

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER OF INFORMATION TECHNOLOGIES

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Annotation

The article presents the concepts and directions of professional competence of an informatics teacher and that in the conditions of high dynamism of the national education system, its inclusion in the world educational space, the quality of a teacher's professional activity depends on the level of formation of his professional competence, which ensures the achievement of strategic tasks in professional activity.

Keywords: competence, professional competence, educational space, competence-based approach, innovation.

Аннотация

В статье представлены понятия и направления профессиональной компетентности учителя информатики и о том, что в условиях высокого динамизма отечественной системы образования, включенности ее в мировое образовательное пространство качество профессиональной деятельности учителя зависит от уровня формирования его профессиональной компетентности, обеспечивающей достижение стратегических целей в профессиональной деятельности.

Ключевые слова: компетентность, профессиональная компетентность, образовательное пространство, компетентностный подход, инновации.

The current stage of development of education is characterized by a constant increase in the requirements for its quality, for the compliance of educational results with the demands of modern society. The problem of transition to new educational results is global and common for many countries. For Uzbekistan, such a transition is further complicated by the fact that the modernization of education and the orientation towards new educational standards are carried out in parallel with the changes taking place in the socio-economic sphere of society. Conducting research and experience of practical work in a pedagogical university allow us to conclude that in the conditions of high dynamism of the national education system, its inclusion in the world educational space, the quality of a teacher's professional activity depends on the level of formation of his professional competence, which ensures the achievement of strategic tasks in professional activity. Today, the most relevant will be the integration of fundamental professional basic knowledge with innovative thinking and a practical research approach to solving many educational problems. That is, as part of the grow professionally and look for innovative, non-standard ways of solving professional issues, including using information technology. The study of the structure and content of a teacher's professional activity in order to determine the required level of his professional competence as the basis for effective work in modern conditions is a rather urgent task that arouses the interest of many scientists and researchers. "and "professionalism", began relatively recently professional training of teachers, it is important to instill in

students the desire to do so in the late 1960s - early 1970s. In the western, and in the late 1980s. and in the domestic literature, a special direction was born - a competence-based approach in education. Researchers mainly began to turn to the professional competence of a specialist as a pedagogical problem in the 80-90s of the XX century.

As a study of the literature shows, studies of this concept and its characteristics are carried out in different directions. In general, in pedagogical science, the concept of "professional competence" is considered as: a set of knowledge and skills that determine the effectiveness of labor; scope of skills to complete the task; a combination of personal qualities and properties; a complex of knowledge and professionally significant personal qualities; unity of theoretical and practical readiness for work; a measure of the inclusion of a person in an activity; the ability to carry out complex culturally appropriate types of actions, etc. So, for example, A. K. Markova means by competence a certain mental state that allows you to act independently and responsibly, as a person's possession of the ability and ability to perform certain labor functions. The interpretation of the concept of "professional competence of a teacher" has become the object of dispute and disagreement between psychologists, teachers, physiologists, practitioners, etc., and there is still no unambiguous definition of it. At the same time, the phrases "professional pedagogical competence", "professional competence of a teacher", "professional competence of a teacher", "pedagogical competence" are referred to one synonymous series. So, according to V. A. Adolf, "professional competence is a complex education, including a complex of knowledge, skills, properties and qualities of a person, which provide variability, optimality and efficiency of building an educational process."

Professional competence is considered by us as an acquired backbone integral quality of a personality, which is based on scientific knowledge about objects, subjects, dynamics and the content of professional activity, general and special skills and abilities, experience, business and personal qualities of the individual. That is, it is at the same time a specific state of the individual, ready to implement the acquired knowledge in specific conditions of practical activity, and an element of professional culture, and the main component of professionalism. At the same time, the activity of a specialist in solving professional problems should be organized and independent.

Returning to the issue of determining the professional competence of informatics teachers, it can be noted that competencies related to information and information processes and technologies, for example, information competence or ICT competence, play a special role in its structure.

So information competence is understood by us as the ability of a person to navigate the flow of information, as the ability to work with its various sources, using various technical means to find and select the necessary material, classify it, generalize, analyze, and also as the ability to concretely and effectively based on the knowledge gained. solve emerging professional and everyday problems. We evaluate ICT competence as a person's ability to competently and creatively use information and communication technologies in professional activities, in the learning process, during preparation for classes, as well as for solving everyday issues. Nevertheless, despite the global informatization of education, computer science teachers in educational institutions are not limited only to the use of information and communication technologies in their educational institution.

The study of special literature and the conduct of the study allow us to conclude that at first the basic, minimally necessary general professional knowledge, skills and abilities are acquired and formed, on the basis of which basic professional guidelines are then built, subsequently becoming ready for

professional realization and self-development of the individual. That is, basic competence is the basis for the formation of general competence, wit is also necessary to remember that the system of training a future computer science teacher in modern conditions should be focused on fulfilling a certain set of requirements for a graduate of a pedagogical university, which should be appropriately reflected in the educational process. which in turn is the necessary basis for the formation of professional competence. In order to fully prepare a computer science teacher for work in a modern information technology society, it is necessary that the learning process at a university also takes place in a new information and communication educational environment using ICT tools, which contributes to the activation of cognitive activity and the development of students' creative abilities, readiness and desire for self-development. Thus, the training system for a future computer science teacher, as a competent specialist, should be designed and implemented as an open system, ready for further improvement. The basis of such a system should be its orientation towards a dynamically changing reality, towards constant and continuous development. No matter how high the theoretical and practical training of a teacher is, a modern teacher must constantly and continuously improve his professional competence. The preparation of an informatics teacher for work in modern conditions of the information environment should be focused not only on solving the problems that the teacher faces today, but also on the readiness to solve problems that are not yet familiar to him, but may appear in the future. Therefore, the goals, objectives, means, forms, mechanisms and methods of interaction between a university teacher and students should be determined in such a way that the considered concept of professional competence becomes important and valuable, if not for all, then at least for the majority of future specialists.

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