



## Topical Examples of the Formation of Professional Competence in Future Educators

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**Annotation:** *This article reveals the essence of the concept of competence. The ways of pedagogical development of professional competence in educators are indicated. A complex of competencies is highlighted, which determines the level of development of pedagogical competence, which can be acquired for future teachers.*

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First of all, the concept of competence entered the field of education as a result of scientific research by psychologists. From a psychological point of view, competence refers to unconventional situations, how a specialist behaves in unexpected cases, enters into communication, behaves in a new way in interaction with opponents, when performing ambiguous tasks, using information full of conflicts, having a plan for moving in consistently developing and complex processes. Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and the ability to apply them at a high level in practice. Currently, great attention is paid to the technology of training in the formation of professional competence. The teaching technologies developed and used by the teaching staff of higher educational institutions are a component of the educational system of the decision - making and upbringing of the professional competence of future educators, contribute to the initial creation of the professionally significant base of occupation of the profession, the gradual formation of theoretical, practical and motivational training and competence for the implementation of In addition, in the peculiarities of the formation of professional competence in future educators, the concept of competence is important. Competence requires constant enrichment of knowledge, study of new information, feel the requirements of this day and period, the skills of searching for new knowledge, their processing and application in their practical activities. A specialist who owns competence acquires such skills as a good knowledge of the use of methods and techniques suitable for these conditions, a selective application of techniques worthy of the current situation, a rejection of the wrong ones, a critical look at the issue, which he has mastered in solving his problems. Since the basis of competence consists of abilities, each of them must correspond to its competence. Abilities correspond to the most general manifestations of competence in Physical Culture, mental sphere, Universal, Practical, executive artistic technical, at the same time pedagogical-psychological, social and other skills. In the formation of the professional competence of future educators, mainly teachers are obliged to develop and influence the activity, feeling, behavior of young people with an example and example in the process of their activities, to choose material for each activity ,complicate it and ensure its connection with the previous and subsequent ones, plan

the pedagogical process using a set of educational and educational The formation of the professional competence of the future teacher occupies a special place among the complex problems in the training of educators. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is more clearly manifested. Future educators are enriched by practical, psychological, methodological, research types, as well as the formation of the teacher's professional competence. If we take European countries, then, according to tradition, professional qualification is measured by the competence of a specialist, and the educational system aimed at its formation is measured by the level of knowledge, skills and abilities. The cognitive activity of a pedagogical person is largely determined by the complexity of what is being studied, the dynamics, the non-standard, the influence of the boundaries separating social phenomena, the search for them is determined by uncertainty, which implies observation, the skill of modeling the inner world of the interlocutor. Diagnosis of professional competence it is necessary to include groups of diagnostic, communicative, managerial and projective readings in the substantive characteristics of professional formation. Professional competence of a teacher is one of the most important aspects of professional competence in pedagogical activity, expressing all the needs, abilities, skills, knowledge and interests of a pedagogical person associated only with the implementation of professional and professional activities. The competence approach is a new pedagogical reality from the point of view of the modernization of Higher Education. In connection with this demand, in turn, the system of selection of teaching methods also undergoes changes. The selection and application of teaching methods in practice requires the improvement of competencies and functions corresponding to the requirements for the educational process. A competent approach requires the student to acquire knowledge and skills not individually, but in integrity. It should be noted separately that most of the definitions given to the concept of competence are formulated in connection with professional education, professional activity. However, since this concept in connection with general Secondary Education has a description of innovation, there is a special need to clarify its essence. Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and the ability to apply them at a high level in practice. It is required to establish new state educational standards based on a competency-functioning approach aimed at self - development . Because the essence of the educational process, which is being organized in higher education, remains not the development of the needs and abilities of the audience, but the information-verbally transmission of knowledge, the formation of skills and abilities. The only way out of this problematic situation is to introduce a new, that is, a competent approach in higher education. Pedagogical competence is considered as a factor ensuring the qualitative Organization of teaching activities. Competence includes the education, skills, abilities and experience of the educator. Competence refers to the degree of use of knowledge in the process of work. Pedagogical competence-to have sufficient education to carry out pedagogical activities at the necessary level. In addition, the ability of a pedagogical person to adequately assess his professional level and establish his own development as a specialist depends on this type. Social pedagogical competence the level of social competence determines the ability of the educator to effectively build relationships with colleagues, to plan joint actions. Effective communication skills, pedagogical culture and responsibility for the results of work - all this is included in the concept of social pedagogical competence. How is competence formed? The main thing for the formation of the competence of the educator is special professional education. In the future, the knowledge and skills acquired in practice will complement the level of initial competence. When assessing the competence of educators, it is effective to work with reference to behavioral indicators. This is exactly what makes it clear what the differences between competence and competence mean. Once you understand what competence is , determining its level will not be a challenge. As a managerial competence of educators, it shows such criteria as

teamwork, leadership, cooperation, coaching, the use of formal competencies. It is advisable to conduct trainings based on the activities of an educational institution, sending each educator who does not meet the requirements of competence to additional classes, that is, the development of educators is an important task. A specialist with professional competence, consistently enriches his knowledge, absorbs new information, deeply understands the requirements of the period, seeks new knowledge, processes them and is able to effectively apply them in his practical activities. Even in the conditions of Uzbekistan, professional competence inherent in the educator has been studied, among which. The study carried out by B. Nazarova is of particular importance. A teacher with a professional competence, firstly, has a positive effect on the formation of creative educators in the educational process, secondly, he is able to achieve positive results in his professional activities, and thirdly, to realize his personal professional capabilities.

If the formation of the professional competence of future educators is considered as a pedagogical problem, it is necessary to carry out the following work:

1. A radical improvement in the quality of professional and pedagogical training of a teacher is directly related to its content. To significantly improve the quality of training of pedagogical personnel, it is necessary to ensure the synthesis of pedagogical and technical knowledge.
2. A competent teacher should know how to apply his professional knowledge, psychological qualities in his work. Currently, great attention is paid to the technology of training in the formation of professional competence. The teaching technologies developed and used by the teaching staff of higher educational institutions are a component of the educational system of the decision-making and upbringing of the professional competence of future educators, contribute to the initial creation of a professionally significant base for mastering the profession, the gradual formation of theoretical, practical and motivational training and competence for the implementation of professional In addition to this, the concept of competence is important in the peculiarities of the formation of professional competence in future educators. Since the basis of competence consists of abilities, each of them must correspond to its competence. It is important not to release a sedan that the content of the teacher's theoretical training is understood in most cases as a complex of psychological and pedagogical and special knowledge. Knowledge, which is considered an overload in the structure of the teacher's experience and is not brought into one system, remains something that no one needs. Therefore, it is necessary to focus on the forms of theoretical training of future educators in the formation of professional competence. Such theoretical activity is an activity manifested in the generalized knowledge of pedagogical thinking, which implies the presence of analytical, design and reflexive skills in the teacher. A specialist has competencies, that is, to determine which method of activity he will master, what he is ready for - the so-called competency approach. Summing up from the above points, it can be said that in the formation of the professional competence of future educators, mainly teachers can develop and influence the activity, feeling, behavior of young people with an example and example in the process of their activities, choose material for each activity, complicate it and ensure its connection with the previous and subsequent ones, plan the pedagogical process

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