

IMPLEMENTATION OF PEDAGOGICAL COMPETENCE OF FUTURE SPECIALISTS

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ABSTARCT:

It contains definitions of the concepts of competence and technological competence, provides an overview of the history of entry into education and the current level of relevance.

At the same time, the methods of forming the technological competence of future teachers are described. The key indicators of technology are standardization, unification of production processes and their implementation under certain conditions.

It should be noted, technological ideas in didactics and pedagogy cannot be called a new concept. Technology in the pedagogical process is a set of psychological methods, pedagogical methods, didactic conditions and other indicators aimed at meeting the needs of the country in the field of higher professional education and the needs of the society.

KEYWORDS: psychological methods, pedagogical methods, didactic conditions, competence, skills.

INTRODUCTION:

In our opinion, the concept of technological competence determines the attitude of teachers of vocational education to their professional activities. Technological competence has deep roots in the theory and practice of pedagogy, so technological competence plays an important role in preparing specialists for future professional activity in higher education. Training of competitive and qualified specialists in various fields of education in higher education

institutions operating in the Republic is an important requirement of the time, and it is important to use all available opportunities. Technological competence is the basis of technological knowledge, skills and abilities.

The basis of the vocational education process is the interdependent professional knowledge, skills, and competences provided by teachers and practice leaders in the vocational education process and mastered by students in the professional learning process [2; 22 b].

“Knowledge is the information that people generate about the phenomena of nature and society, the reflection of reality in human thinking” [3]; knowledge is a system of concepts learned about theoretical, practical and applied activities that are remembered, accepted, and taken into account [4; 4 b].

This also applies in the general sense to the notion of “professional knowledge”.

Professional education - the information necessary for the professional activity of a specialist; the result of professional cognitive activity of the student in the course of professional education is the acquisition, systematization and consolidation of the concepts and concepts of professional laws and methods of work.

“Skill is the ability of a person to carry out a particular activity or action based on past experience” [5; p. 182].

Professional skill - the ability of a specialist to apply the acquired knowledge in his or her work in non-standard, unusual and complex situations; the process and the result of consciously executing his / her professional

activities with a quick, economical, correct, less physical and mental effort.

In other words, a professional skill is a way of performing practical actions based on the professional knowledge that a specialist has; ability to focus on working conditions, use necessary techniques and readiness to take action to solve tasks. Professional skills can be classified into the following levels: 1) elementary skills; 2) intermediate skills; 3) Complete skills.

MAIN PART:

Technology in the manufacturing process is a system aimed at obtaining products with certain quantitative and qualitative characteristics that result in predetermined performance using the proposed algorithms, methods and tools. For this reason, until recently, the concept of "technology" has been used mainly to describe processes in industry and producing. The person was mainly employed with industrial equipment, raw materials, labor tools and semi-factories and parts.

In the production facilities with the use of technology, equipment and tools will be placed in the workshops in accordance with the established procedure. At the same time, effective methods of transferring raw materials to production lines will be developed, as well as calculations on production of high quality products at low cost, which is called technological process.

Many teachers and psychologists have addressed the problem of education-oriented competence. In their work, a number of aspects of a competence-based approach to education have been explored and identified. The main part of scientific and pedagogical researches in the field of competence-oriented professional education is focused on the problems of training and continuous development of pedagogical staff.

Psychological-pedagogical analysis of research on this issue shows that no single approach to the concept of pedagogical essence of the concept of "competence" and "jurisdiction" has been developed so far. Pedagogical scholars have identified and developed the competences and components of the competence needed to cover this phenomenon in a broader context.

Specifically, S. Shishov introduced the following definition of competence in pedagogy:

- General skills based on the acquired knowledge, experience and values based on learning,
- The ability to link the existing knowledge to the existing problems by providing links between existing knowledge and the current situation.

According to D. Dolgovoy and P. V. Simonov and others, competence is the ability to act on the basis of the acquired knowledge. In contrast to the knowledge, skills, and abilities that come from working with reference samples, competence allows independent functioning on the basis of universal knowledge. The existence of knowledge and skills in the form of competence-social practices is manifested when socio-cultural and community-based demands are put on the outcomes of educational work.

Consequently, competence can be viewed as the result of an action and ability, willingness or ability. In other words, competence can be considered as a category that is reflected in the professional, social or other activities of a subject, which are intended to solve a particular problem. Generally, competence can be defined as the degree of competence formation of some skills.

A. M. Novikov considers competence as a professional concept, and noted that at the moment in assessing the business qualities of people, the concept of "professionalism" is used

instead of the concept of "professionalism." In his view, the first concept concerns technological training. The second is an individual's ability to work independently, to be creative in any business, to constantly update his or her knowledge, to be broad-minded, to have discussions, to be able to reason on economically feasible systems, to work in a team and to communicate with colleagues.

This is precisely where teachers are technologically unprepared, which is why it is difficult to meet the educational standards, using different types of non-technology techniques, and understanding the differences between technology and methodology. By analyzing the roots of technological competence, the current state of theory and practice, the development of education can be conditionally divided into two stages:

- Methodic;
- Technological.

There are no clear boundaries between these stages, since they are procedurally complementary, enriched and enriched in the process of development, as well as education that is unbiased in the comprehensive training of teachers. Depending on the methodology and technology, competence can be divided into two types:

- modern competence,
- Technological competence.

This is an important form of competence. Reflexology research in 20-30 years can be seen on technology related to pedagogy. "Pedagogical Technologies" in pedagogy and the term "pedagogical technique" has also been used in these periods as a set of tools and methods needed to effectively organize the learning process.

Technical means of education for the next two decades (40-50 years).

As a result of its rapid development, the notion of "technology of education" came into being, which later became more and more

known as "pedagogical technology." According to V.V. Ilin, in the mid-60s there were two directions in pedagogical technologies:

The first is "technology in education", in this regard, the educational process in this area is based on the technical aspects of education and the use of programmed learning, carried out using various forms;

The second is "technology of education" or "technology of educational process". "Technology of education" is directly linked to the organization of the process. In the 1970s, scholars in many countries focused on the modernization of teaching equipment and the improvement of teaching tools, which was considered an important pedagogical condition for effective teaching.

In 1977, the International Workshop on Educational Technologies in Budapest identified key features of technological processes in education. These signs include:

- be well-versed in the use of technical means in education,
- Availability and deep knowledge of audio-visual materials,
- To have a methodology for the rational use of the above-mentioned factors.

Computerization in all areas, starting in the 1980s, did not go beyond education. Since that time, the concept of "pedagogical technologies" has emerged. Until the 1990s, there was an objective accumulation of technological knowledge related to technical development and different interpretations of technological concepts, and despite a number of scientific studies, the social nature of pedagogical technology was not fully understood.

Nonetheless, technology and pedagogical processes have become more prominent in education than traditional education. These trends demonstrated the potential for a faster solution to existing educational problems.

CONCLUSION:

By the beginning of the third millennium the technology and designing of educational processes and systems aimed at solving technological and pedagogical problems of education were tested.

It combines designing of a general education system and professional training, along with the development of technology and didactic tools and techniques for teaching staff to enhance the pedagogical culture and optimize the educational process.

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