



Preparation of Future Teachers for Professional Activity on the Basis of Competent Approach

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Abstract: *This article is a preparation of future teachers for professional activity on the basis of a competency approach, and describes the large-scale work and objectives for this purpose in the vocational education system.*

Keywords: *prospective teachers, vocational education, internship, student, competence, competence, professional competence, interdisciplinary integration*

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Regulations on the qualifying practice of students of higher educational institutions of the Republic of Uzbekistan were approved by the order of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated October 30, 1998 No 305.

This Regulation is developed in accordance with the requirements of the Law of the Republic of Uzbekistan "On Education". It defines the forms, procedures and methods of conducting internships for students of higher education institutions.

The state education standard defines professional and general competencies, that is, the knowledge, skills and competencies that graduates should possess. They can be achieved through an integrated approach in the development of basic vocational education programs. The variable part of the program allows to reflect the specifics of the educational institution, the region, the needs of employers in the region for specialists with specific professional competencies. In our view, it is integrative education (integration of education) that plays an important role in the process of formation of professional competence of future professionals and their future professional activities. The modern labor market, presenting the growing demands on the quality of education, leads to increased professional competence and professional training of future teachers of vocational education, which in turn increases competition among graduates of higher education institutions, including technical higher education. If the initial qualification of the specialist implies only the suitability for the job and the acquisition of narrow information, "competence" requires the acquisition of knowledge not only of the general type, but also of a wide range, in particular. The readiness and ability of a specialist to successfully implement their skills implies the improvement of the efficiency and quality of their work. Different tasks related to professional activity can be defined as a set of developed personality traits of a student.

Adhering to the concept of competence, N.A. Muslimov and other researchers, working in this field, organize the professional competence of students of technical higher education as an association of personal qualities, which will help them to successfully implement their knowledge,

skills and abilities in engineering. stressed. In turn, a competent approach requires significant changes in educational technology. Therefore, higher education institutions today face the task of developing special technologies and methods of their implementation in the educational process. But we also believe that the formation of the professional competence of future professionals in technical higher education institutions, like many researchers, is still insufficient to use meaningful education and interdisciplinary links. Because in meaningful education modeling of professional and social aspects of future engineering activity takes place, and interdisciplinary integration, in turn, emerges as a unifying element in different fields of science. A modern graduate - a future technical specialist (vocational education teacher) - should be able to apply a set of knowledge in various disciplines in their professional activities. Interdisciplinary integration can be interpreted as a process of combining academic disciplines based on knowledge (knowledge) and technological problems.

Student internships, which are an important part of the training of specialists in bachelor's and master's specialties, are conducted in advanced enterprises, institutions and organizations.

The purpose, duration, and content of each internship are defined in the State Education Standard, curricula, and internship programs.

Internship programs are developed by the relevant educational institutions, taking into account the qualification requirements of the chosen direction (specialty), the description of enterprises, institutions, organizations (hereinafter - the objects of practice) and approved by the rectors of higher education institutions.

Student internships are organized on the basis of agreements concluded by higher education institutions with state and joint-stock companies, institutions, organizations, firms, joint ventures and others.

Students studying on the basis of a contract with legal entities are sent to the relevant internship facilities for internship.

The responsibility for organizing and conducting the internship rests with the rector of the university.

Internship locations are selected from internship facilities located near the higher education institution, taking into account the passage of large groups of students.

If there is no enterprise where students do internships at this base, the enterprises located close to the higher education institution will be used as internship facilities.

On the basis of bilateral agreements, the practice can be carried out in enterprises, institutions and organizations of foreign countries.

The head of the practice appointed by the university:

- visits facilities prior to the start of the internship to prepare students for arrival;
- provides organizational activities (internship procedures, safety instructions, etc.) before students go to the internship;
- supervises the research work of students, provided by the tasks of the department;
- monitors students' compliance with internal labor regulations;
- participates in the preparation of student scientific conferences on the results of the internship and the work of the commission evaluating the results of the internship;

- reviews students' internship reports, makes recommendations on their work. Students submit to the head of the department a written report on the internship, indicating the shortcomings in their practical training, with suggestions for improving the practice;
- carries out all work together with the supervisor attached by the object of practice.

The general management of the student internship is assigned to one of the responsible staff by the order of the head of the internship facility.

Objects of practice in accordance with contractual obligations:

- organizes and conducts student internships in accordance with the internship program and this Regulation;
- provides students with jobs that ensure the effectiveness of the internship in accordance with the program;
- follow the monthly-daily work schedule agreed with the higher education institution during the internship;
- provides students with access to available literature, technical and other documentation.
- assists in the selection of topics for course work and graduate work;
- ensures and monitors the compliance of interns with the internal labor procedures introduced at the facility;
- interns take full responsibility in the event of an accident.

Thus, the implementation of the mechanism of improving the professional training of teachers of vocational education on the basis of an integrative-differential approach is carried out step by step in accordance with the formation of a professional personality in each course of education. At the stage of understanding the status of the student there is a holistic development of the individual, the role of his preparation for a new professional activity is associated with the development and acquisition of the general foundations of the profession.

The integration of pedagogical and psychological theoretical and practical knowledge in preparation for professional activity requires a systematic approach to improving the professional competence of students based on the integration of pedagogical and technical knowledge in the diagnosis of professional preparation. Therefore, a systematic approach was taken to ensure the integration of pedagogical and technical knowledge in the diagnosis of professional training. Based on the classification of the stages of formation of important personal and professional qualities in future professionals, the mechanism of development of competencies such as mobility, reflexivity, integrative in the areas of theoretical, practical, research training has been improved. At the stage of professional self-knowledge (II course) the special development of students' personality continues, their cultural needs and requirements are formed. They include all forms of education and upbringing, not only to achieve trust and independence, but also to take an active part in the work of public organizations and movements. During this period, the focus is on the general professional sciences. At the stage of professional self-determination (III course) the attention of students to the disciplines of specialization is strengthened, the motives for improving the preparation for professional activity are strengthened. At this stage, specialization begins, interest in research increases, they learn the characteristics of their chosen profession.

We consider it permissible to make the following conclusions:

- the dialectical process of establishing a system of membership aimed at ensuring the full development of vocational training is internally contradictory and takes place in the struggle against opposing tendencies such as integration and disintegration, analysis and synthesis.
- one of the important factors ensuring integration in teaching in the system of continuing education is membership. Integration is a privatized function of the education system and the provision of integrative processes that lead to the integrity of education and its outcomes. At all stages of the system of continuing education, the organizational tools used in the formation of integrated knowledge and ensuring the continuity of content and form in the educational process play an important role.
- integrative approach to education In this regard, the expression of a targeted approach to the integrated system in the context of education is important in raising the level of professional training of future professionals.

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