

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract

The article covers the content of the compensations that determine the level of development of pedagogical competence that should be possessed for future teachers.

Keywords: - Competence, professional competence, personal experience, technology, practical activity, development.

Introduction:-

Today, in the researches carried out by the world's leading higher education institutions and scientific centers, innovative training of future specialists is of particular importance to the criteria of professionalism of future specialists, the problems of creating an innovative production environment. In the implementation of this process, scientific research on the basis of indicators such as motivational, cognitive, operational, reflexive and self-assessment of the successful application of modern information and pedagogical technologies in the educational process plays an important role.

In the strategy of action on further development of the Republic of Uzbekistan, priority tasks such as "further improvement of the system of continuous education, increasing the opportunities of quality educational services, continuation of the policy of training highly qualified personnel corresponding to the modern needs of the labor market" are defined [1].

In our country, in all spheres of society, all the conditions and opportunities necessary for the adult education of young people with active, aspiring, strong and high moral and moral qualities are created. It is known that the XXI century is a technical age, and the bunda science and Technical Development wants to change the requirements for the educational process. For this reason, in the process of training, teachers are faced with important tasks. The organization of the

educational system on the basis of a new approach in solving these tasks is considered to be the same.

President of the Republic of Azerbaijan M. Mirziyoyev believes that “our youth has an independent thinking, high spiritual and spiritual potential, we will mobilize all the forces and opportunities of our state and society in order to become people who do not come to their peers in any sphere in the world, to be happy” [2], and it is noteworthy that the youth of our independent Uzbekistan are being considered free thinking. Therefore, it is one of the high tasks before us that teachers organize classes on the basis of organizational approaches on the basis of the current New period talabi.

Competence is the ability to do any work effectively, the ability to meet the requirements in the performance of the work, the ability to meet the requirements in the performance of specific working functions .

Professional competence is the acquisition of the knowledge, skills and skills required by a specialist to carry out professional activities and their application in practice at a high level [3]. Professional competence implies not only the acquisition of special knowledge, skills by a specialist, but also the assimilation of integrated knowledge and actions in each independent direction. Also, the competence is due to the constant enrichment of specialist knowledge, the study of new information, the most important thing is to look for scientific information, to be able to process them and apply them in their activities.

It is desirable to allocate professional pedagogical competences into separate types:

- special pedagogical competence;
- to have sufficient knowledge to carry out pedagogical activities at the required level;
- social pedagogical competence;

Effective communication skills, responsibility for pedagogical culture and job outcomes;

- all this is included in the concept of social pedagogical competence; - personal pedagogical competence;
- this is the ability to organize pedagogical work wisely, time management, striving for personal growth are its main components [4].

It is possible to form social-perceptive competence in it by engaging in pedagogical and psychological training-seminars, work Games, master classes and various practical classes,

increasing the role of qualification practice, creating favorable conditions in which each student can demonstrate his or her opportunities and skills specific to pedagogical activity. To do this, it is necessary not only to master the knowledge, skills and skills related to this field, but also to master the technique of establishing communication with people, to develop a motivational sphere, to increase psychological knowledge, to consider psychological preparation for professional activity((Table 1)).

(Table 1).Criteria for assessing competency

Components of competence	Criteria for assessing competency
1. Preparation	Special features, characteristics of reception and processing of information, ability to learn, typological features, etc.
2. Education	The presence of an idea of the predominance of learning associated with competency, stereotypes, knowledge, competency
3. Experiment	Close to the competency or to fulfill the task and tasks corresponding to it
4. Relationship	Formation of relations with oneself and others in connection with the implementation of competency or activity competency
5. Regularity	Ability to control "motivation"to actions related to competence, perseverance, perseverance, patience, preparation for overcoming obstacles in achieving the goal associated with the implementation of competence

The level of preparation for the demonstration of competence can be determined by the following criteria: the idea of self-development and self-expression, the choice of a professional path, the preparation for marriage, the ability to make decisions in relation to becoming a child, the willingness to respond to their own life, the independent choice of a way of life, the willingness.

In conclusion, it should be said that when teaching and educating a person, it is important not only to direct education to the educator, but also to the psychological readiness of the teacher to pedagogical activity. In such cases, it requires special attention to the level of professional competence of the teacher. In the educational system, the adoption of the competent peer as a conceptual basis of educational reforms, the introduction of the competent peer into the educational system requires serious changes in the purpose, content, form of teaching, methods

of teaching, pedagogical and information technology, methods of control, as well as in the role of educator and educator.

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