

## METHODOLOGY FOR THE DEVELOPMENT OF INTEGRATED PROFESSIONAL-GNOSTIC COMPETENCE IN STUDENTS

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### Abstract

This article provides information about the pedagogical conditions for the formation of the professional-gnostic competence of the future English teacher and its implementation, as well as a detailed analysis of the integrated professional-gnostic competence. At the same time, the method of formation of professional-gnostic competence in future teachers is also discussed.

**Keywords:** formation of professional-gnostic competence, development of pedagogical conditions, gnostic-competent approach, systematicity, integrity, integrated competences.

### Introduction

Pedagogical practice has demonstrated that in order to improve a student's professional-gnostic competence, it is required to develop both professional and personal qualities.

The development of the student's professional-gnostic competence entails the expression of a number of personal characteristics. Professional education based on the gnostic-competent approach has demonstrated that preparing a "knowledgeable" specialist is related to addressing his professional field (competencies) as well as his cognitive-personal component (memory, perception, thinking). A gnostic-competent teacher's training must also include the development of personal-psychological traits.

Professional-gnostic competencies can only be developed via students' acquisition of competencies and growth of personal qualities; they cannot be taught. As part of the shift to Gnostic-oriented education, Higher Education Institutions must establish a suitable learning environment that includes teaching, learning, assessment, learning goals and outcomes, and teacher-student relationships. Additionally, new techniques for student-to-student interaction that foster personal growth must be developed.

At all levels of educational preparation, professional-gnostic competence is successfully formed through a well-designed system of specialized exercises that match the competencies required for oral communication with society, goals, fields, situations, conditions, and communication tasks. We stress once more how crucial the gnostic element is to the teacher's work, but gnostic competence is represented by the future teacher's ability to execute tasks and goals in the classroom as well as by their success in communication.

Ensuring the execution of fundamental education principles is ensured by constructing an efficient system of professional development for future teachers and the building of professional-gnostic qualities. These include, among others, person-oriented methods,



consistency, continuity, individualization, unity of goal and substance of training future teacher bachelors, systematicity, integrity, and continuity.

Professional-gnostic competence is an evolving, primarily conscious communication experience that is directly produced and activated in interpersonal settings. Interpersonal experience is both uniquely individual and collectively produced and experienced. But to envision gnostic competence as an isolated, personal experience without considering the social context of these socio-psychological traits would be to misunderstand the nature of gnostic competence.

The individual content of teaching, in specific conditions, places high demands on the professional-gnostic competence of the future teacher. This applies not only to the educational process, but also to its planning. Improving the professional-gnostic competence of future bachelor teachers should be oriented towards the future. Assessment, testing and improvement of professional-gnostic competence are important elements of improving the quality of educational services. A high professional level is, of course, the most important quality of a future teacher with gnostic competence. An important criterion for evaluating the qualifications of future teachers is their ability to integrate theoretical and practical competencies into the teaching methodology.

Future teachers should have competences in developing students' integrative creative abilities, forming universal values, that is, universal competence of a person that ensures the interaction of different fields of science, competence that will form the basis of student culture in the future. and creates a holistic aspect of fundamental concepts, the need for a healthy lifestyle, as well as the ability of the teacher to develop himself, the future teacher to regularly study the personality of his student at school, the student of the team In order to determine the level of language preparation and conditions, which affect the results of education and training, interests and attitude to science, it is necessary to study its characteristics.

Therefore, the productivity of forming professional-gnostic competencies of the student depends on a number of conditions, in particular, the previous level of general cultural development, the depth of self-perception, the formation of the gnostic core of the individual, the personal experience of purposeful self-transformation, etc. depends. Accordingly, in training, it is necessary to take into account the personal characteristics of each student and build mutual cooperation with him in accordance. Therefore, the main task of the teacher is not to "fit" each student to a certain standard, but to help him realize his personal characteristics, encourage self-awareness and self-control, encouragement, support in finding an individual learning style is necessary. A student should learn to methodically analyze and critically evaluate school educational materials, textbooks, and study guides from the point of view of their use in a specific class.

The future teacher's mastery of information and research technologies is considered an indispensable basis for improving the quality of education. The use of information and gnostic technologies in the creation of educational and methodological support allows increasing the efficiency of the educational process. The teacher's competent use of information and research technologies increases the pedagogical effect on the formation of the student's creative potential.



Considered an important and relatively independent sub-system within professional competence, professional-gnostic competence manifests itself as the ability to interact with other subjects. The requirements for the professional-gnostic competence of the future bachelor-teacher are reflected in the development of the following integrated competencies:

selection and critical use of scientific literature,

analysis of own and colleagues' activities, methodical analysis and critical assessment of educational material,

planning and conducting an uncomplicated methodological experiment, presenting research results in the form of abstracts, reports, messages, articles. Use of research results in practical work,

study in order to determine the level of language preparation and conditions that have a positive or negative effect on the results of education and training, interests, attitude to the community.

During the pedagogical practice of students, not only theoretical and practical competencies are tested, but also their readiness for independent education with other students, opportunities are created for effective development of personal and professional-gnostic competencies of future teachers. Students adapt to educational activities due to the acquisition of initial work experiences in working with students. Language practice is especially important in the effectiveness of formation of students' professional-gnostic qualities and competencies. This is necessary in order to provide students with experience in the process of education.

In its place, the practical-pedagogical approach is an important condition that contributes to the effectiveness of the process of formation of professional-gnostic competence of future bachelor-teachers, because it is professional- it is very difficult to fully prepare for pedagogical activity. Thus, it can be noted that the practical-pedagogical approach has an important potential in improving the quality of professional-gnostic training of students.

First of all, specialists who can achieve results in scientific activity can ensure their success in modern competitive conditions. Accordingly, such specialists must have a certain set of competencies. These include: overcoming difficulties, flexibility, dynamism of thinking and finding non-standard, original solutions, as well as the ability to withstand high pressure. All these competencies are evaluated as a part of intellectual-gnostic development.

Integrated pedagogical conditions that help to effectively form the professional-gnostic competence of the future teacher include the following: implementation of interaction of academic subjects in the process of formation of professional-gnostic competence, use of active educational methods in the educational process, such as the use of variable courses in the formation of the professional-gnostic competence of a future teacher, and the implementation of an active approach in the process of gnostic practice.

Conducting regular surveys about the quality of students' research work, their effectiveness and, of course, the qualities and competencies of each teacher - improving the professional training of future teachers, the interaction between them allows setting up the mechanism.

In conclusion, we can say that defining and substantiating the characteristics of pedagogical work, components of professional-gnostic competence of future teachers, mechanisms of its formation in the educational process are close to each other and form an integral dynamic system of pedagogical activity. It is possible to assess the existence of pedagogical requirements, norms, and rules that must meet the professional-gnostic competence of the



future specialist from the expert's point of view, to study the quality of his activity using tests, questionnaires and other methods. At the same time, the problem of measuring professional competence is related to the problem of criteria, indicators and levels of its formation. In the study, we were based on the following: cognitive-personal component; motivational-value component; situational-speech component; subjective-perceptual component. It was determined and summarized based on the selection of integrated criteria and indicators, which more fully describe the professional-gnostic competence of the future teacher, and allow to justify the level of its formation.

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