

Modern Methods of Development of Pedagogical Competence in Forthcoming Teachers

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Abstract

The article analyzes the features of the forthcoming teacher's professional competence, presents the results of studying its structural components. The practice-oriented purpose of article is to give definition of directions for the development of professional competence for the forthcoming teachers.

Keywords:

professional competence, education, pedagogical competence, self-improvement, knowledge, skills

Introduction:

Nowadays, the profession of a teacher requires constant improvement in the subject area, in the field of teaching methods, forms, and technologies. The modern pedagogical situation is characterized by diversity, and the teacher must skillfully adapt to the changes taking place in the content of teaching. In this regard, one of the promising areas for the development of education in Uzbekistan is the improvement of professional skills, the dissemination of best practices, and the creation of an innovative educational environment. Today, education in Uzbekistan is focused on a competitive and modern teacher who shows initiative, is clearly aware of his professional goals, is open to everything new and is optimistic about innovation.

Literature review

The problem of professional competence of the forthcoming teacher was studied by many scholars. The issues of formation and development of professional competence in the future teacher are considered in the works of E.F. Zeera, I.A. Zimney, N.V. Kuzmina, M.I. Lukyanova, A.K. Markova, A.M. Novikova, G.S. Trofimova, G. Bernhard, V. Bloom, H. Markus, R. Sterner and others. In the mentioned studies of the problems of professional competence of the forthcoming teacher, it is noted that the personality of a teacher is formed in the course of his professional activity, the development of which begins during the period of study at a pedagogical university. They offer various ways to implement the requirements for teacher training, which are generally associated with finding ways to strengthen the practical orientation of teacher training.

Discussion

Competence is the individual ability of a specialist to solve a clearly defined list of professional tasks.

The professional competence of a 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. There is a separate level of competence for modern teacher, because each teacher has a different list of tasks and competitive qualities. The competence approach in education is built around the formation of certain competencies in the student. This becomes the main goal and result of education. This approach manifests itself in the special organization of the educational process, and in the choice of content, forms, methods and means of education.

The modern teacher of the 21st century should possess the following qualities:

- harmoniously developed, internally rich personality, striving for spiritual, professional, general cultural and physical perfection;
- having to select the most effective methods, means and technologies of training and education for the implementation of the tasks;
- able to organize reflective activities;

Therefore, at present, the demand for a qualified, creatively thinking, competitively capable personality of a teacher, capable of educating a personality in the modern world, has sharply increased. A professionally competent teacher can be called a teacher who carries out his activities at a sufficient level, achieves consistently high results in training and education.

The main components of the professional competence of a teacher include:

- Intellectual and pedagogical competence - the ability to apply the knowledge gained, experience in professional activities for effective training and education, the ability of a teacher to innovate;
- Communicative competence is a significant professional quality, including speech skills, listening skills, extraversion, empathy;
- Information competence is the amount of information the teacher has about himself, students, parents, and colleagues;
- Regulatory competence - the ability of a teacher to manage their behavior, control their emotions, the ability to reflect, stress resistance.

The development of professional competence is a dynamic process of assimilation and modernization of professional experience, leading to the development of individual professional qualities, accumulation of professional experience, involving continuous development and self-improvement.

The main components of the professional competence of the forthcoming teacher are:

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- socio and legal competence - knowledge and skills in the field of interaction with public institutions and people, as well as possession of professional communication and behavior techniques;
 - personal competence - the ability for continuous professional growth and advanced training, as well as self-realization in professional work;
 - special competence - readiness for independent performance of specific types of activities, the ability to solve typical professional tasks and evaluate the results of one's work, the ability to independently acquire new knowledge and skills in the specialty;
 - extreme competence - the ability to act in suddenly complicated conditions, in case of accidents, violations of technological processes [1].

PROFESSIONAL COMPETENCE OF THE TEACHER

PEDAGOGICAL CREATIVITY

1. Pedagogical collaboration.
2. Pedagogical skill.
3. Pedagogical excellence.
4. Pedagogical innovation.

PROFESSIONALISM

1. Ability to turn your knowledge, skills and abilities into the desired result.
2. Demonstrating a high degree of excellence in the performance of one's work.
3. Possession of different methods and forms of their work.
4. Improving your practical knowledge, skills and abilities in your only professional activity.

COMPETENCE

1. Ability for analytical thinking.
2. Implementation of an integrated approach to the performance of their duties.
3. The ability to master the techniques of personal self-expression and self-development by means of confronting the professional deformation of the personality.
4. Ability to act in accordance with the situation.
5. The presence of communication and integration abilities, the ability to maintain relationships, influence and achieve one's own, possession of joint group professional activities, cooperation.
6. Possession of professional communication techniques.
7. Social responsibility for the results of one's work

QUALIFICATION

1. The readiness of the employee for professional activities.
2. Availability of the employee's knowledge, skills and abilities necessary to perform a particular job.

Picture – 1 The structure of the teacher's professional competence [2]

Pedagogical skill is the activity of a teacher at the level of samples and standards worked out in practice and already described in methodical developments and recommendations. The skill of a

teacher is not directly related to the experience of his work. Unlike craftsmanship, pedagogical creativity is always a search and finding of a new one: either for oneself (discovery by the teacher of variable non-standard ways of solving pedagogical problems), or for oneself and for others (creation of new original approaches to individual techniques that rebuild the known pedagogical experience).

In foreign psychology, when determining professional competence, the emphasis is on the ability to act independently and responsibly. The basic components of professional competence are:

- social competence as the ability for group activities and cooperation with others, readiness to take responsibility for the results of one's work, possession of professional training techniques;
- special competence - preparedness for independent performance of specific types of activities, the ability to solve professional typical tasks and evaluate the results of one's work, the ability to independently acquire new knowledge and skills in the specialty;
- individual competence - readiness for constant professional development and self-realization in professional work, the ability to professional reflection, to overcome professional crises and deformations.

Forthcoming teachers are characterized by a pronounced desire for service, which manifests itself in the desire to work with people, to make the world a better place. With an increase in work experience, there is an increase in the concretization of interests in life, an idea is formed of oneself as a strong personality with freedom of choice, able to build a life in accordance with one's goals and ideas about the meaning, as well as an increase in the difficulty in restructuring habitual ways of activity.

With an increase of experience in a group of teachers working in innovative schools, vital interests are concretized, an idea of oneself as a successful person is formed, the emotional saturation of life increases, and the desire for self-development in the profession and independence becomes actual.

Conclusion

In conclusion, only an active life position, improving professional skills helps the forthcoming teacher to ensure one of the most important rights of the student - the right to quality education. Thus, it can be concluded that today there are certain conditions in which every teacher can grow personally and professionally: to acquire new knowledge, improve skills, increase personal and professional self-esteem, gain recognition among colleagues. The continuity of this process ensures an increase in its effectiveness.

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