

AS THE GOAL OF PROFESSIONAL TRAINING IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF A FUTURE TEACHER

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Abstract. The article discusses the content of normative model of teacher's competency, displaying scientifically based composition of professional knowledge and skills and here we can see pedagogical condition and developing level of professional competence of foreign languages teachers.

This study examines professional learning as a key factor in the development of professional competence of a future teacher. The work also analyzes the theoretical foundations of the formation of professional competence, studies modern models of professional training of teachers, and conducts empirical research aimed at identifying the most effective methods and technologies for developing professional competencies among students of pedagogical universities. The results of the study may be useful for the development of new professional teacher training programs, as well as for improving existing teaching practices.

Keywords: Professional competence, teacher, students, effective methods, technologies, models, training program, person, traditional education.

In modern conditions, the document defining the professional requirements for the training of graduates of pedagogical universities in various specialties is the State Standard of Higher Professional Education included in the Russian education system. The similarity of the teacher's professional program with the level of training of specialists of the state educational standard is that both documents contain requirements for the teacher's personality and special aspects of his training (specialist science, psychological, pedagogical and methodological). The difference is in the nature of the requirements for educational aspects: from ideological-political (in the professionogram) to the general requirements for specialist education, to its general cultural and medical-biological preparation (in the Standard). Currently, the projects of Education standards on the formation of professional competence of teachers have begun to appear (V. A. Kuznetsova, Yaroslavl State University).

Aspiring educators must possess a solid foundation in pedagogical theory and practice, including a deep understanding of subject matter history, effective teaching techniques, and the ability to apply their knowledge to guide learners in developing their skills and expertise (Muslimov and Kadyrov).

American psychologist R. Short reveals the concept "personal competence". A competent person the author characterizes as "a person who has knowledge of the "fundamentals of sciences" and skills associated with them, and the skills required to perform psychomotor functions, professional roles, cognitive and affective activity, interpersonal communication" (Anisimova 2002).

Diagnostics is the starting point for creating an individual trajectory for the development of professional competencies of a future teacher. By analyzing the personal characteristics of each student, we can develop a personalized plan aimed at enhancing strengths and correcting weaknesses, which will allow future teachers to develop the set of qualities that are necessary for successful work in the modern educational environment (Ogannisyan et al. 2016).

In our work, we strive to combine theory and practice. We analyze how they apply the knowledge acquired by students in theoretical classes in psychology and pedagogy in real teaching activities. This allows us to evaluate the effectiveness of training programs and make the necessary adjustments to make the learning process more practice-oriented.

To prepare a teacher who can inspire and develop children, it is necessary that the future teacher himself be an active researcher and creator. The transition from passive perception of knowledge to active search and application is a key task of modern teacher education. Students must become subjects of the educational process, set their own goals and look for ways to achieve them. This approach not only develops their cognitive activity, but also develops the necessary professional competencies in them (Sergeeva 2016).

Adaptable teaching approaches, tailored to individual student needs and learning styles, are essential for cultivating future educators' professional competencies (Nuratdinov 2014).

This means that the future teacher must be prepared for constant self-development and professional growth. To do this, it is necessary to cultivate in students an awareness of the importance of lifelong education and readiness for change. Our task is not just to transfer ready-made knowledge to students, but also to develop in them self-education skills that will allow them to successfully adapt to new challenges and realize their professional potential.

We started the analysis of the discussed concept by studying its linguistic interpretation. Thus, the concept of "competence" (lat. *competentia* or *competo* - I achieve together, achieve, coordinate, approach) is interpreted in the dictionaries as "allowing to think about something, to have knowledge", "awareness, authority, full legality". Almost all dictionary editors distinguish between the categories of "competence" and "competence".

Definitions of competence are similar and overlapping, while there is no single definition for "competence", which is defined as "the set of powers (rights and obligations) of anybody or official defined in the body's charter or other regulations", "someone to have (possess) knowledge that allows one to make a judgment about something", "a field of issues that one knows well". "Competence" means "a range of issues and events for which a certain person has authority, knowledge, and experience; one can find such definitions as "a person's personal capabilities, his skills" (knowledge, experience), which allows participation in the development of certain solutions or solutions due to the presence of certain knowledge and skills ".

Competence-based teacher training demands a contextual approach that prioritizes the development of practical skills and knowledge relevant to real-world professional challenges. While traditional education often focuses on memorizing abstract information, contextual learning emphasizes active engagement with authentic tasks and problem-solving scenarios. This approach fosters self-directed learning and the development of essential professional and social qualities, preparing teachers to effectively guide their students in meaningful learning experiences.

In conclusion, the results of the study indicate that the modern system of teacher training is in need of serious modernization. It is necessary to rethink traditional approaches to teaching and develop new models that will allow future teachers to develop not only subject knowledge, but also a wide range of universal competencies that are in demand in a rapidly changing world. Only in this case will we be able to prepare teachers capable of successfully solving the complex problems of modern education.

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