



MODERN REQUIREMENTS OF PRACTICAL COMPETENCE OF GEOGRAPHY EDUCATION AND SCIENCE TEACHER OF THE NEW AGE

Submission Date: May 23, 2022, **Accepted Date:** June 03, 2022,

Published Date: June 14, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-06-05>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Surayyo A. Haydarova

Jizzakh State Pedagogical Institute, Uzbekistan

ABSTRACT

One of the most pressing issues today is the training of highly qualified personnel who meet international standards. Therefore, first of all, in order to train such a mature, talented staff, it is necessary for science teachers to be professionals with professional competence who can meet the requirements of the time. This article discusses the requirements of the practical component of the science of the new era, in particular, geography and geography teacher.

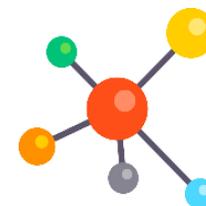
KEYWORDS

Science, competence, practical competence, world standard, professional component.

INTRODUCTION

Effective organization of the educational process in the preparation of competitive personnel in line with modern requirements and the acquisition of modern knowledge by today's teachers, new approaches to

pedagogical activities of secondary schools, preparation of students for innovative activities, ie the development of professional competence of students. This is also a key factor in improving the quality of



education by providing schools with highly qualified teachers, shaping the practical skills of school students.

In this regard, many countries pay special attention to the development of professional competence of school teachers, identifying the need for knowledge of each student, teaching them to think analytically, creatively and critically, and creating a positive environment for students. In addition, the effective organization of teaching is one of the main tasks required of teachers to acquire the necessary professional skills.

Therefore, today scientific research is being conducted to create a scientific basis for the development of knowledge and practical skills of school teachers, to develop the competence of science teachers, to improve the models of development of pedagogical competence. The main focus of this research is on the development of students' scientific and practical competencies and their improvement through various modern methods.

THE MAIN RESULTS AND FINDINGS

It is well known that progress in any field takes place in stages that are renewable, improving, complementary, and mutually exclusive. Of course, this process is also relevant to the development of each science, its vital importance, and certain trends in certain periods prevail. Teaching based on these trends has a number of shortcomings, in particular, the inability of the younger generation to apply the theoretical knowledge acquired at school in everyday life. As a solution to this problem, it is important to prioritize the practical competencies of students in school geography courses.

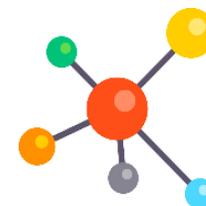
In the XXI century, teaching all subjects in the education system on the basis of deep and comprehensive modern methods is not only a

requirement of the wall, but also a source of real need. Regardless of how, to whom, and what the object of study of any science is focused, the human factor comes first. In particular, geography education in the XXI century ensures that every citizen has a critical approach to defining a vital civic position and their activities. It is also significant in that it combines factors ranging from marketing, environmental ecology to civil engineering and international relations.

In today's rapidly evolving world, every member of society (individual, group, state) is becoming more active in adhering to the principle of abstinence in making decisions that lead to increasingly serious consequences, and ensuring that every decision is in harmony with the human factor and nature.

However, we cannot say that the current state of geography education today is at a high level. While it is possible to identify examples of excellence in geography education in every region of the country, it does not meet the requirements of the time. The geographical knowledge acquired by students, the quality and quantity of teaching, the preparation of teachers for teaching geography and the quality of teaching materials do not meet the requirements of the modern world and are not sufficient for professional training. The acquisition of geographical understanding and skills alone confirms that our educational system has not been able to provide students with sufficient information about geography.

We need to understand the essence of scientific and pedagogical tasks aimed at changing the role of the teacher today, the expansion of the functions of social and professional activity, ie scientific-methodological, socialization of students, personal, cognitive and communicative development. Simply put, the issue of purposeful organization of the developing educational environment and the formation of a person with the



necessary competencies for the training of future teachers, ie specialists in the field of geography, should be on the agenda. This serves as a basis for working with methods of assessing the practical competencies of schoolchildren in the context of pedagogical education cluster.

It is necessary to implement in practice a number of projects of the process, including the targeted, effective and meaningful basis for the training of future teachers in the country. This forward-looking orientation is reflected in the change in the model of education, that is, in the model of teacher training for modern schools and education. It is desirable to strengthen the requirements for the quality of graduates, the development of their abilities and creative potential, to be approved by a number of government initiatives and regulations. First of all, the issue of "Our special school", "Geography teacher with innovative pedagogical training", "The concept of spiritual and moral education of a geography teacher for modern schools" is a natural necessity. This need will be addressed in the pedagogical education cluster.

In our view, the formation of professional competence and the acquisition of training is the quality of a complex dynamic integrated system of personal and professional qualities based on functional training. The professional competence of a teacher is manifested in solving problems and common tasks that arise in different situations in accordance with a value system using professional knowledge and skills, education and life experience. It should be noted that in this structure, the attitude of values, professional and value orientations, the motives of the teacher's activity affect the minds of schoolchildren and develop their spiritual and moral views.

The idea of a competent approach is to base the knowledge required by the individual on the needs and

requirements of society, based on the goals and programs of modern education. Today, the formation of skills and competencies in students is one of the current problems of education, the need to ensure the quality of education, as well as a way out of the conflict situation that has arisen in the traditional way. Competence is a new unit of human education, as well as an effective form of education aimed at developing the ability to act in different problem situations.

In the context of a competency-based approach, the purpose of teaching is to form in students the competencies related to science, the main content of which is determined by the content of the subject taught.

Implementation of a competency-based approach in the educational process will be successful if all components of the educational process are provided in all respects, ie clear definition of learning objectives, updating the teaching process, selection of effective methods, teaching technologies and forms of organization of educational activities. teachers with professional training.

Thus, competence is not limited to knowledge or skill alone. Competence refers to the qualities of a person that include a clear goal, learning motive, interests, existing knowledge, activity control, and ways to regulate willpower.

The use of a cognitive approach at all stages of education in the teaching of geography is expedient, given the demands of the times.

According to the analysis of scientific and pedagogical literature, there are different approaches to cognitive competence in education, which are:

- A set of competencies in the field of independent learning activities of the student;



- Covers the types of effective and reproductive cognition, research, intellectual activity.
- Actual education and cognitive problem-solving activities, along with the acquisition, processing, acquisition of necessary knowledge and skills;
- The level of acquisition of the set of theoretical knowledge, skills and abilities, as well as their independent and creative application in practice;
- Personal experience of the student in the field of self-directed educational activities;
- The basic unit of the cognitive level is a concept expressed as an image, concept, suggestion, scheme or scenario;
- Have cognitive activity skills, the ability to understand the holistic picture of the world and the use of information to solve life problems.

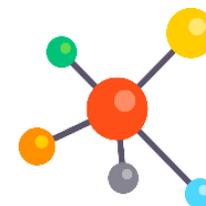
In our opinion, cognitive competence is a set of competencies in the field of independent cognitive activity, which includes elements of logical, methodological, heuristic, general educational activities that are interrelated with the real objects perceived by the student. Particular attention should be paid to the development of knowledge, skills and abilities to set goals for the organization of teaching geography, planning, design of training sessions, analysis of learning activities, development of self-assessment.

At the same time, the student masters the creative abilities of effective activity, direct knowledge, techniques of acting in non-standard situations, heuristic methods of problem solving. Within this competence, students develop an appropriate level of functional literacy, the ability to distinguish facts, measurement skills, the ability to rely on the theory of probability of knowledge, the ability to use statistical analysis and other methods.

Today, a geography teacher should not only know the science, manage the audience, and his love for students should be evident in his professional activities. Also, the professional competence of a geography teacher includes the organization and management of professional-level education, ie the organization of effective and high-quality post-graduate education, as well as post-graduate education. In this case, regardless of his age and gender, race and nationality, it is important that he has acquired professional knowledge and skills:

- Have different forms and methods of teaching geography (including outside the regular program);
- Mastering, development and application of modern technologies in teaching science;
- Implementation of special individual approaches for certain categories of students, ie the ability to target mobile education (for example, for students with disabilities in speech, mind, mastery and psyche);
- Effective and targeted organization and management of inclusive education in the teaching of geography;
- Be able to use information technology at a high level and teach geography in accordance with the innovative educational program;
- Be fluent in one of the foreign languages in order to ensure a high level of knowledge and information, as well as the ability to deliver and analyze foreign sources on science;
- Mastering the skills of creative approach to teaching science outside the DTS program.

It should be noted that today everyone (parents) has their own views on the modern teacher, and most of them want to see a teacher in the classroom with the ability to self-develop and admit mistakes and teach their children.



CONCLUSION

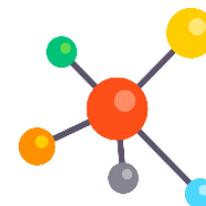
In short, pedagogical education requires from the teacher professional training, in addition to scientific potential, the ability to effectively apply the knowledge acquired in the formation and assessment of practical competencies of students. Today, a teacher of geography is required to be constantly engaged in scientific research, to explain to students the theoretical aspects of the science based on the sources of research and scientific hypotheses of researchers, the role of geography in the life of the state and society with practical examples.

It is also important to develop students' thinking skills and competencies by discussing the conflicting aspects and similarities of the theories with the students in the classroom. Of course, this process will be the basis for further development of students' ability to exchange views on geography and communicate in the language of science. The modern teacher is distinguished by his style of communication. Developing the ability to establish effective and friendly communication in the classroom is one of the personal qualities of a modern science teacher.

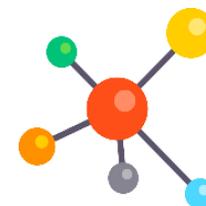
Today's requirement is not to limit feedback while creating a healthy communication and competitive environment in students during the course. A modern geography teacher is required to find common ground with a student who is not only interested in science but also in education, who is having a hard time adapting to learning, who is overwhelmed by boredom, and who is bored.

REFERENCES

1. Хайдарова, С., & Юсуфов, Ж. (2021). КОМПЕТЕНЦИЯВИЙ ЁНДОШУВ АСОСИДА ГЕОГРАФИЯ ДАРЛАРИНИ
2. Usarov, J. E., Eshnayevev, N. J., & Haydarova, S. A. (2020). Defects in scientific research of the problems of spiritual and moral crisis and its solution. *IEJRD-International Multidisciplinary Journal*, 5(8), 6.
3. Gapparov, A., & Khaydarova, S. (2020). Population Systems In The Reclaimed Lands Of The Republic Of Uzbekistan. *Архив Научных Публикаций JSPI*.
4. Haydarova, S. (2021). GEOGRAFIYA DARSLARIDA ELEKTRON TAQDIMOTLARDAN FOYDALANISH. *Журнал естественных наук*, 1(1).
5. Haydarova, S. (2021). Geografiyani o'qitishda kompetensiyaviy yondashuvning tatbiq etishning o'quvchi psixologiyasi bilan bog'liq jihatlari. *Журнал естественных наук*, 1(1).
6. Haydarova, S. (2021). GEOGRAFIYA FANI O'QUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI. *Журнал естественных наук*, 1(1).
7. Haydarova, S. (2021). Фанни компетенциявий ёндошув асосида ўқитишнинг ўқувчи ёш психологик хусусиятларига боғлиқ жиҳатлари. *Журнал естественных наук*, 1(1).
8. Haydarova, S., Mavlonov, X., & Muxamedov, O. (2021). Arid mintaqalarda yer resurslaridan foydalanishning o'ziga xos jihatlari (Jizzax viloyati misolida). *Журнал естественных наук*, 1(1).
9. ABDUSALOMOVNA, H. G. F. O. Q., & KOMPETENTLIGI, V. U. Z. T. (2021). INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. *SCIENTIFIC-METHODICAL JOURNAL*, 1, 02.
10. COMPETENCIES, A. K. F. O. P. (2020). OF SCHOOLCHILDREN IN GEOGRAPHY. *INTERNATIONAL JOURNAL OF DISCOURSE ON INNOVATION, INTEGRATION AND EDUCATION*, 1, 5.



11. Gapparov, A., Haydarova, S., & Zaynutdinova, D. (2020). Мустақиллик йилларида Жиззах вилояти аҳолисининг демографик ривожланиши. Архив Научных Публикаций JSPI.
12. Haydarova, S., Kuldashева, S., Abdullayeva, S., & Shokhruxh, K. (2021). Modern Technologies in Improving the Quality of Teaching. Журнал естественных наук, 1(1).
13. ABDUSALOMOVNA, H. S. (2021). GEOGRAFIYA FANI O 'QITUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI. INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL, 1(02), 29-36.
14. Komilova, N. K., Haydarova, S. A., Xalmirzaev, A. A., Kurbanov, S. B., & Rajabov, F. T. (2019). Territorial structure of agriculture development in Uzbekistan in terms of economical geography. J. Advanced Res. L. & Econ., 10, 2364.
15. Gapparov, A., Haydarova, S., & Kayumova, M. (2020). Жиззах вилоятида урбанизация жараени ва унга таъсир этувчи омиллар. Архив Научных Публикаций JSPI.
16. Abdusalomovna, K. S. (2020). FORMATION OF PRACTICAL COMPETENCIES OF SCHOOLCHILDREN IN GEOGRAPHY. International journal of discourse on innovation, integration and education, 1(5), 384-387.
17. Nazarovna, T. Z., Azamkulovich, D. F., Jurayevna, M. N., & Abdusalomovna, H. S. (2016). Mortality and life expectancy rates of population of the Republic of Uzbekistan in the years after independence. European science review, (3-4).
18. Haydarova, S. (2021). methods of assessing the practical competence of schoolchildren (on the example of geography). Журнал естественных наук, 1(1).
19. Haydarova, S. (2021). O'QUVCHILARNING GEOGRAFIK KOMPETENSIYALARINI RIVOJLANTIRISHGA PEDAGOGIC-PSIXOLOGIK YONDOSHUV. Журнал естественных наук, 1(3).
20. Усаров, Ж. Э., & Хайдарова, С. (2021). Фанни компетенциявий ёндошув асосида ўқитишнинг ўқувчи ёш психологик хусусиятларига боғлиқ жиҳатлари. Science and Education, 2(Special Issue 1), 266-275.
21. Gapparov A., Haydarova S., Zaynutdinova D. Мустақиллик йилларида Жиззах вилояти аҳолисининг демографик ривожланиши //Архив Научных Публикаций JSPI. – 2020.
22. Haydarova S., Usarov J., Eshnayev N. defects in scientific research of the problems of spiritual and moral crisis and its solution //Журнал естественных наук. – 2021. – Т. 1. – №. 1.
23. Haydarova S. et al. MIRZACHO'L O'LKASIDA EKOTURIZMNI RIVOJLANTIRISH IMKONIYATLARI //Архив Научных Публикаций JSPI. – 2020.
24. Haydarova S. GEOGRAFIYA FANI O 'QITUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI //Журнал естественных наук. – 2021. – Т. 1. – №. 1.
25. Nazarovna, T. Z., Azamkulovich, D. F., Jurayevna, M. N., & Abdusalomovna, H. S. (2016). Mortality and life expectancy rates of population of the Republic of Uzbekistan in the years after independence. European science review, (3-4).
26. ABDUSALOMOVNA H. S. GEOGRAFIYA FANI O 'QITUVCHISI KOMPETENTLIGI VA UNING ZAMONAVIY TALABLARI //INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL. – 2021. – Т. 1. – №. 02. – С. 29-36.
27. Eshbekovich U. J., Jumayevich E. N., Abdusalomovna H. S. Defects in scientific research of the problems of spiritual and moral crisis and its solution //International Engineering Journal For Research & Development. – 2020. – Т. 5. – №. 8. – С. 6-6.



28. Khaydarova, S. A. (2022). FORMATION OF PRACTICAL COMPETENCES OF SCHOOLCHILDREN IN GEOGRAPHY. *Journal of Geography and Natural Resources*, 2(01), 50-57.

