



COMPETENCE IN THE COURSE OF PREPARATION FOR PROFESSIONAL WORK OF THE FUTURE TEACHERS

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ABSTRACT

In this article, necessary attention is paid to the disclosure of the essence of such concepts as competence, competence, professional competence, types, characteristics of the competence of specialist, group of professional competence as well as methods and means of its development.

KEYWORDS

Competence, competence, professional competence, intellectual, gnostic, design, organizer, technology, designer.

INTRODUCTION

The globalization of the economy, the formation of the information society in the Republic of Uzbekistan and its integration into the world system of higher education pose to our pedagogical sciences the task of adapting Uzbek traditional science to the education system, based on generally accepted pedagogical concepts in the world. In particular, the improvement of the cognitive paradigm of education from the point of view of the competence approach shows the expediency.

The competence of a specialist includes the following aspects:

- intellectual is the ability to acquire knowledge, transfer knowledge and experience to a person.

expresses the ability to master and use, the ability to behave rationally in problematic situations, the ability to coordinate goals, tasks, norms of activity to be implemented, and the willingness to effectively implement them;



– skills and abilities of practical and transformative activity, a high level of proficiency in labor techniques and technologies;

– awareness of values-reliance on the predominance of cultural and spiritual values.

The intellectual abilities of a person are manifested in the intellectual qualities inherent in a person, these qualities include creativity, initiative, intellectual uniqueness of the mind, competence of the individual as an integral unity of cognitive and motivational factors. Professional creativity is the process of generating new ideas and implementing them in a certain activity. An important place in creative activity is occupied by the skills of self-control, free management of one's own intellectual activity, the ability to purposefully plan, independently solve the tasks of acquiring knowledge.

An intelligent person should have the following qualities: a) possession of various system knowledge; b) the ability to; c) intelligence, the ability to quickly apply their knowledge in necessary situations; d) forms and means of applying theoretical provisions in practice; d) the ability to distinguish basic elements.

Intellectual competence is particularly distinguished by the “erudite culture”, which implies the predominance of cognitive activity in the personality, the desire for maximum accumulation of knowledge. But, A. Mol wrote that “it is necessary to distinguish between two types of erudition: simply expanding the space of cultural worldview, in other words, increasing the number of existing elements in the treasury of the ACL, on the one hand, and information determined by the thickness and depth of the layer of associations that a social or individual organism establishes in the process of thinking, and then stored in memory on the other side.”

Professional initiative manifests itself as a person's desire to search for new information, to bring out certain ideas, to master other types of activities, to go beyond the known framework and enter into intellectual activity that is not stimulated from the outside. Intellectual initiative should be considered as an integral characteristic.

The term “professional competence” is widely used in determining the requirements for graduates of higher educational institutions when considering the problems of modernization of education. T.Y. Bazarov considers the category “professional competence” to be the willingness and ability of a specialist to make effective decisions in the course of his professional activity. Professional competence is “an integral, integral set of knowledge, skills and experience in general, as well as personal qualities that allow a person to effectively design and carry out their professional activities in connection with the surrounding world.”

Considering professional competencies, most researchers⁶ emphasize the following:

- 1) simple (basic) competencies (formed on the basis of knowledge, skills and abilities that manifest themselves in certain types of activities and are easily fixed);
- 2) basic competencies are extremely difficult to account for and measure, manifest themselves in all types of activities, in all relationships of the individual with the outside world, reflect the spiritual world of the individual and the content of her activities.

In some studies, there are other definitions: standard competencies – normal activity of an individual or organization is impossible without them; basic competencies – ensure competitiveness in the socio-economic market, raising them to higher levels than related representatives; leading competencies –



manifest themselves in the “creation” of the future, in innovation, creativity, forward-looking, in compromise.

As a result of observing the activities of the most productively working teachers and modeling future needs, a number of types of competence based on the three main syllables of the teacher's activity and the personality “to know, to do, to have” were identified. Since then, the influence of a teacher's personal qualities on his professional competence has been recognized by all researchers. To the development of competence-based approaches to the professional training of teachers, I.L. Zimnaya made a great contribution. He divided all the qualities of the teacher's personality into objective and subjective: objective qualities are the level of knowledge of the teacher of his subject, the degree of mastery of the methodology of the subject and the depth of his scientific knowledge, possession of general didactic and private methodological principles, good knowledge of child psychology and full acceptance of its specifics; subjective: pedagogical art, pedagogical talent, creativity, etc. N.I. When studying the professional competence of a teacher, Almazova divided the skills and personal qualities of a teacher into groups that make it possible to increase the effectiveness of teaching, and concluded: “the professional competence of a teacher is the work of a teacher in which pedagogical activity, pedagogical communication is implemented at a sufficiently high level, the personality of the teacher is manifested, good results are achieved in teaching and educating students. it will be achieved.”

The content of professional and personal competence of a teacher of the XXI century, i.e., is described in detail and justified by Isaeva. The author grouped competencies as follows: adaptive-modern competencies; social competencies; socio-organizational competencies; professional (in special

disciplines, as well as by private methodology) competencies – a set of knowledge, skills, teaching methods, methods of transferring professional and corporate experience, which are selected based on the specifics of the discipline taught and in accordance with the inherent teacher's pedagogical system; communicative competencies that ensure that a person retains his “identity” under any circumstances based on values.

Modern researchers pay great attention to the classification of competencies of graduates of higher educational institutions. For example, T.E. Isaeva in her course “basic competencies of a manager of the XXI century” identifies the following basic competencies: strategic; social; functional; managerial; professional, just as it is impossible to describe the main aspects of the emergence of the concepts of “competence” and “competence” in modern pedagogical practice, it is impossible to give a detailed analysis of their classification within this framework. articles. However, it is important to clarify the main focus: a) to clarify the content of the competence recognized as the most important for graduates of higher educational institutions; b) to define professional competence in modern higher education.

the main ways and means of competence development, which include:

- * the level of professional orientation of students, professional orientation and variability (variability in the degree of complexity and independence) of problem-situational tasks proposed for selection, taking into account their preparedness, individual characteristics, personal interests and capabilities;
- * development of students' independence based on a combination of collective (group) and individual forms of work performance;



* the relationship between the work performed by students and their level of professional training

to encourage their research, self-monitoring and analysis;

* wide involvement of students in various forms of creative activity and self-regulation;

* active participation of students in spiritual and cultural events organized on the scale of the republic and the higher educational institution.

Higher education institution is not as a source of information, but as a spiritual and cultural

only if the student fulfills the role of mediator between national and universal principles of values, firstly, as a life activity that includes personal interest, creative, communicative, educational and cognitive activity of the student, and, secondly, as a way of mastering the current state and historical development of culture, the educational process can become real conditions for the development of professional competence of a specialist.

The concepts of "competence" and "competence" have not only firmly taken their place in pedagogical sciences, but are also being studied more and more deeply by a wide range of practical teachers.

In the study of professional competence, the following groups of professional competencies are considered necessary for the formation of the professional competence of future teachers:

- gnostic-to be able to acquire new knowledge about production, generalize and systematize their personal experience, as well as the experience of the foremost and innovators of production;

– design-creation of technical and technological systems, objects of sewing products, current and long-

term planning of professional activity, design of a control system and control of technological processes;

– be able to put organizational and engineering ideas into practice, lead a team;

– be able to organize technological processes, read drawings and technological maps, determine the capabilities and conditions, technical characteristics of equipment and equipment necessary to perform the tasks;

- be able to perform calculation and graphic work on the manufacture of design and clothing products, perform sketches and drawings, adjust the technological process in accordance with the technical conditions, determine the system of measures to eliminate malfunctions.

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