

ADVANCED FORMATION OF THE PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER IN PEDAGOGICAL WORK PRACTICE

Khalikov A'zam Abdusalomovich

Professor of the TSPU named after Nizami

Doctor of Pedagogical Sciences

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Abstract. *This article is devoted to opinions about the importance of developing the professional competence of the future teacher at an advanced level in the practice of pedagogical work and to the recognition of the views of scientists who have conducted research on the problem.*

Keywords: *professional competence, future teacher, pedagogical practice, educational system, student, professional mobility.*

In the conditions of deep modernization of the education system, the need to constantly improve the training of pedagogical personnel, including qualified teachers, is becoming urgent. Their insufficient qualification and, as a result, the lack of professional mobility, create issues of creating a comprehensive system of professionalization, improving its content, forms and process. The growing scientific interest in the professional training of teachers is related to the considerations directed at them and the existence of a number of objective problems in their activity, tasks to be solved in their nature, and approaches to solving them.

The educational system created by modern society is designed for the new generation to assimilate the achievements of society and its culture (spiritual and material). Educational institutions of various types, including pedagogical universities, are a training ground for every member of society, in particular, in the conditions of teaching practice, to practice managing their abilities. Also, the future teacher implements actions that develop the ability to form, understand and understand the existing opinion, to be aware of their own actions. Contributes to mastering socio-cultural norms (science, law, politics, art, ethics, religion). It is education that, first of all, transforms these values and attitudes into a new value system of society with advanced national traditions - an open, changing, spiritually and culturally rich, dialogical, tolerant system that ensures the formation of a person will bring.

Changes in the requirements of qualifications in the labor market, rapid changes in knowledge and the need to update them require the creation of flexible educational structures that can implement higher professional education programs.

In such conditions, the professional activity of teachers is to create conditions for the development and formation of the professional skills of each student within the scope of the studied subject, especially in the conditions of advanced educational, pedagogical and production practices. When designing their activities, teachers are based on their own ideas about the correctness of their professional actions. Objective standards help to correctly understand the pedagogical activity and its results in the pedagogical process and create an opportunity for self-construction to solve professional problems.

Today, the attitude of teachers to the need for changes in the current educational environment:

the position of the teacher in modern Uzbek society and the demand for his work results;
typical functional professional duties in a traditional school and a set of requirements for
the personality of a teacher implementing a personal-active approach;

it develops depending on the teacher's desire to realize his creative potential and the
conditions of organizing the traditional educational process.

At the same time, the complex systematic connection between the content of professional
education and the content of specialist activity was recognized by modern scientists, and this is
what determines the logic of modern theoretical approaches and solutions to the search for ways
to improve the quality of professional training. Pedagogical reality itself is full of tasks that start
the teacher's creative activity. This can be observed in the researches of scientists such as O.S.
Anisimov, V.V. Davydov, and V.I. Zag-vyazinsky. However, the creative nature of the teacher's
professional activity is not only in the methods of solving pedagogical problems, but also in self-
development and self-improvement programs that determine the level of personal and professional
self-awareness of the teacher. A.K. Markova and Yu.V. Senko also emphasize this in their scientific
research.

Issues of pedagogical creativity related to the development of professional competence of
the future teacher were developed in the works of V.V. Kraevskii, A.Z. Rahimov, V.G. Ryndak
and others. The problem of developing the professional competence of the future teacher Yu.V.
Vardanyan, O. E. Lomakina, V. A. Kozyrev, S. V. Meleshina, N. N. Natsarenius, N. V. Ostapchuk,
A. P. Tryapitsyna and others. In addition, in the research of scientists, having generally developed
the theoretical and methodological foundations of the formation and development of professional
competence, teachers (in particular, researchers are not taken into account here) the professional
skills of future teachers of pedagogical universities in the conditions of educational, pedagogical
and production practice it is possible to witness that attention was paid to the specific features of
the formation.

The professional training of teachers has become the object of research of correctional
teachers of the past, such as V.K. Orfinskaya, O.V. Pravdina, F.A. Rau, M.L. Shklovsky, and
modern ones - L.S. Volkova, V.I. Seliverstov, T.B. Cheveleva, G.V. Chirkina, S.I. Shakhovskaya.
Despite the importance of the study, the authors reduce the multifactorial process of professional
development of a prospective teacher to equipping him with a systematic set of knowledge, skills,
and competencies. Thus, if we dwell on some aspects of the development of professional
competence, in essence, the traditional approach and principles in the process of training future
teachers in determining the criteria for evaluating the readiness of students, that is, future teachers,
and in their professional activities is repeated.

In general, recognizing the importance of the research results of the above-mentioned
authors in the field of pedagogy, we emphasize that a number of issues related to the development
of professional competence of future teachers in the context of pedagogical practice have not yet
been sufficiently developed.

Although many scientists are conducting research on this problem, the following
contradictions remain:

the need of the society to improve the professional skills of the teacher who can develop
and implement humanistically oriented technologies in the school and traditional approaches in
the higher pedagogical education system;

pedagogical requirements for the professional skills of teachers determined by regional, socio-economic, cultural and national conditions and the lack of special psychological and pedagogical training of a professionally qualified specialist;

the increase in the flow of information and the future teacher's inability to effectively process it and creatively apply it in teaching activities, especially in educational, pedagogical and production practices;

the social order of modern society for the multifaceted personality of the future teacher with a high level of professional pedagogical culture and the lack of systematic knowledge on his education among students, that is, future teachers.

A particular issue that has emerged recently is the priority of training professionals to work with children who have learning difficulties due to learning disabilities, especially at primary school age. In conclusion, it should be said that the relevance of this issue lies in paying special attention to the development of the professional competence of future teachers who are being trained in pedagogical universities. In particular, it is permissible to try to achieve efficiency as a result of more "creating" situations that encourage them to be ready for pedagogical activity.

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