



DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE EDUCATION TEACHERS AS A PEDAGOGICAL PROBLEM

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***Abstract.** This article analyzes the development of professional competence of future teachers of education as a pedagogical problem from a scientific and theoretical perspective. The study reveals the essence of the concept of professional competence, its structural components (motivational-value, cognitive, operational-activity and reflexive-analytical). It also substantiates the pedagogical conditions that affect the formation and development of professional competence of future teachers in the process of higher education.*

***Keywords.** Professional competence, teacher of education, competency-based approach, pedagogical skills, motivational component, reflexive activity, pedagogical conditions, higher education, educational process, professional development.*

Introduction. In the process of modernizing the education system in our country and developing it in accordance with international requirements, the quality of pedagogical personnel training is recognized as one of the priority areas. In particular, the need for teachers who can effectively organize the educational process, deeply master modern pedagogical and psychological approaches, and adapt to socio-cultural changes is growing. In this regard, the issue of developing the professional competence of future teachers of education is manifested as an urgent pedagogical problem.

In the current conditions of globalization and digital transformation, the content, forms and methods of the educational process are being radically updated.

The social activity of students, independent thinking, and the level of understanding of spiritual and moral values largely depend on the professional training and competence of the teacher of education. Professional competence is not only a set of theoretical knowledge, but also embodies the integration of knowledge, skills, qualifications, values, and personal qualities that allow for the effective implementation of pedagogical activities.

Although the competency-based approach is widely used in the theory and practice of pedagogy, the mechanisms for the systematic formation and development of professional competence of teachers of educational sciences are not sufficiently scientifically substantiated. The methodological support aimed at developing professional competence in the process of training future teachers in higher educational institutions, the content of practical training, and the level of use of innovative technologies require improvement.

Literature review. The problem of developing professional competence of future teachers of educational science has been studied within the framework of various scientific approaches in pedagogy and psychology. The introduction of the concept of professional competence into scientific circulation is primarily associated with the activities of foreign researchers. In particular, David McClelland explained the concept of competence in terms of behavioral factors that ensure the successful activity of a person, criticizing assessment approaches based on traditional knowledge and intelligence indicators. Based on his ideas, a competency approach was formed and began to be interpreted as a system of integrative qualities that determine the effectiveness of professional activity [1].

The studies of Richard Boyatzis and John Raven are of great importance in determining the structural structure of competence and its connection with professional activity. R. Boyatzis bases competence as a unity of motivational, cognitive and behavioral components that ensure effective activity. J. Raven, on the other hand, associates competence with the ability of a person to successfully

perform socially significant tasks, emphasizing its inextricable connection with the system of values and motives [2, 3].

The concept of the “reflexive practitioner” put forward by Donald Schon in the issues of professional development and self-improvement of a teacher occupies a special place. According to him, an important indicator of a teacher’s professional competence is the ability to analyze his pedagogical activities, make flexible decisions in problematic situations, and continuously enrich practical experience. Also, the theory of “pedagogical content knowledge” developed by Lee Shulman substantiates the teacher’s competence to convey the content of the subject to students in a suitable methodological form, along with his deep knowledge [4].

The competency approach has been widely studied by scientists from the CIS countries as a methodological basis of the education system. In particular, Irina Zimnyaya explains competence through a system of basic competencies, linking them with a person’s preparation in the areas of social, communicative, and professional activity [6]. Anatoly Khutorskoy, distinguishing between the concepts of “competence” and “competence”, interprets competence as a set of requirements formed in the educational process, and competence as a quality of a person manifested in real activity [7]. The problem of professional formation and development of a pedagogical personality is covered in the studies of Vladimir Slastenin in an inextricable connection with pedagogical culture and professional skills. From the point of view of psychological foundations, Lev Vygotsky's theory of socio-cultural development scientifically substantiates the formation of individual competence under the influence of activity and social environment [8].

The analyzed scientific sources show that the concept of professional competence has a multifaceted and integrative content, which includes motivational, cognitive, activity-related and personal-ethical components. At the same time, although the approaches to general pedagogical professional competence are sufficiently covered in existing studies, the systematic pedagogical conditions and

methodological mechanisms for developing the professional competence of future teachers of education have not been sufficiently developed as a separate, complex object of research. This situation once again confirms the relevance of this problem.

Main part. The professional competence of a future teacher of education is determined by the ability to effectively organize the pedagogical process, form the spiritual and moral qualities of students, develop their social activity, and correctly apply the mechanisms of educational influence. This competence is a complex integrative structure, which is manifested in the unity of knowledge, skills, qualifications, values, personal qualities, and professional experience. Therefore, the process of its development requires systematic, step-by-step and goal-oriented pedagogical activity.

The professional competence of a teacher of education can be structurally divided into several interrelated components: motivational-value, cognitive, operational-activity, and reflexive-analytical components. The motivational-value component is characterized by the future teacher's conscious attitude to the profession, the internal need for pedagogical activity, and commitment to spiritual and moral values. If the student does not have an internal motivation for pedagogical activity, even the most modern methodology will not give the expected result. Therefore, it is necessary to pay special attention to the formation of professional motivation in the process of higher education.

The cognitive component involves acquiring in-depth knowledge of the theory of education, pedagogy, psychology, psychology of youth, social pedagogy, and modern educational technologies. The future teacher must know the laws, methods, and forms of the educational process, as well as the individual psychological characteristics of students. However, knowledge alone is not enough; it becomes a competency only when applied in practical activities.

The operational-activity component covers the skills of planning, organizing, monitoring, and analyzing educational work. In this process, the teacher must

effectively use interactive methods, problem situations, project activities, training, and conversation technologies. Especially in today's digital transformation, the ability to organize educational events based on information and communication technologies is also becoming an important indicator of professional competence.

The reflexive-analytical component represents the teacher's ability to evaluate his/her own activities, identify mistakes, work on himself/herself, and strive for professional growth. A modern teacher must constantly update his/her knowledge and experience, and be able to determine a professional development strategy. This process is closely related to the principle of continuous education.

A number of pedagogical conditions are of great importance in the development of professional competence of future teachers of education. First, it is necessary to organize the educational process on the basis of a competency-based approach. This approach requires the integration of theoretical knowledge with practical situations. Second, it is necessary to widely use problem situations and professional simulations in the educational process. Third, it is necessary to enrich the pedagogical practice process in content and strengthen the professional experience of students by involving them in real educational activities.

Also, an important direction is the development of communicative competence of future teachers. The educational process is carried out on the basis of dialogue. The teacher's speech culture, ability to empathize, and ability to constructively resolve conflicts directly affect his professional effectiveness. Therefore, it is advisable to use communicative trainings, psychological seminars, and role-playing games in higher education programs.

Another important aspect is the implementation of a person-centered approach. A high level of professional competence can be achieved only when the educational process is organized taking into account the individual capabilities, interests, and professional inclinations of each student. This requires the use of elements of differentiated and individualized education.

Conclusion. The development of professional competence of future teachers of education is one of the priority areas of the modern education system, which is an important factor determining the quality of pedagogical personnel training. The results of the study show that professional competence is a complex integrative structure, manifested in the unity of motivational-value, cognitive, operational-activity and reflexive-analytical components. The harmonious development of these components creates the basis for the effective organization of educational activities of the future teacher.

The analysis confirms that the development of professional competence in the process of higher education should not be limited to the traditional model of providing knowledge. The educational process organized on the basis of a competency-based approach, problem situations, enrichment of pedagogical practice with content, the use of interactive methods and elements of reflexive activity have an effective impact on the professional formation of the future teacher of education.

It was also found that the development of professional competence is a continuous process. It should not be limited to the stage of higher education, but should continue throughout the entire professional career of the teacher. Self-improvement, openness to innovative approaches, pedagogical reflection and creativity are important indicators of professional maturity.

In general, the development of professional competence of future teachers of education on the basis of systematic, scientifically based pedagogical conditions is an important condition for increasing the effectiveness of the educational process, improving the spiritual and moral education of students, and preparing competitive pedagogical personnel in accordance with the needs of society.

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