

MOTIVATION AND PREPARATION FOR THE PROFESSIONAL DEVELOPMENT OF FUTURE TEACHERS

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In our republic, great attention is paid to the training of fully mature, competent, capable of independent thinking, strong-willed and enterprising personnel through the improvement of the education system. In the current period, the modernization of techniques and technologies in production, the rapid development of science and technology require specialists to independently and systematically deepen and expand their knowledge. An important factor in improving the educational process is inextricably linked to the high level of professional competence of teachers of technological education in the higher education system. Therefore, one of the urgent tasks is to create theoretical and practical foundations for the process of forming professional competence of teachers of technological education based on the effective use of the capabilities of modern educational technologies and the created educational methodological complexes. In this regard, the scientific substantiation of new approaches that ensure the level of professional competence required during the training of teachers of technological education in a higher educational institution is an urgent task.

The competency approach is a new pedagogical reality from the point of view of the modernization of higher education. Within the framework of this approach, it is necessary to consider practical experience, competence and competence as didactic units and analyze the traditional three elements (triad) of education - "knowledge - skills - competence" in the form of six units (sextet) - "knowledge - skills - competence - practical experience - competence - competence". Initially, it is necessary to clarify the essence of the concept of "competence". Competence (from the Latin word meaning "I achieve, I come true") is the subject's readiness to set a goal and effectively implement external and internal resources to achieve it, in other words, it is the subject's personal ability to successfully solve problems related to a specific object of activity. It should be noted that most of the definitions given to the concept of "competence" are expressed in connection with vocational education and professional activity. However, since this concept has an innovative character in relation to general secondary education, there is a special need to clarify its essence.

A direct study of the content of education practiced in foreign countries in the field of professional training of specialists showed that in Western countries the main place is occupied by the level of competence and qualification of a specialist. According to the essence of the national education system of our republic, the minimum requirements for the content of education are based on knowledge, skills and qualifications. If we look at the etymological

analysis of the concepts of "competent" and "competence", we can understand that they did not arise by chance. Competence implies not the acquisition of separate knowledge and skills by a student, but the mastery of integrative knowledge and actions in each independent area. Competence is the manifestation of knowledge, skills, qualifications, values, other personal qualities, positive results in activity.

According to scientists, "competence" is a subject - a field that a person knows perfectly, and is considered to be ready for its activity. In contrast, the concept of "competence" is emphasized as a directed classification of a person, the ability of a graduate to work in a certain field.

Competence is the Latin word "Competentia", and its lexical meaning in Uzbek is "a person who knows well", "has experience".

Competence is the ability to effectively perform a certain task, the ability to meet the requirements when performing work, the ability to meet the requirements when performing specific work functions.

Professional competence is the acquisition of knowledge, skills and qualifications necessary for a specialist to carry out professional activities and their high level of application in practice. L.M. Mitina understood pedagogical competence as a harmonious combination of knowledge about the subject, teaching methodology and didactics, pedagogical communication skills and competence, as well as methods and means of self-development, improvement, implementation.

He distinguished the following three components in the structure of pedagogical competence: active, communicative and personal. Based on the structuring of pedagogical competence proposed by L. M. Mitina, we consider the following set of competencies, the level of mastery of which determines the level of development of pedagogical competence for future specialists, to be sufficient and necessary:

- active or special competence (knowledge, skills, competence and individual methods of implementing pedagogical activity);
- personal or professional competence (knowledge, skills and competences related to professional self-improvement and implementation);
- communicative competence (knowledge, skills and competences related to the creative implementation of pedagogical activity).

The innovative educational environment of a higher education institution is a multidimensional socio-cultural-pedagogical phenomenon, a uniquely organized space of a higher education institution, which includes the activities of teachers and students in mastering the profession in all its diversity and their relationship with the surrounding world, a set of innovative educational technologies that contribute to the development and independent development of all subjects of education, has a multifaceted impact on the formation of

professional, including general cultural competence of future specialists, their personal and professional development, activates motivation and personal potentials within the framework of mastering the professional education program and in future further professional activities. The integrative model of forming students' competences in an innovative educational environment is built on the unity of targeted, organizational-technological, evaluation-result blocks that ensure the success of developing general cultural competencies and is based on the principles of scientificity, activity-orientedness, systematicity, integrativeness, demonstrativeness, individualization, and is implemented on the basis of competency-based, axiological, synergistic, socio-pedagogical, educational-methodological approaches, and organizational-pedagogical, educational-methodological, technological and psychological basic pedagogical conditions. The pedagogical and psychological characteristics of the development of general cultural competencies of students of higher educational institutions, objective criteria, assessment indicators and assessment mechanisms that serve as the basis for assessing the formation of general cultural competencies of students at different stages of education, constitute a set of diagnostic tools that take into account a single complex system of knowledge, skills and abilities, internal psychological states and properties of a person, his readiness to carry out productive professional activities and the ability to perform the necessary actions for this.

In conclusion, competence is a category of activity in which knowledge, skills, abilities and other personal qualities, positive results are considered to be manifested in activity, and competence is interpreted as the ability, readiness, ability to act, and at the same time, the result of certain actions, which manifest themselves in the professional, social and other activities of the subject aimed at fulfilling the assigned tasks. In general, competence is a certain level of formation of certain skills and professional experience in the successful functioning of an individual in society, in particular in the professional sphere, in interaction with surrounding objects and subjects. The formation of competence is assessed based on the results of human labor.

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