TECHNOLOGIES FOR PREPARING FUTURE TEACHERS FOR PROFESSIONAL PEDAGOGICAL ACTIVITY

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Annotatsiya: Ushbu maqolada bo'lajak tarbiyachilarni kasbiy kompentensiyalarini rivojlantirish, fan bo'yicha egallagan nazariy bilim, amaliy ko'nikma va malakalarni kundalik hayotida duch keladigan amaliy va nazariy masalalarni yechishda foydalanib, amaliyotda qo'llay olish imkoniyatlari xaqida bayon etilgan.

Kalit so'zlar: kasbiy kompetensiya, asosiy kompetensiya, kognitiv, kasbiy faoliyat, kompetensiya texnologiyalari, ta'lim va ishlab chiqarish.

Аннотация: В статье рассматриваются возможности развития профессиональных компетенций будущих педагогов, основанные на использовании теоретических знаний, практических навыков и квалификаций, полученных в науке, для решения практических и теоретических задач, возникающих в повседневной жизни, и их применении на практике.

Ключевые слова: профессиональная компетентность, базовая компетентность, познавательная деятельность, профессиональная деятельность, компетентностные технологии, образование и производство.

Abstract: This article describes the possibilities of developing professional competencies of future educators, using theoretical knowledge, practical skills and qualifications acquired in science to solve practical and theoretical problems encountered in their daily lives, and applying them in practice.

Keywords: professional competence, basic competence, cognitive, professional activity, competency technologies, education and production.

In recent years, in our republic, in the context of social cooperation, the integration mechanisms for training pedagogical personnel based on international standards have been improved, branches of educational institutions of foreign countries have been opened, the education system has been raised to a new level, the level of coverage with higher pedagogical education has been increased, the creative abilities of the younger generation have been developed, and the normative basis for interactive support has been created. According to many researchers, by the end of the 20th century, science had lost its position due to the gap between education and production, which led to a sharp decline in production. Without supporting the connection between education and production, it is difficult to ensure the progress of science and technology and train qualified personnel who meet the modern needs of industrial enterprises.

It is known that currently the level of professional training of specialists is being affected by the changing conditions of the labor market, and its status should be increased in order to train highly qualified personnel and develop professional competencies of students.

If we give a correct understanding, "competence" is the ability to use theoretical knowledge, practical skills and qualifications acquired in a subject in solving practical and theoretical problems encountered in everyday life and apply them in practice.

There are also various classifications of professional competencies. According to R. V. Gurina, professional competencies consist of basic and special parts.

Basic competencies are general competencies necessary for the effective professional activity of any modern specialist;

Special competencies are competencies required to solve specific professional problems.

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Let's consider the relevance of the topic. The public interest and the employer in the labor market are currently represented by a specialist; he must have professional competencies that correspond to the level of development of modern technologies. An analysis of the works that consider approaches and tools for the development of professional competencies showed that this problem is at the research stage. Despite the variety of tools used, it was found that the opportunities for the formation of professional competencies in vocational education institutions are not sufficiently used. The cognitive approach is more often used, and the integrated approach is not practically applied, which allows for a comprehensive consideration of the problem of the development of professional competencies, taking into account the processes of integration and fragmentation.

The informatization of educational processes, the improvement of the processes of formation of professional competencies, the development of innovative and creative readiness were highlighted in their scientific research works by B. Adizov, N. N. Azizkhodzhayeva, A. R. Aripyanova, U. Begimkulov and others. Psychological and acmeological features of the formation of stable motivation for professional and pedagogical activity in students according to the research of famous Russian scientists L. S. Vygotsky, V. V. Davidov, A. K. Markova, N.V.Kuzmina, S.L.Rubinstein. Analysis of psychological and pedagogical literature, generalization of pedagogical experience and our own research in this direction allowed us to identify the following contradictions in the pedagogical theory and practice of vocational education:

A set of psychological and pedagogical tools is proposed for the formation of professional competencies, which includes the integration of general professional disciplines based on the design activities of students and has been tested in experimental and research work.

The identified contradictions are studied, the problems of scientific and theoretical substantiation and practical implementation of the process of developing students' professional abilities.

The goal is to clarify the composition and structure of students' professional competencies and the possibilities of their development based on the integration of electronic disciplines, based on the understanding that the relevance of the topic at the scientific and methodological level is the main problem of professional development. Competencies are the search for effective technologies that include students' conscious activity, we consider conscious active activity as an organizational process that provides students with independence, activity, the ability to design their own activities, make independent decisions and show responsibility for them, and evaluate the results of their actions the ability to critically evaluate in accordance with social and professional values. Under socio-professional values, we mean the most recognized and least common set of behavioral guidelines provided by the socio-professional community, the personal attitude to the goals and results of their professional activities was studied.

So, if we give a correct understanding of competence, it is the ability to use the theoretical knowledge, practical skills and qualifications acquired in science in solving practical and theoretical problems encountered in everyday life, and apply them in practice.

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