



PERSONAL DEVELOPMENT OF A FUTURE TEACHER AS AN INTEGRAL PART OF PROFESSIONAL TRAINING

Kipchakova Yorkinoy,
Lecturer, Fergana State University

Annotation:

This article covers issues such as the formation of professional competence in future teachers and its content, the role and importance of base competencies in their preparation for professional activities, the formation of knowledge, skills and qualifications of students from Universal and specialized disciplines through interdisciplinary contacts, the mechanism of development of professional competence of students on the basis of pedagogical and technical.

Keywords: future teachers, professional education, competence, competence, professional competence, interdisciplinary integration, integrative-differential approach.

INTRODUCTION

The main task of the higher educational institution is to ensure the development of the personality of the future specialist. The main question here is that a future specialist should independently realize his capabilities through creative activity in the process of professional training. Unlike education, creative activity is not aimed at mastering already known knowledge. This will contribute to the self-realization of the future specialist, the embodiment of his own ideas aimed at creating a new one. In order to develop the student's creative abilities, research and creative tasks are solved. Consequently, if the ability to learn is formed in the course of educational activity, then within the framework of creative activity, the general ability to search and find new solutions, unusual ways to achieve the desired result, new approaches when considering the proposed situation is formed.

In the 21st century, one of the conceptual rules for updating the content of education is the competence approach. And its implementation in practice leads to a new approach to the content of education, method and technology. One of the main units of updating the content of education is the concept of competence. It expresses the integrative nature of the personality, in other words, the personal qualities of the future specialist – knowledge, skills, practical experience, abilities, value orientations. Competence ensures and strengthens a person's readiness for professional activity.





The interaction of integration and differentiation has been proved in pedagogical science, which makes it possible to create the necessary conditions for regulating vocational education, building a hierarchical model. In modern society, it determines the level of development of countries not only by its technical condition, but also by the professional competence of specialists trained in higher educational institutions. Modernization of the education system, changes that occur in the system of vocational education are necessary for the development of professional competence of employees of an educational institution. Currently, state educational standards of higher professional education are being introduced, innovations in educational content and technologies are being widely introduced, aimed at improving the quality of training teachers of future vocational education.

The most complete psychological forms of professional development of an individual in the process of professional self-government in modern socio-economic conditions, features of the development of professional competence studied by E.F.Zeer. It assesses professional competence as one of the main components of the structure of professional activity. Also, the orientation of the individual, the professionally important qualities, represent professionally important psychophysiological characteristics. T.M.Sorokina's research, the professional competence of the teacher is interpreted as a unit of theoretical and practical training for the implementation of pedagogical activity. According to his approach, teaching competence is one of the stages of professionalism, which is the basis of the pedagogical activity of the teacher. V.N.Vvedensky believes that the concept of "professional competence" is characterized by the breadth of its content, integral features that combine such common concepts as "professionalism", "competence", "professional competence". However, the cases of concept identification in which it is being considered in conjunction with the concept are still frequently "competence". Competence is a complex of professional or functional characteristics that are personal in nature, and qualified. M.I.Lukyanova understands the peculiarities of a person who, on the basis of the psychopedagogical potential of the teacher, has a high level of professional training for pedagogical activity and effective interaction with students in the educational process. As a component of psychological and pedagogical competence, it considers blocks of psychological and pedagogical directions.

A.V.Khutorskoy distinguishes the concepts of "competence" and "competence" "between the concepts of" used synonymously". Competence is a complex that determines the interdependent characteristics of an individual (knowledge, skills, methodology of activity), for certain topics and processes, and is necessary for qualitatively productive production in relation to them. G.M.Kodjaspirova believes





that" a teacher must have a certain pedagogical competence in order to be a qualified teacher".

Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and the ability to apply them at a high level in practice. Professional competence implies not the acquisition of special knowledge, qualifications by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Competence also assumes the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, the search for new information, their processing and application in their activities.

Let us briefly outline the essence of the qualities reflected on the basis of professional competence. They included:

- 1) social competence;
- 2) special competence;
- 3) personal competence;
- 4) technological competence;
- 5) includes extreme competence.

N.A.Muslimov and K.Abdullaeva believes that competence is the level of independent and creative application of the acquired set of theoretical knowledge, skills and qualifications to practice, which also takes shape in the student's process of practice and in his post-higher education activities. The concept of competence is characterized as the ability to apply knowledge, qualifications, personal qualities and practical experience for successful activities in a particular area.

"Competence is a general ability based on knowledge, experience, values, intentions acquired through education. Competence does not fall into knowledge or skill; competence does not mean being a scientist or an educated person". It is necessary to distinguish between competence and skill.

A skill is a characteristic feature that can be learned from observations of movement, competence – behavior, skills in a particular situation. Thus, skills are manifested in practice as competence. Competence enhances skill, movement. Competence is formed as a result of conscious activity.

The state educational standard defines professional and general competencies, that is, the knowledge, skills and qualifications that graduates must acquire. They can be achieved through an integrative approach to the development of basic professional education programs. The variative part of the program makes it possible to reflect the specificity of the educational institution, the region, the need of employers in the area for specialists who have specific professional competencies. In our eyes, it is





integrative education (educational integration) that is important for the process of formation of professional competence of future specialists and for their further professional activities.

The main goal of the development of creative abilities is to educate a truly creative free personality. To achieve this goal, the following tasks are important:

- formation, acquisition and application of students' ability to think independently;
- development of Cognitive, Research and creative activity;
- finding non-standard solutions to any problems that arise;
- increased interest in participation in creative activities.

The process of developing creative abilities is based on:

- intellectual and moral development of students using non-standard lessons, forms of work, methods;
- introduction of alternative forms and methods of conducting educational activities into the educational process;
- creating conditions for the educational process for the manifestation of creativity in the class of students, regardless of personal qualities;
- to constantly ensure the student's desire for independent creative activities.

Working on the development of students' creative abilities makes it possible to see, identify, pay attention to the abilities of the student in a timely manner and understand that these abilities need support and development. The higher the level of creative development of the student, the higher its effectiveness. To develop the creative abilities of students, the professional training system makes them interested in independent intellectual activity, the need for their own research of processes and phenomena, the desire to prove the tasks being solved, perseverance in achieving intellectual skills, the need for active creative activity. Well-organized and systematized research work of students is of great importance in the development of creative abilities of students. The educational and research activities of students are an opportunity to solve research problems that are personally relevant to the student and at the same time contribute to the formation of new knowledge.

In order for the student to actively develop his creative abilities, he definitely needs the help of a teacher who will notice the creative individuality of his student and allow him to open up at various events. The accumulation of experience of independent creative activity by each student involves the active use of collective, individual and group forms of work at different stages of performing creative tasks. The personal form allows you to activate the student's personal experience, developing the ability to independently determine the specific task to solve. The group form develops the ability to coordinate its point of view with the opinion of friends, the ability to listen





and analyze the search directions proposed by the members of the group. The collective form allows the student to find out various points of view on solving a creative task. Thus, the effectiveness of the work carried out is largely determined by the nature of the relationship between students and the teacher.

The student's creative abilities, if the following conditions are followed, develop in all types of activities that are important to him:

- the presence of students' interest in performing creative tasks;
- implementation of creative tasks not only from the classroom, but also as an important component of the student's extracurricular activities;
- creative work must develop in the interaction of students with each other, be lived by them depending on certain circumstances in situations of an interesting game and event.

CONCLUSION

The pedagogical aspect of the problem concerns the search for new content, forms and methods of teaching based on the high activity of the student's personality. And this directly depends on the availability of abilities for the selected type of activity. Their nature, knowledge of the principles of development create conditions for their most effective development. Hence, creativity in the educational process can be considered the student's ability to create new objectively and subjectively through creative actions that cannot be transmitted using a system of described and regulated actions or activities. By mastering knowledge and methods of activity in the process of creativity, students acquire the ability to independently acquire knowledge and skills.

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