

# THEORETICAL FOUNDATIONS OF THE FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS

Rashidova Ra'no Ganiyevna  
Lecturer, Department of Preschool Education,  
Karshi State University, Karshi, Uzbekistan

## Abstract

The formation of professional competencies among future teachers is a critical aspect of modern pedagogical education. This article explores the theoretical foundations underlying the development of these competencies, emphasizing the integration of knowledge, skills, and values necessary for effective teaching. The study examines key frameworks for competency-based education, highlighting the role of reflective practice, experiential learning, and interdisciplinary approaches in preparing teachers for dynamic educational environments. Additionally, the article discusses the influence of modern technologies and innovative teaching methods in fostering professional growth. By addressing these theoretical aspects, the study provides a comprehensive foundation for developing effective strategies to enhance teacher training programs and ensure the readiness of future educators for professional challenges.

**Keywords:** Professional competencies, teacher education, competency-based education, pedagogical frameworks, reflective practice, experiential learning, interdisciplinary approaches, teacher training programs, educational technologies, future educators.

## Introduction

Modern social demands placed on the process of pedagogical education require the implementation of a competent approach to the process. That is, today the pedagogue personnel training system requires the training of qualified, inquisitive, competitive, enterprising, and highly moral specialists. In the action strategy for the further development of the Republic of Uzbekistan in 2017-2021, the task of "educating a highly educated and intellectually developed generation, creating a reserve of competent scientific and pedagogical personnel in higher education institutions" was defined [1].

The concepts of "competence", "competence", "competent pedagogue" and "competency approach" have been widely studied in research on pedagogical education, and the relationship between these concepts is also important. The concept of "competence" includes information such as the cognitive level, pedagogical skills, abilities and experience of the pedagogue. Generally speaking, a pedagogue can successfully perform a certain type of work. That is, competence is the level of being able to use knowledge in the work process. The concept of competence is close to it and means the totality of knowledge and its presence in people [2].



N. Chomsky first introduced the concept of "competence" (in Latin. *competerere* - "the ability to perform an activity") into lexicology. Notes that it means the ability to communicate and understand the interlocutor correctly. That is, the possibility of constructing a sentence based on grammatical rules is provided [3].

The term "competent approach" was introduced by the European researcher J. Raven, and until today there are different views.

There are different attitudes towards personal competencies, and by Western researchers, especially in the USA, competencies are defined as a concept related to the behaviour of professionals. That is, if the employee has the necessary behaviour, knowledge and skills, he will achieve positive results in his work [5].

European researchers define competencies as a system of tasks to be performed by an employee, a description of expected results, and their ability to operate according to established standards.

From the pedagogical point of view, the term "competence" is studied in the context of the study of competence in the organization of teacher activity (T.G.Braje, S.G.Vershlovsky, N.P.Grishina, N.V.Karnaux, V.Y.Krichevsky, L.M. Mitina, N.P.Popova, etc.) [6,7].

V.A.Slastenin divides pedagogical competence into personal and professional competence. As a professional competence, VASlastenin describes the pedagogical activity carried out based on the unit of theoretical and practical training, as well as the pedagogical skill manifested in this process. The personal competence of the pedagogue determines his ability to implement pedagogical experience and training as a result of social communication in the social environment and shows the level of his formation. It allows to development of successful pedagogical activity in harmony with social norms, social values and social relations accepted in the society [8].

In pedagogical activity, the terms competence and competence (such as teacher's competence, and student's competence) are used very widely.

S.Shishov defines "competence" as acquired knowledge, skills, competencies and social values and a general ability that serves to successfully implement an activity acquired in the pedagogical process. In his opinion, competence is not limited to knowledge, skills, and abilities, but also the ability to establish connections between acquired experiences and different situations that may arise.

In some narrower approaches to the description of competence, this concept is expressed in practical terms. That is, competence is considered as an opportunity to combine knowledge, skills, and abilities that allow a person to successfully perform activities. Also, some scientists define competence as the final result of the holistic educational process, which is an element of the model of training specialists [9].

In psychological research, the concept of "competence" was initially defined in connection with the development of management science and the study of subjective factors affecting the management system.

In particular, A.G.Nikiforov studies competence from three perspectives:

- As a methodological principle of leadership and management;
- as a form of conscious social activity of a person;



–As a component of the role of leadership in society.

In a narrow sense, competence is related to the network-specific nature of management activity [10].

Y.F.Maisuradze analyzed different approaches to determining the levels of formation of specialist competencies and divided these approaches into three main groups:

- Defining competence as a business and management concept;
- taking into account the level of education, work experience gained in the speciality, and length of service in this position when determining competence;
- to consider the level of ownership of the experience of being able to establish a connection between the acquired knowledge and the methods of their implementation.

Defining the concepts of "competence" and "competence", YFMaisuradze draws attention to the need to separate these concepts. He defines competence as powers, and competence as a characteristic of the holder of these powers.

M. Kaarst tried to analyze competence in the psychological concept of improving management. He proposed to consider this concept as consisting of the following components:

1. Necessary conditions of competence (ability, talent, knowledge, experience, qualification, knowledge, qualification, etc.).
2. Human activity (mainly labour) as a process (its description, structure, characteristics, signs).
3. Activity results (labour productivity, changes in activity objects, quantitative and qualitative indicators of results, as well as changes occurring in them).

M. Kaarst gave several definitions of the concepts of competence and competence:

- Competence represents the intellectual suitability of a person to the tasks that must be solved for the person working in this position.
- Competence is expressed by the number and quality of tasks created and solved by a person in his main work (in the main segment of work or in the field of his main functions).
- Competence is one of the main components of personality qualities or a set of certain personal characteristics that determine success in solving basic problems.
- Competence is a system of certain characteristics of a person expressed in the effectiveness of solving problematic issues.
- Competence is one of the characteristics of a person's manifestation, which represents the effectiveness of solving problems encountered in the field of human activity and carried out in the interests of this organization.

Pedagogical competence includes a set of professional and personal qualities necessary for a teacher to successfully solve his pedagogical activities.

The term competence generally means well-informed, well-educated, well-versed, and erudite; means awareness and agency.

A teacher who carries out pedagogical activities and pedagogical communication at a high level, and can achieve high-level stable results in the field of education of students, can be called a professionally competent teacher.

The development of professional competence is the development of creativity, the formation of interest in pedagogical innovations, and the ability to adapt to changes in the pedagogical environment. The socio-economic development of the society is directly related to the



professional level of the teacher. That is why it is necessary to prepare future teachers for professional competence even at the higher educational institution.

Professional competence is the acquisition of knowledge, skills, abilities and experiences necessary for the successful implementation of professional activities by the owner of a profession and the ability to effectively use these experiences during professional activities.

Pedagogical competence is not only the acquisition of knowledge, skills and competencies of the teachers but also implies the acquisition of integrative knowledge and experiences in various fields. Also, competence implies the constant work of a specialist on himself, constantly enriching his experience, assimilation of modern knowledge and information, adaptation to society's requirements and ability to use innovations in practice.

Specialist with professional competence:

- works tirelessly on himself and enriches himself with modern knowledge;
- learns information about current problems;
- adapts to society's requirements;
- deals with the integration of experiences related to the speciality;
- can apply the acquired knowledge in practice.

In some studies, there are similarities in defining the concepts of professionalism and competence. Although these two concepts are similar, they represent different meanings. Along with the necessary knowledge, professionalism is understood as the specialist's attitude to work, proper understanding and mastering of its characteristics. Competence has a complex content compared to professionalism and requires the ability to apply theoretical knowledge and practical skills in real-life situations. To determine competence, it is necessary to comprehensively assess and monitor the activities of specialists.

In general, the concept of "competence" in pedagogical research is described as "perfect and deep knowledge", "adequacy in performing tasks", "ability to organize activities effectively", and "efficiency of activities". The analysis shows that most researchers understand the concept of "competence" primarily as the potential ability to perform certain activities.

As can be seen from the above, the concept of "competence" can be analyzed from different perspectives, used at different levels and in the description of activities, and expressed accordingly in content. Competence has certain social and pedagogical conditions, ensures the efficiency of human activity and has a positive effect on the effectiveness of this activity.

Pedagogical competence formation is carried out in the process of professional education and during the accumulation of pedagogical experience. Knowledge and skills acquired in pedagogical practice form the initial level of competence.

The process of formation of pedagogical competencies is carried out in the following stages:

Stage 1: assimilation of pedagogical information - is carried out in the process of pedagogical theoretical education;

2nd stage: acquisition of practical knowledge and skills - takes place in the process of applying acquired theoretical knowledge in practical training and practice;

3rd stage: qualification improvement, participation in special courses and seminar training - is carried out in the form of planned qualification improvement and participation in specially organized seminar training as a listener or organizer;



4th stage: gathering pedagogical experience - formation of pedagogical experience based on accumulated theoretical and practical knowledge;

5th stage: reaching the level of pedagogical professionalism - implies the acquisition of a professional level as a result of the practical application of the accumulated pedagogical experience;

Stage 6: acquisition of pedagogical competence and work on oneself - is the last stage of competence formation, at this stage, the student or teacher acquires a set of special, personal and social competencies necessary for pedagogical activities. During his work, he improves his pedagogical competence.

The level of competence about the activities of pedagogues is determined based on the following criteria:

- the teacher's level of acquisition of necessary skills;
- the result of pedagogical activity - the level of mastery of students;
- the degree of compatibility of personal psychological qualities with pedagogical activity;
- tendency to continue pedagogical activity;
- the existence of a desire to improve pedagogical activity and experience.

Based on these criteria, the development of additional indicators for each criterion and their evaluation levels in the evaluation of the pedagogical competence of teachers serves to ensure the transparency and objectivity of the process of determining the pedagogical competence of teachers.

## References

1. Decree No. PF-4947 of February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan".
2. Jabborova Onaxon Mannopovna, & Ismoilova Dilafruz Muhiddinovna. (2020, May). Optimization of primary education. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(5), 1229-1232. Academic research in educational sciences, Volume 1 | ISSUE 3 | 2020 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2020: 4.804 Academic Research, Uzbekistan 214 www.ares.uz
3. Jabborova Onaxon Mannopovna, Jumanova Fatima Uralovna, & Mahkamova Shohida Rahmatullayevna. (2020). Formation of Artistic Perception of Future Teachers. *International Journal of Psychosocial Rehabilitation*, 24(4), 4087-4095.
4. Umumiy o'rta va o'rta maxsus, kasb-qunar ta'limining davlat ta'lim standartlarini tasdiqlash to'qrisida O'zbekiston respublikasi Vazirlar Mahkamasining qarori. 2017 yil 6 aprel, 187-son.
5. Tojiboyeva, G. R. (2020). Psixologo-pedagogicheskaya kompetentnost uchitelya nachalnix klassov. *Science and World*, 1(77), 32-33.
6. Avlaev Orif Umirovich, & Abdujalilova Shoira Abdumajitovna. (2020). The Role of Social Intelligence in Personality Maturity. *International Journal of Psychosocial Rehabilitation*, 24(4), 3983-3991.



7. Ernazarova G. O., & Islamova M. Sh. (2019). Sovershenstvovaniye podgotovki k professii uchashixsya professionalnix kolledjey na osnove akmeologicheskogo podxoda. *Pedagogy & Psychology Theory and practice International Scientific Journal*, 6(26), 52-55.
8. Zolotix, N. V., & Xaytmetov, R. K. (2020). Usloviya formirovaniya kompetentnosti budushego pedagoga v lichnostno-razvivayushey vospitatelnoy deyatel'nosti. *Academic Research in Educational Sciences*, 1(2), 113-119.
9. Tajiboyeva, G. R. (2020). Sotsialniye problemi i perspektivi integratsionogo obucheniya. *Jurnal nauchnix i prikladnix issledovaniy*, 1, 54-55.
10. Mamadaliev, K. R., Jabborova, O. M., Umarova, Z. A., & Abdullayeva, B. P. (2020). Creation of a New Generation of Teaching Literature-A Requirement of Modernity. *International Journal of Psychosocial Rehabilitation*, 24, 612-619.

