

THE UNIQUENESS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS BASED ON THE EDUCATIONAL PROCESS

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Abstract:

There was talk about the uniqueness of developing the professional competence of future teachers based on the educational process.

Keywords: Pedagogy, education, training, competence, thinkers, technology, method, educational process.

TA'LIM JARAYONI ASOSIDA BO'LAJAK O'QITUVCHILARINING KASBIY KOMPETENTLIGINI RIVOJLANTIRISHNING O'ZIGA XOSLIGI

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Annotatsiya:

Ta'lim jarayoni asosida bo'lajak o'qituvchilarining kasbiy kompetentligini rivojlantirishning o'ziga xosligi to'g'risida gap borgan.

Kalit so'zlar: Pedagogika, ta'lim, tarbiya, kompetentlik, mutafakkirlar, texnologiya, usul, ta'lim jarayoni.

Introduction

The components of any pedagogical system are closely interrelated and directed towards their goals. Therefore, the methodological basis of the educational approach in this work is based on the discovery of great opportunities in the study of the object that allows to determine.

If we consider the system of professional competence development of future teachers based on a systematic approach, it consists of a set of interrelated institutions as a complex psychological



system aimed at achieving the common goal of continuous education of future teachers. Thus, a systematic approach to complex psychological systems allows them to be kept intact along with other systems.

Because if we analyze this process, the teacher performs his activities in any psychological process and improves his knowledge, skills and qualifications. It is manifested in the structure of the model as a part of the psychological system. On the other hand, the teaching process is constantly formed depending on the subject and the object, as a result, education represents a model of the psychological system.

Human activity, regardless of its nature and form, is realized on the basis of a certain internal desire, desire, inclination, that is, motive, as a result of the realization of one or another goal. This means that the teacher's conscious awareness of the social need for continuous improvement of his activity and personality and his desire to do so are the natural knowledge, skills and abilities of the teacher as a mature person, and his personal confidence in the improvement of the personality and It is an extremely difficult task that he feels the need to implement it, and thus becomes the basis for starting the process of correcting the shortcomings in his personality and activity.

Thus, the main goal of the teacher training system is not only to improve the activity and personality of future teachers, but also to create a balance between the requirements of society and personal training.

It can be said that psychological activity is a special type of social activity aimed at imparting the knowledge, social experience, cultural and spiritual wealth accumulated by mankind to the young generation, developing their personality and preparing them to perform certain social tasks in society.

The teacher performs his activities on the basis of certain tools. Its means of activity are to ensure that future teachers understand the laws of nature and society's development through the means of teaching knowledge in scientific knowledge, textbooks, educational manuals.

Psychological activity is a socially useful and acceptable form of human activity, which aims to be refined, morally and economically suitable, and begins to prepare young people who are growing up in life.

The tasks of psychological activity include:

management - organizes and implements psychological activities;

- formation of reliable views of these people on society and life;

development - the teacher constantly improves his professional knowledge;

training - development of knowledge, skills and qualifications based on modern requirements of activity and life;

psychological preparation is the formation of a person who is ready to solve any difficulties through internal experiences.

The main organizational part of psychological activity is the design of psychological activity, which are:

- constructor clearly defining the task and purpose of psychological activity, achieved results determined by some personal qualities of people;



- forms the basis of organizational directions of psychological activity;
- determines the subjective and objective activity of scientific and psychological activity, scientific intelligence, an important higher proposition;
- communicative (practical) - its effectiveness is realized in all respects due to the method of psychological activity, subjective and objective relations and complexes;
- scientific research, psychological process and training are being improved;
- the objectivity of pedagogical activity - determines the psychological characteristics of society, the participation of individual and group participants.

Sh.S.Shodmanova explained the principle of modeling the activity of a future teacher based on the educational approach in her works, "Modeling is a scientific method that allows you to create various models of the object of knowledge and use them in scientific creativity. In the modeling method, the model is studied, not the object.

The English scientist M. Rosenberg developed nine areas of education and the following professional requirements:

- educate students until they know their needs and demands;
- provides information at the level of being able to evaluate the effectiveness of the activity;
- there is an opportunity to develop educational programs;
- vocational skills;
- is an opportunity to become a consultant;
- there is a possibility of communication;
- there is an opportunity to conduct research;
- achieving continuous professional growth;
- achieving cultural self-improvement.

L.M. Based on the nature of teaching, Mitina notes that the professional-psychological preparation of future teachers is based on the following three interrelated areas:

- 1) identity of the student;
- 2) educational activities of students;
- 3) social relations established by the student.

Some professional and methodological descriptions also cover the following situations:

- a) reasons for learning;
- b) educational issues proposed and accepted by students as an educational task (in the course of psychological practice, each student faces psychological problems that must be positively resolved);
- c) solving educational tasks based on the successful organization of educational activities;
- g) in the course of education, the teacher's ability to control his own activity and self-evaluation gradually improves, which is especially important in monitoring and evaluating student activity.

N.F. Talizina's comments provided for the following: functional formation of a specialist; the breadth of his professional expertise; professional descriptions; expert assessments and forecasts of this activity in the near and long term; their schemes, taking into account the size and proportions of the subjects.



N.A. In Muslimov's opinion, the most optimal educational program can be developed only on the basis of the student model, it should be developed taking into account the requirements of the enterprise for the specialist as a customer.

The activity of a specialist teacher is a complex and multifaceted task, and R.S. Nemov defines the stages of its solution as follows.

- determining the main parameters first in the form of hypotheses, and then at the level of research;

- selection, design, standardization of its indicators for design;

- development of methodological bases.

Thus, professional competence is the practical application of forms, methods and means of effective organization of knowledge, development and management processes, qualitative analysis of professional results, study of advanced psychological and foreign experiences, design of educational process, successful characterized by implementation skills.

Acquiring knowledge, skills and qualifications, work experience and educational, psychological and developmental qualities in the process of class, production and independent study ensures the formation of professional competence of future teachers.

Training future teachers based on educational approaches in the psychological process is the basis for the formation of the necessary educational, psychological and developmental qualities, the ability to use modern teaching methods and competencies. This ensures the improvement of the future teacher's qualifications as a professionally competent, innovative teacher who fully meets the state standards and requirements of the social customer.

In the training of future teachers, the development of their professional competence is characterized by two indicators, i.e. methodological and psychological, general professional sciences and independent.

The methodological foundations of the first indicator are based on organization, communication, information acquisition, design, research and reflexive competencies.

The second indicator operates with the establishment of psychological, general professional subjects and subjects taught in the independent second and third blocks, as well as independent.

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