

FORMATION OF AUTOPEDAGOGICAL COMPETENCE IN FUTURE TEACHERS IN THE CONTEXT OF THE MODERN EDUCATIONAL PROCESS

Malika Muminovna Parpiyeva

Candidate of Pedagogical Sciences, Associate Professor, Department of Technological Education Chirchik State Pedagogical University Chirchik, Republic of Uzbekistan

Abstract:

This article deals with the problem of the formation of auto-pedagogical competence of future teachers in the context of the modern educational process. The main emphasis is on creating conditions for independent learning, self-development and self-education of students. A comprehensive and systematic approach to this task is being developed, including the development of special educational programs, methods and technologies, as well as the use of modern information and educational technologies and resources. Attention is also focused on the organization of practical training for future teachers and mentoring by experienced professionals.

Keywords: Autopedagogical competence, future teachers, self-education, self-development, educational process, methodology, educational strategy.

Introduction

In a large educational space, the requirements for the quality of education and the professional competence of teachers are constant. New technologies and reservoir advances are made every day, so it is important that educators be able to dare and learn quickly, develop their skills and achieve valuable and professional goals. One of the most important components of a teacher's competence is autopedagogical competence, which involves the development of self-education and self-development skills, the ability to reflect, critically analyze one's own activities and constantly improve professional skills [5]. This competence allows teachers not only to work effectively in the educational process, but also to remain in demand in the professional environment throughout their careers.

Thus, the relevance of the study of this topic is due to the desire of the educational system to improve the quality of training of specialists and the need to ensure their readiness for independent professional development and adaptation to changes in the educational process.

The theoretical foundations of this study are based on the works of domestic and foreign scientists dealing with the problems of professional competence of teachers, self-education, self-development and reflection in educational activities [1, 2]. Practical conclusions and a



strategy for the formation of autopedagogical competence in future teachers were implemented. Autopedagogical competence is an integrative characteristic of a teacher's professional activity, which includes the skills of self-education, self-development, self-analysis and reflection, as well as the ability to self-improve and adapt to the changing conditions of the educational process.

Table 1 presents the main components of autopedagogical competence and their content. This table can serve as a basis for developing methods for the formation of autopedagogical competence in future teachers, as well as for assessing their current level of development in the framework of professional training.

Table 1. Components of autopedagogical competence

Component of autopedagogical competence	Content
1. Motivational	- Interest in self-education
	- The desire for self-development
	- Desire to improve in professional activity
2. Cognitive	- Theoretical knowledge in the field of pedagogy, psychology and teaching methods
	- Skills and abilities for organizing and implementing self-educational activities
3. Operational-activity	- Possession of methods and techniques of self-education
	- Ability to implement pedagogical tasks and solve professional problems
4. Reflective	- Ability to analyze and evaluate own activities
	- Ability to adjust and optimize professional skills

For the formation of autopedagogical competence in future teachers, the following methods can be used:

- Work with personal goals and motivation. Students need to determine their goals and motives for learning in this area. This will help them understand how technology education can help them achieve their goals and develop their professional skills.
- Use of innovative technologies in education. Future teachers should acquire not only theoretical knowledge, but also practical skills in applying innovative technologies in teaching, such as the use of interactive whiteboards, computer programs, multimedia presentations and other means.
- Independent study of the material. Students need to learn how to independently study the material, conduct research, analyze information and draw conclusions. To do this, you can use self-learning methods, such as reading books and articles, watching video tutorials, taking online courses.
- Gaining practical experience. In order for students to effectively apply their knowledge and skills in the workplace, they need to gain real-world experience. To do this, you can organize an internship at work, internships in schools or other educational institutions.



• Continuous development. Teachers must constantly improve their knowledge and skills. To do this, students, future teachers need to attend conferences, seminars, master classes, read specialized literature and study the experience of the best teachers.

In general, the formation of autopedagogical competence in future teachers involves the creation of conditions for independent learning, self-development and self-education.

We propose the following strategy for the formation of autopedagogical competence in future teachers:

1. Setting by students of personal goals in learning. By setting specific, measurable, achievable, relevant and time bound (SMART) goals, students can take control of the learning process and determine what they need to do to achieve their goals [3]. To do this, students need to define a personal goal and make it SMART (specific, measurable, achievable, relevant and time bound).
2. Participation of students in the creation of a training plan. The learning plan should include the objectives, resources, strategies, and timeframe needed to achieve the learning outcomes. By creating a personalized self-study plan, future educators can track their progress, adjust their strategies, and make sure they are on track to reach their goals.
3. Development and implementation of educational programs and methodological materials in the content of training that contribute to the development of skills of self-organization, introspection and reflection, as well as providing access to various sources of information and training resources.
4. Using self-assessment and reflection. Self-assessment is the process of reflecting on one's own learning experience and evaluating one's progress in achieving educational goals [6]. Using self-assessment, students can identify their strengths and weaknesses, set new goals, and adjust their learning strategies accordingly. It is necessary to develop the skills of future teachers to conduct a dialogue with themselves, to be aware of their strengths and weaknesses, to determine individual educational needs and learning strategies. To do this, we suggest that students make weekly diary entries reflecting the skills and abilities acquired during the learning process. You need to think and write down what you learned, what worked well, and what could be improved. Further, the results of these reflections should be used in order to set new learning goals and, as necessary, adjust your own learning strategy. It is also necessary to train students in self-assessment and self-control methods, which will help them evaluate their progress and learning outcomes.
5. Getting feedback from other participants in the educational process (teachers, fellow students). Feedback can give students valuable information about their accomplishments, including what they are doing well and what they need to improve. It is necessary to create a supportive educational environment in which students can actively share knowledge and experience, participate in the discussion and analysis of professional problems, and receive constant feedback from teachers and peers. To do this, it is necessary to introduce exercises for mutual evaluation in the context of the classes, so that students give each other feedback on the project or presentation. Feedback is needed to identify areas where students can improve and adjust learning strategies as needed.



Mentoring and collaborating with experienced educators can also help build students' autopedagogical competence by providing feedback, support, and guidance.

6. In the process of training in the pedagogical specialty, emphasis should be placed on developing the skills of future teachers to apply various methods and approaches in their professional activities, which will allow them to flexibly adapt to changing educational conditions and the needs of students.

7. The introduction of distance and blended forms of education, as well as the development and use of modern information and educational technologies and resources can also contribute to the formation of autopedagogical competence in future teachers [4]. Technologies such as online courses, webinars, e-libraries, educational platforms and social networks can provide students with access to up-to-date knowledge and experience, as well as the opportunity to communicate and collaborate with colleagues and educational experts.

Thus, the formation of autopedagogical competence in future teachers requires a comprehensive and systematic approach, including the development of special educational programs, methods and technologies, the use of modern information and educational technologies and resources, as well as the creation of favorable conditions for independent learning, self-development and self-education of students. This will help prepare highly qualified specialists who are able to adapt to the rapidly changing requirements of the modern educational process and effectively solve professional problems.

In the long term, the formation of autopedagogical competence among future teachers contributes to improving the quality of education, professional mobility and self-realization of specialists, which in turn leads to an improvement in the educational process, adaptation to rapidly changing conditions and requirements of the educational environment, as well as meeting the needs of society for qualified and flexible-minded specialists.

References

1. Беткер Л. М. Проблема самообразования педагога //Вестник Югорского государственного университета. – 2010. – №. 3 (18). – С. 43-46.
2. Вазина К. Я. Природно-рефлексивная технология саморазвития педагогов, студентов //Наука и школа. – 2010. – №. 5. – С. 20-24.
3. Волкова С. А. Применение SMART-принципов для повышения личной профессиональной конкурентоспособности в период обучения в вузе //Вопросы педагогики. Учредители: Научно-информационный издательский центр" Институт стратегических исследований". – С. 79-83.
4. Еремкина О. В. Смешанное обучение в профессиональной подготовке будущих педагогов: теория и опыт //Понятийный аппарат педагогики и образования. – 2023. – С. 168-181.
5. Масовер Н. Ю. Становление аутопедагогической компетентности будущего преподавателя в классическом университете //Вестник Новгородского государственного университета им. Ярослава Мудрого. – 2009. – №. 53. – С. 43-46.
6. Степанов В. А. Педагогическая исследовательская рефлексия в системе формирования самооценочной деятельности будущих учителей //автореф. дис.... канд. пед. наук. – 1999.

