

PECULIARITIES OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

Fayzieva Umida Asadovna

Associate professor of Bukhara State University, Uzbekistan, Bukhara

Annotation: The modern education system requires constant improvement of the qualifications and professionalism of the future teacher, that is, his professional competence. This article examines peculiarities of the development of professional competence of future teachers are the focus of the specialist's activity and the competence for its implementation, expressed by indicators of their content, structure and effectiveness.

Key words: technologies, education, knowledge, skills, experiment, competence.

Nowadays, the profession of a future teacher requires constant improvement in the subject area, in the field of teaching methods, forms, and technologies. Under the professional competence of a teacher is understood the totality of professional and personal qualities necessary for successful teaching. A professionally competent future teacher can be called a teacher who carries out pedagogical activities, pedagogical communication at a sufficiently high level, achieves consistently high results in teaching and educating students.

Professional competence of a future teacher is the ability of a teacher to solve professional problems, tasks in the conditions of professional activity. This is the sum of knowledge and skills that determines the effectiveness and efficiency of work. It is a combination of personality and professional qualities.

In pedagogical researches, pedagogical competence of future teacher is today defined as:

- the unity of the theoretical and practical readiness of the teacher to carry out pedagogical activities;
- a certain mental state that allows one to act independently and responsibly, as a person possessing the ability and ability to perform certain labor functions;
- professional readiness and ability of the subject of labor to perform the tasks and duties of daily activities;
- potential willingness to solve problems with knowledge of the matter, etc [1].

Based on modern requirements, it is possible to determine the main ways of developing a teacher's professional competence:

1. Work in methodical associations, creative groups;
2. Research, experimental activities;
3. Innovative activity, development of new pedagogical technologies;
4. Various forms of pedagogical support;

5. Active participation in pedagogical competitions, master classes, forums and festivals;
6. Generalization of own pedagogical experience;
7. Using information technologies.

The stages of formation of professional competence can be distinguished:

- ✓ self-analysis and awareness of the need;
- ✓ self-development planning (goals, objectives, solutions);
- ✓ self-display, analysis, self-correction.

Professional competence of a teacher is an integral part of professionalism and pedagogical skill. Therefore, the following professional competencies of the teacher can be distinguished:

1. Intellectual and pedagogical competence - the ability to apply knowledge, experience of professional activity to effective training and education, the ability of a teacher to innovate.
2. Communicative competence - a significant professional quality, including speech skills, the ability to interact with people around.
3. Information competence - the amount of information the teacher has about himself, students, parents, colleagues.
4. Reflective competence - the teacher's ability to manage their behavior, control their emotions, the ability to reflect, stress resistance.
5. Constructive - the ability to design the student's personality, select and arrange teaching and educational material in connection with age and individual abilities [2].

Elements of the formation of professional competence of future teachers are aimed at the activities of future teachers, namely the ability to make the right decision in pedagogical situations. The competent training of professionals is determined by the educational experience gained in the course of educational activities, the ability to mobilize personal, social qualities and values that form their professional competence and professional development, the ability to effectively use it in practice. N.V. Kuzmina classified the professional competence of a teacher as follows:

- ✓ specialized and subject;
- ✓ differential psychological (stimulation of consciousness and opportunities for discipline);
- ✓ methodical (formation of knowledge and skills);
- ✓ socio-psychological (communicative);
- ✓ autopsychological (according to personal achievement) [3].

Professional competence is understood as a set of professional and personal qualities necessary for successful pedagogical activity.

In conclusion, pedagogical competence of a future teacher is defined as a systemic property of a personality, the basis of which is the integration of personal, didactic, methodological, informational, communicative, projective, organizational abilities of a teacher and his professional knowledge and skills, which determines the readiness of a teacher. Development competence of future teachers includes its organization and conduct strategy, forms an active position of the educator, expands professional interests, contributes to the development of search and creative

activity, making optimal decisions, showing initiative, increasing the need for advanced training and independence.

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