

DIDACTIC OF FORMING PROFESSIONAL COMPETENCES OF FUTURE TEACHERS IN HIGHER EDUCATION INSTITUTIONS

Umarov Alisher Yusubjanovich,
Researcher of Tashkent State Pedagogical University,
Candidate of Physics and Mathematics, Associate Professor

Abstract:

In this article reforms implemented in the field of education and science , improvement of training of pedagogues in the educational system, formation of professional competencies of future teachers of higher educational institutions, reforms implemented in the field of education and science in developed countries, training of pedagogues, ways of implementing development in the educational system through specific pedagogical and psychological influence tools are highlighted.

Key words and concepts: integration, idea, ideology, policy, thinking, reform, education, continuing education, science, professional education.

In the current period, the formation of a new system of social relations in society, the integration of education into the world education system, the development of democratization and humanization processes require a new approach to modern pedagogical technologies in the educational process. That is why, on the basis of the reforms implemented in the field of education and science in the Republic of Uzbekistan, the formation of the professional competence of pedagogical personnel, education on the basis of mutual social cooperation is gaining urgent importance. The President of the Republic of Uzbekistan, Sh.M.Mirziyoyev, in his address to the Oliy Majlis on January 24, 2020, addressed the issue of personnel: " As we aim to turn Uzbekistan into a developed country, this can only be achieved through rapid reforms, science and innovation we can achieve with For this, first of all, it is necessary to educate the new generation of personnel who will be proactive reformers, who think strategically, and who will be educated and qualified. That is why we started reforming all stages of education, from kindergarten to higher education. In order to increase the knowledge and level of not only young people, but also the members of our society as a whole, first of all, we need knowledge and high spirituality. Where there is no knowledge, there will be backwardness, ignorance and, of course, error. As the sages of the East say, " The greatest wealth is intelligence and



knowledge, the greatest inheritance is a good education, and the greatest poverty is ignorance!" Therefore, for all of us, mastering modern knowledge, becoming the owner of true enlightenment and high culture should become a continuous vital need. Currently, the main way to understand pedagogical technology is to focus on clearly defined goals, to establish regular interaction with the learner, and to teach through the behavior of the learner, which is the philosophical basis of pedagogical technology. Interaction forms the basis of pedagogical technology and should fully cover the educational process, technology as a complex process consists of a number of teaching stages, each of these stages, in turn, consists of specific actions. Practice is the sum of the work done by the teacher in explaining the learning elements on the subject in the classroom, and is the completed part of the teaching process at this stage.

A number of philosophical, pedagogical and psychological theories were used to clarify the essence of the concept of "professional identity of a teacher".

Systematic approach makes it possible to consider the concept of "professional identity of a pedagogue" as a whole integrated phenomenon with the following components: "internal conditions" (aspects related to the individual-typological characteristics of the subject); "situation" (the system of conditions of professional and educational activity of the subject); "relation to the situation" (attitudes affecting the content of the subject's behavior).

Modern psychology has relevant theoretical and methodical methods and tools that allow to come to a conclusion by analyzing the professional characteristics and professional qualities of a specialist in the study of the professional identity of a pedagogue.

Studies and analyzes of scientific research show that there are different opinions regarding the explanation of the phenomenon of "professional identity of the pedagogue". Some scientists of our country and Russian researchers consider the individual potential of a pedagogue as "a set of opportunities and abilities directed towards a specific creative goal" (BRKadirov, EG'. Goziev, Ye.P. Varlamov, S.Yu. Stepanov), others consider it "they see it as a person's intellectual-practical energy potential" (NVKuzmina). Foreign scientists evaluate professional identity as "a unique form of personal activation and self-expression in the professional field" (K. Rodgers), "an integrative description of the system of personal and professional abilities" (J. Guilford).

The study of the mechanisms of the formation and development of the teacher's professional identity allowed us to conclude that the activity and reflexivity of the



individual is the basis of the process of formation of individuality. The effectiveness of the processes of formation and development of the teacher's professional identity depends on the level of psychological competence of the specialist.

Recently, interest in researching the issue of psychological competence of specialists is growing. It is important to systematize views and opinions in this regard.

The teacher's professional pedagogical activity is carried out on the basis of "teacher-student" interaction, in this process educational, educational, correctional, developmental and formative goals are realized. Therefore, it is appropriate to pay attention to the communicative (dialogue) competence when studying the professional-psychological competence of the future teacher. In modern psychology, there are several approaches to the study of communicative competence and the conditions and factors of its formation.

For example, the representatives of the behaviorist direction define communicative competence as the ability of a person to demonstrate appropriate behavior in certain situations, to rationally assess the situation and to act accordingly.

Supporters of cognitive psychology believe that communicative competence is formed directly depending on the level of the subject's cognitive (mental) sphere, his knowledge of human psychology, as well as his social thinking, imagination and perception.

Representatives of humanistic psychology prioritize the characteristics of the individual's value system and emphasize that communicative competence depends primarily on the sincerity, openness of those who enter into communication, and the acquisition of communication skills that allow personal development.

Some representatives of modern psychology, which is aimed at increasing the psychological potential of a person by using various positive psychological practice models, consider communication as a space for the approval, testing and presentation of subjective models of managing one's own behavior in the process of activity. In this case, communicative competence is manifested in the development of subjective control skills in a person, the formation of a positive form of worldview, the desire for success, the formation of guidelines, and the presence of the ability to establish relationships in accordance with the purpose. Improving the inner mental environment of the individual is considered as a guarantee of ensuring communicative competence.

Communicative competence is also related to the correct understanding of a person's behavior by others. Correct communication of the content of human behavior to others in the process of communication awakens a sense of satisfaction in a person



as a subject of social partnership. Ultimately, a high level of communicative competence ensures success in society, which, accordingly, affects the level of self-esteem of a person. The lower level of communicative competence causes stress, anxiety, and fear.

Communicative competence is manifested in supporting communication with the interlocutor, respecting his "I". The teacher's psychological encouragement and support to the student as a communication partner in his professional activity is one of the important factors of pedagogical success in class and extracurricular time. Therefore, we believe that at present, it is necessary to pay serious attention to the effectiveness of practical courses aimed at the formation of communicative competence in educational institutions specializing in teacher training.

In conclusion, it should be noted that **the** criteria for the development of professional psychological competence can also be specified. They are:

- comprehensiveness and depth of psychological knowledge that allows to make psychological-constructive professional decisions;
- the ability to apply psychological knowledge in professional activities, the possession of qualifications and skills;
- stagnation of psycho-competent behavior;
- integration of the conceptual, tactical and operational levels of competence, that is, the practical application of the unity of theory and practice;
- manage to psychologically constructively coordinate their feelings with real reality;
- the presence of high indicators of professional success, psychological health and satisfaction with one's work;
- adequacy of standards and forms of competence demonstration in conditions of mutual cooperation.

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