



COMPREHENSIVE APPROACHES TO EDUCATION - THE BASIS OF THE CONCEPT OF DEVELOPING GENERAL COMPETENCES IN STUDENTS

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ABOUT ARTICLE

Key words: Professional competence, innate ability, test, choice, perfect person, higher education, future teacher, professional - pedagogic.

Received: 17.10.2023

Accepted: 22.10.2023

Published: 27.10.2023

Abstract: In this article, professional competence, professional self-awareness, respect for professional values and orientation to the profession are the professional formation, support and development of the innate ability of the growing young generation. is a generalizing concept that is one of the components of the universal culture shown in the example. The formation of professional competencies of future teachers is to ensure that they act successfully on the basis of practical experience and knowledge in solving professional issues.

INTRODUCTION

Great work is being done in our republic to strengthen the intellectual potential of young people and increase their involvement in the reforms implemented in our country. In our country, modern conditions and opportunities have been created for young people to study and acquire a profession. Because one of the most important tasks of today is to educate well-rounded, goal-oriented and active young people who have modern knowledge and skills and can take responsibility for the country's worthy future.

Professional competence, professional self-awareness, respect for professional values and orientation to the profession - this is manifested in the example of the professional formation of the young generation, support and development of innate abilities. is a generalizing concept that is one of the components of universal human culture. The formation of professional competencies of future teachers is to ensure that they act successfully on the basis of practical experience and knowledge in solving professional issues. Realization of professional competence and professional identity is considered a lifelong process, a person chooses a profession from the stages of dreaming, trying, choosing and realizing them, then he enters a profession, and later changes professions in the world, in his own changes his profession or specialty depending on the change, his attitude to work. The idea of a perfect person is of both national and universal importance, it is a noble idea that embodies spiritual and

physical perfection and motivates a person towards noble goals. Perfection should be embodied in the image of a modern teacher. Forming the professional competence of today's teacher is to increase his daily ability and work efficiency. It is possible to train qualified specialists by studying and solving problems related to the formation of professional skills in work activities, forming professional training. The need to improve the pedagogical and psychological knowledge of future teachers is based on the growth of social demands placed on educational institutions and teachers. In the field of higher education, determination of the real needs for education is carried out based on determining the level of their professional training, identifying the aspects that meet the requirements and the existing shortcomings and gaps. Based on this, it is appropriate to implement innovations. This leads to the development of pedagogical competence.

Analysis Of Literature On The Subject

The need to determine pedagogical conditions plays the role of an important methodological requirement for any study of systems, events, processes and objects. When analyzing the concept of "conditions", V.A. Oganosov explains it "on the one hand, as a condition that depends on something, on the other hand, as an environment in which something is done." According to A. Nain, the term "pedagogical conditions" can be broadly defined as a set of final results of socio-pedagogical processes at this stage of society's development. Based on systematic analysis, literary sources, normative documents and analysis of own experiences, the psychological and pedagogical conditions of professional-pedagogical preparation of students for professional activities are determined based on the competence-based approach. First of all, it is the implementation of a person-oriented approach in the professional training of future specialists, which allows the full manifestation and development of the personal functions of the subjects of the professional and pedagogical training process. The second condition is problem-based learning using interactive educational forms, based on interactive exercises and tasks performed by students.

The expected result in the process of teaching students in pedagogic higher education institutions is formed in the form of requirements for mastering the basic educational programs presented through general cultural, general professional and professional competencies. The profile (specialty) competence of the future teacher is defined in the state educational standards, which is an important component of the teacher's professional competence. Currently, it is one of the least studied problems. One of such issues is to determine a competent approach to the development of professional competencies in future teachers and to develop its structural model in accordance with the main provisions of the State Education Standards. In order to determine the professional competence of future teachers, we will focus on some studies devoted to the study of this concept. In the studies where professional competence is studied as a pedagogical problem, mainly the characteristics of the teacher are analyzed. V.I. Baydenko described the concept of "professional competence" as follows:

- ☒ To have the knowledge, skills, qualifications and abilities necessary to work in one's specialty, to have the characteristics of autonomy and flexibility at the same time in partially solving professional problems;
- ☒ development of cooperation with colleagues in a professional interpersonal environment;
- ☒ the design structure of the standards, which includes the performance criterion (quality measure), the field of application, and the required knowledge;

☒ effective use of skills that allow effective implementation of professional activities according to the requirements of the employer;

☒ an integrated combination of knowledge, characteristics and skills that allow a person to successfully perform work in the modern work environment.

Summarizing the above, V.I. Baydenko understands professional competence as the readiness and ability to act in accordance with the requirements of the activity, to solve issues and problems independently, and at the same time to be able to evaluate the results of one's activity, that is, appropriate skills, technical methods. According to O.V. Hovov, professional competence is not only competence, i.e. professional competence as experience, skills and knowledge, but also social-communicative and individual abilities that ensure independence in professional activity.

Yu.G. Tatur and V.Ye. Medvedevs define competence of a future specialist as a desire and ability to demonstrate one's potential (knowledge, skills, experience, personal qualities, etc.) defined as the willingness to use all one's capabilities (knowledge, skills, experience and personal qualities) to be able to work successfully in any field and to consciously realize responsibility for its result. According to G.A. Larionova, the structure of readiness includes a complex of practical knowledge and characteristics that ensure the entry into activity of a person. Preparation for work is complex consisting of two components, i.e. operational (knowledge and skills) and personal (instructions, work orientation, professional motive characteristics, system of habits and relationships, emotional and volitional functions, professionally important qualities of a person). is a system.

Determining what the specialist has competencies, that is, what method of activity he can master, what he can do, what he is ready for - is called a competent approach. One of the conceptually important ways to manage the quality of training of graduates of a higher educational institution is to implement a competent approach to the modernization of the content of professional education.

RESEARCH METHODOLOGY

In this article, the scientific works of foreign and domestic pedagogic scientists on improving the methods of using digital technologies to improve the level of competence of future teachers are studied. Also, observation, analysis, comparative analysis, selective observation, comparative analysis of literature, logical and structural analysis, various summarizing indicators and comparative comparison methods were used in the analysis of data representing the improvement of the level of competence of future teachers.

ANALYSIS AND RESULTS

The problem of increasing the level of professional competence of a future teacher who has the ability to think freely and actively, to model the educational process, to develop and implement new ideas and technologies of teaching and upbringing, is a modern socio-economic problem. is relevant in the circumstances. The main conditions for the development of professional competence of future teachers are as follows:

1. organizational-manageability (curriculum, schedule of the educational process, preparation of the lesson schedule, development of criteria for determining the level of competence, material and technical support of the educational process);

2. educational and methodological (choosing the content of classes, integration of different courses, separation of leading ideas);
3. technological (control-evaluation, organization of active forms of education, identification of groups of knowledge included in competence, application of innovative technologies);
4. psychological-pedagogical (diagnosing the development of students, encouraging motivation to teach, determining the criterion of competence, directing students to work in cooperation).

The structure of the future teacher's professional competence is determined through his pedagogical skills, and skills (knowledge based on theoretical knowledge and oriented towards solving pedagogical problems) are determined through a set of gradually developing actions.

The main conflict that ensures development in the teacher's professional activity is determined by the difference between human abilities and the requirements of pedagogical activity. Each teacher solves the conflicts that arise in the pedagogical process at the level of his capabilities and abilities. This activity determines the individual style of the teacher.

A teacher should have self-control, determination, courage, bravery, respect and attention to the people around him, confidence in his own abilities while feeling his shortcomings, honesty in evaluating his work, strong will, to be able to direct one's energy purposefully, to concentrate one's abilities in the way of the implementation of activities and set tasks, to correctly manage one's activities in the realization of the set goal, to be mentally active and to adapt to changing conditions, to be able to move a person it is determined that a person can achieve a high level of professional skill only if he has the qualities of being able to compare his capabilities with the power and the social world.

As can be seen from the figure, the following factors affect the formation of the professional competence of the future teacher:

- 1) motivational factor - the desire to carry out educational and professional activities free from old views, to be ready for creative difficulties and to strive for achievements and creative processes in this regard, to be satisfied with the solutions found. In this case, the leading motives are the interest in finding one's own new solutions, the desire to organize creative activities, that is, the motives of creativity and the desire for innovation are formed in teachers;
- 2) intellectual factor - acquisition of problem-based learning skills (seeing a problem, formulating it, finding ways to solve a problem, etc.), creativity of thinking (the inner ability of a person to accept non-standard solutions), flexibility and systematicity, creative imagination, propensity to model, design, predict, find new ideas. In the correct solution of the problems that arise from the point of view of science, one can feel the creative imagination and the desire to find new ideas from the knowledge given to the teacher;
- 3) volitional factor - demonstration of willpower during research, modeling and creating one's own career path for solving educational and professional tasks. Voluntary qualities and research activities of the teacher are formed in the performance of individual tasks given in subjects;
- 4) emotional factor - inquisitiveness, the manifestation of emotions specific to the realization of discoveries and inventions, being clever in the way of finding creative solutions in educational and professional activities. In this, the emotional factor in the teacher is formed;
- 5) practical-objective factor - being the owner of a behavior that is unusual for those around (ability to quickly find direction in new information, search for non-traditional solutions, change of thinking, actions and actions in unexpected directions for those around). This shows the individuality of the teacher;

6) self-management factor - the ability to reflect in the creative process, to direct one's thoughts in the necessary direction, to seek sources that allow finding new solutions, ideas, to ensure one's own creative activity to be able to create conditions. It shows the teacher's creativity, ability to work independently in finding new solutions and ideas.

One of the psychological-pedagogical components, "remembering", is required to have a certain high level of personal quality among teachers engaged in the teaching profession in the future. In addition, according to the structure of the work being carried out, it includes the integration, interrelationship and methodology of several knowledges. Professor T.R. Tolaganov in his research, - "The teacher always participates in the theoretical and practical dialogue of the educational material, because in order to draw conclusions according to the educational material, he quickly accesses his block of knowledge. "He applies quickly," he said that.

Each teacher will have his own information space according to his ability, mainly according to his desire for knowledge. According to the structure of knowledge, it is a collection of knowledge of technical and technological content, psychological-pedagogical, philosophical, physical-mathematical and other forms, and the teacher, relying on the direction in which appropriate knowledge is needed, distributes the knowledge in this content. separates from the information field. It tries to deepen the knowledge and use it for the required purpose.

CONCLUSION

Today, in the process of implementing the requirements of the Law on Education, the training of highly qualified pedagogues is being put on the agenda as an important issue. Therefore, based on these requirements, the training of knowledgeable, independent thinkers, creative seekers, highly skilled, cultured people in various fields is one of the urgent problems. Among the conditions that guarantee the development of a person in the new model recognized by the law, his development as a possessor of deep knowledge, and the conditions that guarantee his perfection, the methods and rules of psychology are sufficient to apply the teacher's professional-methodical competence to the processes of education and training. as if not. Accordingly, from the trends of development during the education period of the young generation, to study how the learner's assimilation of new teaching technologies affects his mental and intellectual abilities, and didactic methods in psychology. requires coordination with methods. This requires a high level of socio-psychological competence related to the ability to correctly assess the psychology of the giver.

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