

METHODOLOGY OF FORMING THE COMPETENCE OF FUTURE TEACHERS

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Abstract

This article analyzes the views on the methodology of formation of competence of future educators.

Keywords: educator, profession, methodology, criterion, person, task, education, competence.

Introduction

Today, the development of professional methodical competences of future pedagogues-educators, introduction of innovative approaches and methods to their pedagogical activity has not lost its relevance. The higher the methodological competence of the teacher, the higher the quality of education. "It is the foundation for the creation of the foundation of the new Uzbekistan, the wide development of science, spiritual and cultural activities, education and training and bringing it to a new level." We can say that the development and growth of any society is inextricably linked with the field of education. The higher the quality of education, the higher the development. Because education is the only factor that determines the authority and reputation of the state, nation and society in front of the world community. The main goal of our country today is to build a humane society that honors human values, to raise it to a higher level in the socio-economic, cultural and political spheres.

The main goal of developing professional methodical competence is to form professional skills, creative skills, culture of communication, acquisition and development of pedagogical techniques in future teachers, to develop the initial potential of teaching skills, and pedagogical skills include observation, creativity, advanced pedagogical experiences. It consists in teaching the secrets of independent learning, developing the competences of distribution of attention, knowledge, skills and abilities, and the ability to manage mental states in the process of reading and teaching.

The personal development of future educators is characterized by such circumstances as the direction of their interest in their profession, their independent thinking, activity, and the stagnation of worldviews and the formation of their needs for self-education. For a future young pedagogue, the process of education at a higher educational institution is the most important period of formation, development and self-improvement of knowledge, skills, qualifications and qualities considered professionally important for the successful implementation of pedagogical activities.

There are three criteria for ensuring interdisciplinary continuity of future teachers.

The first criterion - knowledge - to determine the knowledge of professional importance and the knowledge, skills and qualifications that are formed during training. The breadth, depth, generality, and systematicity of the content of this criterion act as indicators of the effectiveness and continuity of knowledge formation.



The second criterion is a stable pedagogical orientation and motivation in the field of pedagogical education, striving for self-realization in professional activity, professional and creative implementation of knowledge and skills, personal preparation for pedagogical activity, high desire to work in a specialty, striving for professional development, improvement of methodical competence is an indicator of criterion efficiency in the pedagogical process.

The third criterion is characterized by indicators such as personal, breadth, integrity, stability, expressiveness level of professional and important qualities and abilities. In the pedagogical process of a higher education institution, through this criterion, stable professional skills (didactic, perceptive, speech, organizational, communicative and predictive) and integrative personal qualities related to them: subjectivity, reflection, creativity, flexibility, develops perseverance, endurance, perseverance, responsibility, individuality.

The effectiveness of the methodology of forming the competence of future educators depends on issues such as forecasting the educational process, technological design, organization, motivation, control and evaluation of the result, creative approach to the social formation of its content. To achieve this goal, it is important to improve the stages of professional methodical training of future educators.

In improving the professional methodical competences of future educators, it is necessary to set the right goal, clearly design the effective organization of the educational process, conduct clear and fluent communication, have a communication culture in the exchange of ideas, and constantly monitor the result. It is necessary to pay attention and follow such indicators as to go, to diagnose, to perform experiments, to have the skills to properly organize and manage the pedagogical process, to know the technique of creating an innovative environment.

The development of professional methodical competences of future teachers is a long and complex process, and its effective completion is determined by the correct organization of the pedagogical process. To develop the professional methodical competencies of future educators in higher education institutions:

First, to determine the nature of the quality indicators of direct education; to use methods that create convenience for future educators in their professional direction, to create the image of the educational institution as a result of the creation of a unique educational environment;

Secondly, it is necessary to teach future educators to be able to acquire theoretical knowledge not only through a pedagogue, but also from external sources, to be able to think on a broad scale, which creates models of optimal conditions for future educators to demonstrate their methodological competence;

Thirdly, to establish the organization of large-scale conducting of scientific research in higher educational institutions. This allows optimal use of human, financial, material and technical resources in the educational process.

The issue of improving the professional methodical competences of future educators is in the main place due to the requirements of the time. The main conditions for acquiring professional methodical competences are determined by the availability of technology for the development of professional methodical competences in educational institutions. Technology is the art of mastery and skill in the implementation of this field, each field has its own technology. The more thoroughly the technological processes are developed, the more the recommended methods are based on deep experience and a practical approach, the higher the quality of the



system. That is, the perfection of the technology in the formation of the professional methodical competence of future educators allows to perfect the methodical competence of future educators and increase the effectiveness of education. The technology of development of professional methodical competence is the way indicated for the development of competence in students. If this path is well thought out and complexly structured, it will motivate the specialist to become fully capable. Therefore, the role of technology in the development of professional methodical competencies of future educators is seen.

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