

## PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

Mamayakubova Shaxlo Oblokulovna  
Teacher of Samarkand State  
Institute of Foreign Languages,  
Samarkand, Uzbekistan

### ANNOTATION:

**The article is devoted to the pedagogical conditions of managing the professional competence of future teachers. This article provides examples of the pedagogical conditions necessary for the professional development and supervision of future teachers in the educational process. And also the built model of realization of pedagogical conditions of formation of professional competence of the teacher in educational process is based on target, emotional-motivational, meaningful, operative-activity, control-assessment, effective-interdependence. Accordingly, the dominant set of conditions in the model is characterized by components: loss of self-awareness and self-identification to the individual subject; creative work; otherwise take advantage; dialogizing the learning process.**

**Key words: The constructed model, competence, self-actualization, the analyzed phenomenon, high qualification, stage, emotional and motivational subjectivity, expediency, control-assessment, disciplines.**

### INTRODUCTION:

At present, all conditions have been created in modern education for the creation of pedagogical conditions for the formation of the professional competence of future teachers. Accordingly, the constructed model for the implementation of the pedagogical conditions for the formation of the teacher's professional

competence in the educational process of the university is based on target, emotional-motivational, content, operational-activity, control-evaluative, effective-interdependence. The set of dominant conditions in the model is characterized by the following components: focus on the subjectivity of a person capable of self-awareness and self-identification; creation of a creative environment; motivation for reflective activity; dialogization of the educational process.

At the same time, the formation of the teacher's professional competence in the educational process of the university on the basis of the presented model assumes the following stages: the first stage is adaptive-reproductive, the second stage is active-activity, the third stage is creative-transformative. The developed model is based on methodological approaches (personal, activity, systemic, axiological, acmeological, cultural) and the principles necessary for the successful formation of the teacher's professional competence: the principle of humanization and democratization of the educational process; the principle of the socio-value orientation of the teacher's activities, the relationship of sociocultural and educational values, the correlation of social and personal values; the principle of the continuity of vocational education in the modern socio-cultural space; the principle of variability, which implies the creation of conditions for individually oriented learning; the principle of reliance on the leading achievements of science and technology, the integration of traditional

and innovative values. As a result of studying the process of forming the professional competence of a teacher among students in the educational process of the university, we came to the conclusion about the insufficient effectiveness of traditional forms and methods of forming the professional competence of a teacher, which is due to: the frontal nature of pedagogical training; weak implementation of the fundamental achievements of pedagogical science in the real pedagogical process; insufficiently formed scientific and theoretical base of competence-oriented education; lack of consensus on the nature and structure of the teacher's professional competence; the unsystematic formation of the teacher's professional competence and the lack of coordination of efforts of teachers of all academic disciplines (especially the pedagogical cycle) on the development of the analyzed phenomenon.

Experimental work on the formation of the teacher's professional competence in the educational process of the university included three stages: ascertaining, formative and control. The ascertaining experiment, conducted at the beginning of our experimental work, which included such methods of pedagogical research as observation, questioning, conversation, study and analysis of the products of students' activity, revealed a low level of formed teacher's professional competence among students of a pedagogical university, accompanied by awareness the need for the formation of the teacher's professional competence and readiness for professional and pedagogical self-improvement. The experiment was carried out according to a specially compiled research program, which includes the following directions: approbation of the model for the implementation of pedagogical conditions for the formation of the professional competence of a teacher and the technology of the stage-by-

stage formation of this personal education in the educational process of the university, accompanied by monitoring of the process of formation of the teacher's professional competence in accordance with the developed levels, criteria and indicators.

The research methods used, including observation, questionnaires, conversations, analysis of professional motivation, made it possible to identify a number of significant shortcomings that impede the effective formation of teacher's professional competence in the educational process of the university. The indicated shortcomings and difficulties are represented by the following groups: basic difficulties (characterized by self-doubt, lack of initiative, categorical judgments, rejection of another point of view, predominant external motivation of professional activity); substantive difficulties (superficial ideas about the essence of the teacher's professional competence, low level of general culture, communicative culture); operational difficulties (low level of communication skills, inability to work with educational and scientific literature; difficulties in completing educational tasks); reflexive difficulties (lack of objective self-esteem and reflection of one's own activity).

The basis of the technology for the step-by-step formation of the teacher's professional competence in the educational process of the university was:

- educational technologies aimed at the development of the creative qualities of the individual: integrative technologies, social educational technologies, technologies for educating the student's subject social activity;
- pedagogical technologies based on the humane and personal orientation of the pedagogical process;
- technologies based on the activation and intensification of students' activities (active teaching methods): problem-based learning

(partial search method, educational research technology, research games), project-based teaching technologies, interactive technologies (technology for conducting discussions, disputes);

- game technologies: pedagogical games, role-playing and business games;
- technologies of individualized learning: project method;
- technologies of integration in education: integrative forms of education (workshop, lecture-workshop, lecture-dialogue).

The technologies used, as well as monitoring at all stages of work, determined a high level of motivation for vocational pedagogical education and self-education and predetermined the result stated in the research hypothesis - a high level of formation of the professional and pedagogical competence of students in the educational process of the university among students of the experimental group in comparison with the level, observed in the control group.

The developed criterion-level system for evaluating the results of the experimental work provided for the inhomogeneity of the composition of both the experimental and control groups, as well as the level nature of the development of the analyzed phenomenon. We attributed the following to the main criteria: information and knowledge, which determines the system of pedagogical knowledge, on the basis of which professional and pedagogical skills and abilities are formed; axiological, based on the awareness of the value of the teacher's professional competence as an essential characteristic of the professionalism of pedagogical activity; motivational, which determines the quality of pedagogical activity due to the development of the professional and pedagogical orientation of the teacher's personality, based on the purposeful formation of the main components of the teacher's professional competence in

order to effectively perform professional and pedagogical activities; constructive-activity, represented by a complex of skills and abilities of modeling pedagogical tasks, effective action in non-standard pedagogical situations; analytical and reflexive, manifested in the presence of students' skills of introspection of their own professional and pedagogical activities and communication, in interest in pedagogical problems, in ways of self-control.

The main levels of formation of the teacher's professional competence, in our opinion, are:

- an intuitive level, characterized by a lack of special theoretical knowledge about the features of pedagogical activity, about ways of solving pedagogical problems, inability to prove oneself in non-standard pedagogical situations, stereotyped actions, misunderstanding of the role of teacher's professional competence for his successful work and professional development and improvement;
- stereotypical-reproductive level, testifying to the knowledge that allows you to determine the direction of pedagogical activity, your own strategy of behavior in various pedagogical situations and the effective solution of pedagogical problems;
- the search and creative level, represented by solid knowledge, the desire to solve various pedagogical problems and enter into spontaneously arising or proposed pedagogical situations, a conscious attitude to the process of forming the teacher's professional competence as an essential characteristic of his professionalism.

In general, the experimental work carried out revealed a positive direction of the process of forming the professional competence of teachers among students in the educational process of the university. The results of measuring the level of formation of the teacher's professional competence among

students, obtained on the basis of a reflexive assessment of the students themselves, as well as taking into account the objective indicator of the level of professional competence of each student, presented by representatives of the school administration, where the student passed pedagogical practice, fellow students and the student himself, revealed a high level of formation of professional teacher competence among students of the experimental group, which allows us to conclude about the effectiveness of the proposed model and confirmation of the stated research hypothesis.

Education at the present stage of social development is becoming the main imperative for the survival and development of mankind in the presence of global economic, anthropogenic and national problems, a condition for the implementation of the globally recognized concept of sustainable development of mankind and earthly civilization as a whole. The actual problem of modern higher pedagogical education remains the problem of university autonomy, harmonization of the interests of the university with the expectations and requirements of the state and society. A significant increase in the role of pedagogical and psychological support of the educational process, the training of competent teaching staff is becoming positive changes in the training system in universities.

Comprehension of various approaches to defining the essence of the concept of "professional competence" of a teacher as a leading educational phenomenon makes it possible to present it as such an integration of information (a complex of versatile knowledge), skills, and experience based on professionally significant personal qualities that form the potential of a creative teacher.

This category reflects the range of requirements imposed by society on the personality of a highly qualified teacher. The analysis of the conceptual-categorical

apparatus of the research testifies to the integrative nature of the studied phenomenon, represented in the pedagogical thesaurus by numerous definitions: "competence", "competence", "key, basic, special competences" (I.K. Drakina, E.V. Shmakova and others), "key competencies" (G.K. Selevko and others), "main key competencies" and "auxiliary key competencies" (G. S. Vyalikova), "competence-based personality", "competence-based behavior" (R D. Hamilton, T. K. Hamilton, J. Raven, E. K. Skorlukhanova), "competence training" (Y. Gromyko and others) and allows to establish the integrativity of this phenomenon and to structure the types of professional competence of the teacher. The dissertation presents a description of over 40 types of teacher's professional competence (psychological and pedagogical, conflict, linguistic, communicative, acmeological, moral, ethnocultural, ethical, rhetorical, extreme, emotional, ecological, socio-cultural, informational, dialogical, etc.).

In the context of the problem under study, it is important to take into account the leading methodological approaches in the process of implementing the pedagogical conditions for the formation of the teacher's professional competence (personal, activity, systemic, axiological, acmeological, culturological), which allow us to consider its content and essence, as well as its genesis in modern pedagogical science. It is important to note that the professional competence of a teacher is harmoniously combined with the leading pedagogical categories: creativity, skill, professionalism, qualifications, while allowing to accurately and concisely reflect all the requirements that are presented today to a professional teacher of the XXI century.

The conducted research and analysis of theoretical provisions on the problem of teacher's professional competence made it possible to define the teacher's professional

competence as an educational phenomenon, which is an integrative multi-level personal education based on positive motives for choosing a profession, a set of systemic knowledge, skills and abilities, practical experience, reflective activity, and dialogical culture. , expressed in the theoretical and practical readiness and ability of a specialist to effectively solve educational and educational problems.

The effectiveness of the formation of a teacher's professional competence in the educational process of a university is determined by such leading pedagogical conditions as an orientation towards the subjectivity of a person capable of self-actualization and self-identification, the creation of a creative environment, an incentive to reflexive activity, dialogization of the educational process. Development and testing of a model for the implementation of pedagogical conditions for the formation of a teacher's professional competence in the educational process of a university (based on a set of target, emotional-motivational, substantive, operational, control-evaluative, productive-corrective components) and the technology of the step-by-step formation of teacher's professional competence (the first stage - adaptive-reproductive, the second stage is active-activity, the third stage is creative-transformative), the complementarity of various educational technologies (technologies based on the activation and intensification of students' activities, with a focus on the development of creative personality traits, game technologies, integration technologies in education and etc.), the systemic implementation of the principles (humanization and democratization of the educational process, the social and value orientation of activities, the continuity of vocational education in the modern sociocultural space, variability, reliance on the

leading achievements of science and technology) made it possible to carry out targeted work at all stages of the educational process of a pedagogical university, focused on the formation of the professional competence of a teacher among students (for example, teaching pedagogical disciplines).

The dynamics of the formation of the teacher's professional competence on the basis of the implementation of the put forward pedagogical conditions reflects the transition from the intuitive, stereotypical-reproductive levels to the search-creative level of the formation of the teacher's professional competence and presupposes system monitoring, which includes the indicated levels and developed criteria (information-knowledge, axiological, motivational , constructive-activity, analytical-reflexive).

The basis of the technology for the step-by-step formation of the teacher's professional competence in the educational process of the university was:

- educational technologies aimed at the development of the creative qualities of the individual: integrative technologies, social educational technologies, technologies for educating the student's subject social activity;
- pedagogical technologies based on the humane and personal orientation of the pedagogical process;
- technologies based on the activation and intensification of students' activities (active teaching methods): problem-based learning (partial search method, educational research technology, research games), project-based teaching technologies, interactive technologies (technology for conducting discussions, disputes);
- game technologies: pedagogical games, role-playing and business games;
- technologies of individualized learning: project method;

- technologies of integration in education: integrative forms of education (workshop, lecture-workshop, lecture-dialogue).

The main advantages of the presented model of the formation of the professional competence of a teacher among students in the educational process of the university include:

- consideration of the structural components of the model based on the use of types of teacher's professional competence;
- implementation of interdisciplinary connections in the learning process;
- the individual nature of training, aimed at self-identification of the student's personality in the educational process of the university due to the observance of the basic principles;
- purposeful work on the formation of the teacher's professional competence at all stages of the educational process (classroom and extracurricular work, independent work, research work, pedagogical practice, monitoring the process of forming the teacher's professional competence).

Each stage is, as it were, "built on" over the previous one; knowledge becomes stronger and deeper; the skills and abilities of the implementation of the action, the solution of various kinds of pedagogical problems are formed. The work on the formation of the teacher's professional competence at all stages of technology is characterized by the expansion and complication of tasks, a variety of forms and methods of active learning used. This process is accompanied by personal and professional formation and development: realizing their potential capabilities, using samples of creative behavior, the student develops his own individual style of activity, identifies himself with the chosen profession. High internal motivation for activity, subjective assessment of one's own abilities and capabilities contributes to the process of self-actualization and self-identification of the individual. Complex changes in the personality

of the future teacher ultimately determine the integrative nature and quality of the product of the correct organization of the educational process at the university, which is the level of formation of the teacher's professional competence. The control experiment, the results of which confirmed the correctness of the chosen direction of work and the presented pedagogical conditions for the formation of the teacher's professional competence, recorded a significant difference in the indicators of the level of formation of the teacher's professional competence among the students of the control and experimental groups at the ascertaining and control stages of the study. The objective indicator of the indicated level served as one of the criteria for the correspondence of the reflection of the subjects of the educational process of the university to their own level of formation of the teacher's professional competence.

Conclusion: The conducted research does not claim to be an exhaustive solution to the entire spectrum of problems associated with the formation of teacher's professional competence. A relatively new concept for pedagogical science requires further understanding, research of the relationship between pedagogical conditions and the dynamics of the formation of the teacher's professional competence, not only in the process of teaching pedagogical disciplines, but also in other subjects, studying gender aspects, the specifics of the formation of teacher's professional competence in extracurricular work in the disciplines of the pedagogical cycle, substantiation of the influence of intersubject connections on the quality of the formation of the teacher's professional competence, etc.

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