

FACTORS OF FORMATION OF PROFESSIONAL COMPETENCE IN THE FUTURE TEACHER

Zarifa Kh. Shamirzayeva

Phd student Chirchik State Pedagogical University

Chirchik, Uzbekistan

E-mail: zarifashamirzayeva@gmail.com

ANNOTATION

The level of instruction, present-day teaching methods, and use of tools, game technologies, problem-based learning, and independent learning strategies are essential. This entails creating the framework and curriculum for students' independent education at higher education institutions (HEIs), which necessitates intensive pedagogical and scientific research to improve implementation methods.

Keywords: independent education, pedagogical competence, criteria, DTS requirements, assesment

Managing the activities of another person (education, learning) is difficult, because the goal of the teacher is always objectified in the future of the student. This goal is close and understandable to the teacher, he demands: "You must know, be able, do." At the same time children live momentary life, overwhelmed by the problems of today, and the future is too far away for them. Sh. A. Amonashvili calls this contradiction "the basis of the tragedy upbringing". The teacher lives in the present, and builds the future. This is difficult. Direction of practical education training staff members who have completed a bachelor's degree in accordance with the general qualification norms established for the level. It is recognized to have attributes to be competitive to have professional training, to organize one's work on a scientific foundation, and to be able to make independent decisions in one's sector. Independent education plays a unique role in the formation of employees with certain qualities in the higher education system. It is well recognized that raising the standard and effectiveness of education is one of the key components of training qualified individuals, the standard of instruction, contemporary instructional techniques and it's crucial to use tools, game technologies, problem-based learning,

and autonomous learning methods. This involves the development of the structure and content of students' independent education in higher education institutions (HEIs), which calls for extensive scientific and pedagogical study to enhance the techniques of implementation. It is well acknowledged that improving educational standards and efficacy are one of the essential elements of developing skilled workers. The level of instruction, present-day teaching methods, and use of tools, game technologies, problem-based learning, and independent learning strategies are essential. This entails creating the framework and curriculum for students' independent education at higher education institutions (HEIs), which necessitates intensive pedagogical and scientific research to improve implementation methods. In terms of structure, implementation, and management, this and other related concerns of higher education independent education of students in institutions' pedagogical series show that there are issues. Studying these topics from a scientific-pedagogical perspective, teaching students how to educate themselves independently, and creating the right learning environments for them to pay attention to and learn independently the need to develop students' organization, implementation, and control of independent education at the level of contemporary professional-pedagogical training requirements not, students' knowledge, skills, and insufficient formation of skills, students are independent on the organization, implementation, and control of education educational and methodical literature, recommendations, developments, guidelines. (Rosina, 2006; Boltabaeva, Dadamirzaev, 2008). Russian scientists E. Zeer and D. Zavodchikov describe "competence" as the ability to efficiently organize a specialist's activity as a series of guided acts in (Ivanov, 2007). Ohio State university scientists "competence" refers to a person's collection of talents and abilities required for efficient field work (Ivanov, 2007). According to R. Meyers, competency is a definite understanding that a prospective specialist must demonstrate by using it in practice rather than just meeting the requirements.(Ivanov,2007). According to the Russian scientist M.M. Shalashova (2008), the expert competence is his integrated personal characteristic, in life and his knowledge, experience and problems that arise in his work the ability to decide on the basis of personal talent is understood. Usually, the competence of a specialist in professional practice is as follows determined by indicators:

- professional competence;



- know his field well;
- regular improvement of professional qualifications;
- working on oneself;
- responsibility for his decisions.

Determining the future specialist's competence at higher education institutions is a crucial matter. Due to the specialist's role in the educational process being his future, is directly tied to skill. The level of creation of a student's actions during his studies is now suggested to be implemented through assessment in HEIs in several of Russia's neighbors. The student's involvement in the subsequent activities is considered in this situation:

the outcome of the coursework defense
the outcome of the defense of the diploma
the outcome of the student's research
the outcome of various student competitions
exhibitions and other gatherings
the outcome of the pedagogical and production practice
the outcome of the student science olympiads
national and international participation in conferences
scientific seminars, and achievements
the student's accomplishments in athletics and other activities.

A graduate is thought to be capable of being identified as competent after a thorough evaluation of the aforementioned indicators. Our extensive research demonstrates that the word "competence" refers to a person's professional and personal qualities, including their capacity to put their knowledge, skills, and credentials to use in practical situations and their independence in problem-solving. He is a graduate who exemplifies the capacity for independent and inventive work. Independent learners are crucial to the development of competence education. Because a prospective specialist exclusively relies on information and abilities, it is necessary for them to be both possessive and practical. Further, the students are assigned problem-solving activities as part of the educational process, and these tasks can be completed independently with the help of problem-solving instruction. Future specialists are undergoing a broad autonomous education with the aim of developing their mental capacity in every circumstance and situation application, discovering the essential



knowledge, and using it in practical activities to become accustomed to it. Independent education has a favorable impact on young people's ability to develop as individuals. Character qualities are stabilized in it, particularly the development of self-control and willpower. Improvements are made to these traits. They are used to expressing and defending their individual thoughts, which helps them to not be apathetic to events and to be able to judge them accurately. According to the Ministry of Special Education's request and in accordance with the DTS requirements for graduates of higher educational institutions, the primary HEIs in our Republic are currently Higher and Secondary. The process of creating identifying criteria has begun. High a graduate of an educational institution will be completed the graduation thesis defense requirement for a bachelor's degree in accordance with the current DTS requirements, mastering the subjects indicated in the plan, the necessary knowledge for the field, acquisition of skills and competencies, and certain academic subjects state attestation. The following factors are used to assess a student's competence in higher education institutions: the student's knowledge, skills, and ability to put those skills to use; intellectual ability; psychological traits; the ability to solve a problem on one's own; eagerness for news and creative work on one's own; the ability to express and defend his opinion. These standards establish the level of student competency.

REFERENCES

1. Bolotov V.A., Serikov V.V. Kompetentnostnaya model: Ot idei k obrazovatelnoy programmoy. Pedagogika. 2003. № 3
2. Blinov V.I. Prakticheskaya podgotovka budushix uchiteley: progmatika, prespektivy. Moskva. IOO. MONRF. 2004.
3. Olsson, Thomas; Martensson Katarina and Roxa, Torgny. Pedagogical competence. Swedish, Division for Development of Teaching and Learning, Uppsala University, 2010.
4. Slastenin V., Isaev I., i drg. Pedagogika. Uchebnaya posobiya.

