

PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract:

In this article, the authors highlight the pedagogical conditions for the development of professional competence of future teachers, the concept of competence, the structural foundations of pedagogical professional competence.

Key words: youth, education, pedagogical conditions, competence, competence, professional competence, social competence, extreme professional competence.

A lot of work is being done in our republic to strengthen the intellectual and creative potential of young people, increase their involvement in the reforms being carried out in the country. Modern conditions and opportunities have been created for young people to receive education and professional activity. Because the education of literate, purposeful and energetic youth with modern knowledge and skills, able to take responsibility for a decent future of the country is one of the most important tasks of today.

The need to define pedagogical conditions plays the role of an important methodological requirement for any study of systems, phenomena, processes and objects. When analyzing the concept of "condition", V.A.Oganesov explains it "on the one hand, as a state on which something depends, and on the other - as an environment in which something is done" [2].

On the basis of a systematic analysis, literary sources, normative documents and an analysis of their own experience, the psychological and pedagogical conditions of professional and pedagogical training of students for professional activity based on a competence-based approach are determined. First of all, this is the implementation of a personality-oriented approach to the professional training of future specialists, which allows to fully manifest and develop the personal functions of the subjects of the professional and pedagogical training process.



The next condition is the software and methodological support for the preparation of students for professional activity, which contributes to improving the quality of the educational process.

Another condition is the gradual development of students' professional competencies. The preparation of students for professional pedagogical activity is an integral, full cycle of educational activities carried out by a team of teachers of higher educational institutions and the student himself. The sequence of preparatory stages reflects the unity of practical and theoretical methods of cognition and activity of participants in the pedagogical process.

In the theory and practice of pedagogical science, the concepts of “competence” and “competence” are used simultaneously. “Competence” (English “competence” – “ability”) is the ability to effectively use theoretical knowledge in activities, to show a high level of professional competence, skills and talents. The concept of “competence” entered the field of education as a result of psychological scientific research. From a psychological point of view, competence means “having a plan of action in non-standard situations, in unexpected cases, how a professional behaves, enters into a dialogue, behaves in a new way in interaction with opponents, in performing ambiguous tasks, in using information full of conflicts, in consistently developing and complex processes”. Professional competence does not imply the acquisition of individual knowledge and skills by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Competence also requires constant enrichment of special knowledge, study of new information, understanding of important social requirements, the ability to search for new information, process it and apply it in their activities [1].

Researcher B.Nazarova notes that the professional competence of a teacher consists of the following structural foundations: special or professional competence, social competence, auto-competence, extreme professional competence.

When teaching and educating a person, it is important not only to focus education on the student, but also the psychological readiness of the teacher for pedagogical activity. In such cases, it requires special attention to the level of professional competence of the teacher. Self-improvement and self-development are important for the acquisition of professional competence. On the other hand, the tasks of self-development are determined by introspection, as well as self-



esteem. And the professional competence of a teacher ensures an effective, successful organization of the pedagogical process.

Used literature

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