



Conditions for The Development of Pedagogical Competencies of Students in The Educational Process

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Abstract: The article analyzes the didactic conditions that serve to develop students' pedagogical competencies, analyzes the conditions aimed at improving the quality of pedagogical education and improving the process of training future teachers, studies the content and methods of forming pedagogical competencies, interrelated and integrative formation of knowledge, skills and personal characteristics in education, combination of theoretical knowledge with practice, development of professional qualifications and communicative abilities, formation of personal and ethical qualities, theoretical knowledge, practical skills, personal-psychological and ethical qualities, which are the main components of pedagogical competencies, special attention to each component of the educational process, all organizational, methodological and material-technical factors necessary for the development of students' pedagogical competencies in the educational process, clear definition of content and learning goals, implementation of interactive and active teaching technologies, comprehensive organization of pedagogical practice, constructive dialogue between teachers and students, mechanisms of reflection and self-assessment, educational tools and innovative issues of technology implementation are interpreted.

Keywords: complex, approach, student, knowledge, skill, profession, value, teaching, education, process, didactics, methods, forms, tools, balance, activity, theoretical, practice, ability, development.

Introduction: The formation and development of

pedagogical competencies of students in the modern educational process is one of the important tasks. Pedagogical competencies are complex professional qualifications that include not only theoretical knowledge, but also practical skills and professional attitudes. Their level directly affects the effectiveness of students' future pedagogical activities.

The development of pedagogical competencies of students based on an integrated approach allows combining various methods and techniques in the educational process, ensuring the compatibility of knowledge with theory and practice. Therefore, the effective organization of didactic conditions in the education system is of great importance in developing students' abilities to know, understand, and implement.

In the modern education system, the issue of forming pedagogical competencies of students is gaining priority [5]. Pedagogical competencies are complex professional qualifications that include not only theoretical knowledge, but also practical skills, pedagogical thinking, and professional attitudes. These competencies are the main criteria for the success of modern pedagogical activity [4].

The implementation of an integrated approach in the educational process helps to simultaneously develop students' knowledge, skills and professional values. An integrated approach is a balanced and integrated use of various didactic methods, forms and means in the educational process, which serves to effectively organize students' activities. This connects students' theoretical knowledge with practice, strengthens their professional thinking and problem-solving skills.

Didactic conditions include all the conditions created for the development of students' pedagogical competencies, namely the organization of the educational process, teaching aids, pedagogical technologies, the system of relations between teachers and students, and other supporting factors. Effective didactic conditions form students' independent thinking, innovativeness and professional skills at a high level.

Therefore, analysis of the didactic conditions for the development of pedagogical competences of students and their improvement based on a collective approach is one of the urgent scientific and practical tasks. This research is aimed at filling the gaps between scientific theory and practice in this field, improving the quality of pedagogical education and improving the process of training future pedagogues. These scientific works are aimed at the analysis of the didactic conditions in the implementation of the collective approach, the in-depth study of the content and methods of the

formation of pedagogical competences. This serves to increase the professional level of students and prepare them to solve modern pedagogical problems.

METHOD

Nowadays, the formation and development of pedagogical competencies of students has become an urgent task in the pedagogical education system. Pedagogical competencies are complex professional qualifications consisting of theoretical knowledge, practical skills and professional relationships, the level of which directly affects the effectiveness of students' future pedagogical activities.

An integrated approach allows you to combine various pedagogical methods and technologies in the educational process, to teach knowledge in a balanced way with theory and practice [2]. This effectively develops students' abilities to know, understand, apply. For the effective implementation of an integrated approach, it is necessary to properly organize didactic conditions.

An integrated approach is a pedagogical approach aimed at the comprehensive development of students' knowledge, skills and professional relationships by integrating various methods, forms and means in the educational process, combining them with each other. This approach ensures that knowledge is taught not only theoretically, but also in combination with practice [1].

Pedagogical competencies are a set of knowledge, skills and personal behavioral aspects necessary for a teacher's professional activity. They ensure the effective functioning of teachers and pedagogical staff in accordance with modern educational requirements [6].

The development of pedagogical competencies in students is one of the main tasks of pedagogical education, and an integrated approach is of great importance in this process. Through this approach, students not only acquire theoretical knowledge, but also develop the skills to apply it in practical activities [3].

An integrated approach allows you to organize the educational process in an interactive, active and collaborative way. This increases the ability of students to think independently, creatively and solve problems.

For the successful formation of pedagogical competencies, the following didactic conditions should be created [7, 8, 9, 10]:

- the introduction of interactive educational technologies - students' activity is increased through group discussions, role-playing games, trainings and simulations.
- the educational process associated with practice - students learn to apply theoretical knowledge in life

through participation in practice.

- effective communication between teachers and students - dialogue and exchange of ideas improve the pedagogical process.
- ensuring editorial and reflection - it is important for students to analyze their own experience in the learning process and self-assess.
- a variety of information sources and educational tools
- the use of innovative educational tools, electronic platforms and literature.

Currently, projects are being implemented in a number of higher education institutions to improve pedagogical education based on an integrated approach. These experiments are aimed at using new pedagogical technologies in the educational process, expanding students' practical tasks, and developing skills based on dialogue and cooperation.

RESULTS AND DISCUSSIONS

Formation and development of students' pedagogical competences is an urgent scientific and practical problem in the field of modern pedagogy. Pedagogical competences are a set of knowledge, skills and personal qualities required in the professional activity of pedagogues. These competencies play an important role in ensuring the quality and effectiveness of education of pedagogues.

The integrated approach implies the interconnection of theoretical knowledge, practical skills and professional relations in the educational process. To implement this approach, it is necessary to create special didactic conditions in the pedagogical education system. Our goal is to analyze the didactic conditions for the development of pedagogical competences of students based on a comprehensive approach and scientifically substantiate their effectiveness [13].

Integrated approach (complex approach) is a process of interrelated and integrative formation of knowledge, skills and personal characteristics in education. The integrated approach in pedagogical education [14]:

- combination of theoretical knowledge with practice;
- development of professional skills and communicative abilities;
- serves the formation of personal and ethical qualities.

At the same time, the integrated approach increases the ability of students to make independent decisions in complex pedagogical situations.

Pedagogical competencies consist of three main components [15]:

- theoretical knowledge;
- practical skills (pedagogical technologies, methods);
- personal, psychological and ethical qualities (attitudes, professionalism).

The balanced development of these components in students determines the quality of education. The educational process based on the integrated approach pays special attention to each component and connects them.

Didactic conditions are a set of all organizational, methodological and material and technical factors necessary for the development of students' pedagogical competencies in the educational process. They include the following [16]:

- clear definition of content and learning objectives;
- implementation of interactive and active learning technologies;
- comprehensive organization of pedagogical practice;
- constructive dialogue between teachers and students;
- mechanisms of reflection and self-assessment;
- introduction of educational tools and innovative technologies.

- With these conditions, the formation of students' pedagogical competencies is 35-40% more effective. However, there are the following problems in implementing an integrated approach in pedagogical education [17]:

- insufficient use of interactive methods by all teachers;
- incomplete provision of material and technical base (smartphones, electronic resources);
- obstacles to combining theoretical knowledge with practice.

- To overcome these problems, the following are recommended:

- improvement of the system of professional development of teachers;
- wide introduction of modern pedagogical technologies and innovations in education;
- adapting the content and form of pedagogical practice to the individual needs of students.

CONCLUSION

The integrated approach serves as an effective tool for developing students' pedagogical competencies. The didactic conditions created on the basis of this approach allow organizing the educational process in an interactive and practical direction, strengthening students' readiness for professional activity.

In the pedagogical education system, it is an important

task to further improve the integrated approach, develop methodological recommendations in order to improve its didactic conditions, and search for ways to improve the qualifications of teachers. The integrated approach is an effective tool for developing pedagogical competencies. The didactic conditions of this approach serve to make the educational process interactive and practice-oriented. Scientific research has shown that the effective organization of these conditions leads to an increase in efficiency in the formation of students' pedagogical competencies by up to 30-40%.

By further developing the collective approach in pedagogical education and improving its didactic conditions, training of future pedagogues at a high professional level is ensured.

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