional competence of a specialist, is considered very important today. Determining what the specialist has competencies, i.e., what method of activity he can master, what he can do, what he is ready for, is called a competent approach.



The concept of "competence" entered the field of education as a result of the scientific research of psychologists. 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. A professionally competent teacher, firstly, has a positive influence on the formation of creative students in the educational process, secondly, he can achieve positive results in his professional activity, and thirdly, he can realize his personal professional potential. If formation of professional competence of future pedagogues is considered as a pedagogical problem, it is necessary to carry out the following activities:

1. Fundamentally improving the quality of teacher's professional-pedagogical training is directly related to its content. In order to significantly increase the quality of pedagogical staff training, it is necessary to provide synthesis of pedagogical and technical knowledge. 2. Pedagogical competence depends on the concept of pedagogic skill as defined by N.V. Kukharev as follows: "a set of qualities that solve the specific qualities of a teacher's personality and pedagogic issues in the most effective way arising from psychological-pedagogical preparation." 3. A.K.Markova says that a teacher is a teacher with professional competence, when he/she improves his/her pedagogical activity, pedagogical behavior to a sufficiently high level, and achieves high results in teaching and educating young people. A competent teacher should know how to use his professional knowledge and psychological qualities in his work. Currently, great attention is paid to the teaching technology in the formation of professional competence. The teaching technologies developed and used by the teaching staff of higher education institutions are a component of the educational system of determining and training the professional competence of future pedagogues, and are necessary for the initial creation of the professional-important base for acquiring the profession, professional helps to gradually form theoretical, practical and motivational preparation and ability to perform activities at a high level.

In addition, the concept of competence is important in the specific features of the formation of professional competence in future pedagogues. Competence requires constantly enriching one's knowledge, learning new information, feeling the



demands of this day and age, the ability to search for new knowledge, process it and apply it in one's practical work. A competent specialist knows how to use the methods and methods that he has mastered in solving problems, which are suitable for these conditions, he can selectively apply the methods that are suitable for the current situation, reject those that are not appropriate, will have skills such as looking with a critical eye.

Since the basis of competence consists of abilities, each of them should correspond to their own competence. Abilities correspond to the most general forms of competence in physical culture, mental sphere, general educational, practical, executive, creative, artistic, technical, as well as pedagogic-psychological, social and other skills.

It should not be forgotten that the content of the teacher's theoretical training is often understood as a set of psychological-pedagogical and special knowledge. However, the goal is not only to build knowledge.

In the structure of the teacher's experience, the knowledge that is considered an excess load and is not brought into a single system becomes something that no one needs. That is why it is necessary to pay attention to the forms of theoretical training in the formation of professional competence of future pedagogues. Such a theoretical activity is an activity manifested in the generalized knowledge of pedagogical thinking, which implies the presence of analytical, predictive, projecting and reflexive skills in the teacher. Drawing a conclusion from the above points, it can be said that in the formation of the professional competence of future pedagogues, teachers mainly develop and influence the activity, feelings, behavior of young people by setting an example in the process of their work. It is necessary to receive, choose material for each lesson, make it more complicated and ensure its connection with the previous and subsequent ones, plan the pedagogical process, including working with the team of teachers and young people, using a set of educational tools.

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