



Didactic Opportunities of Developing the Pedagogical Professional Competence of Students of Higher Education Institutions

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Abstract: *At the heart of any educational system lies the future generation and the interests of the people. Personal qualities of the young generation play a leading role in realizing these interests. The quality of the young generation and the level of professional knowledge are directly related to the type, volume and quality of education that is being given to them today.*

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The essence of the psychological-pedagogical layer of managing didactic opportunities, cognitive activity, generalization of student training by increasing attention to the educational process, and personal approaches to the system of specialist training are carried out in the training of specialists in world higher education institutions. In order to effectively develop the pedagogical professional competence of students in the educational process of developed countries, it is necessary to identify didactic opportunities in teaching students and put them into practice. scientific research on the development of information-analytical competence, the improvement of didactic possibilities and the development of skills of the technological approach is also of primary importance.

In addition to material factors in improving the continuous education system, improving the quality and effectiveness of education, the level and potential of improving the professional competence of students is also important. To determine the appropriate approaches to improve the professional training of students in higher education institutions, we analyze several programs for the education of students, and we pay special attention to the methodical activities carried out on the basis of them until now.

There are different approaches to defining professional competence, the reason for which is the complexity and multifacetedness of the concept of competence.

Profession is a type of human labor activity, which, as a result of special training and work experience, acquires a set of theoretical knowledge, practical skills and qualifications to carry out activities in a certain field, providing him with physical capabilities, mental abilities and legal rights [1; p. 142].

As students master the content of vocational training, it indicates the need for a change in focus. In this case, it is necessary to pay attention to the psychological and pedagogical layer of managing students' knowledge. And this increased attention requires the need to teach students to build

methods of working with children based on the competent implementation of this or that indispensable didactic concept.

The search for opportunities to create effective methods of teaching is carried out by determining the nature and complex interrelationship of several factors with the help of various didactic approaches that reflect different aspects of the interaction between the teacher and the student.

Among these factors, it is usual to distinguish, first of all, didactic principles, since they are intended to determine teaching practice. Didactic principles, on the one hand, serve as a basis for the implementation of the concept of a specific psychological mastery, on the other hand, with the help of requirements and rules arising from didactic principles, it is possible to clearly prove the appropriateness of a specific purpose. Pedagogical innovation and regulation of its application is important. It should be noted that despite the importance of this factor, the difficulty of taking it into account in the construction of the educational process stems from the fact that a single approach to defining the essence of the concept of "didactic principles" has not yet been developed.

Analyzing the first approach to determining the essence of the concept. Due to the complexity of the educational events and processes expected in the training and the impossibility of finding stable connections between them, we can only talk about pedagogical laws.

Therefore, systems of didactic principles built on the basis of such an understanding of the essence of the term take into account only causal relationships that appear as probabilities with a certain frequency.

In other words, the didactic principles formulated in this way function as more or less reasonable statements of a normative nature.

When using the second approach to understanding the essence of didactic principles, the principles are unconsciously determined by the intuitively understood norms of behavior of the participants of the educational process.

In fact, in this case, it is almost impossible to look for didactic laws in the formulation of principles and their system, only such general norms of the behavior of the pedagogue and the student are found.

Orientation to the third approach to understanding the essence of didactic principles is based on taking principles from scientific, non-psychological and pedagogical ideas about the laws of education. As a result of the research, it became clear that this approach does not take into account all aspects and aspects of the operation of the educational process in the formation of principles and their system (2).

The result of different approaches to understanding the meaning of the term "didactic principles" is that today various systems of didactic principles are proposed, and didactics reveals their content and meaning in different ways.

This shows that attempts to understand the essence of didactic principles do not allow us to separate its immutable content. In this case, it is impossible to see and prove the specific characteristics of each principle.

Nevertheless, it should be noted that in the works of E. L. Belkin [35], as a result of the analysis of the structural structure of pedagogy, a tendency to highlight and formulate didactic principles was revealed, taking into account its complex object.

List of used literature

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