

Competence Development of Future Technological Education Teachers Based on an Integrative Approach

Rajabova Dilfuza Abdumajitovna
Teacher of TSPU named after Nizami

Annotation: This article describes the forms of development of pedagogical and professional competence of technology teachers based on an integrative approach.

Key words: technology, integration, integrative approach, professional competence, pedagogical competence, innovations, competence, competence, modern education, system

The rapidly developing and changing society through modern educational trends demands the need to prepare highly qualified specialists capable of meeting the needs of the modern labor market. Therefore, based on an integrative approach, the formation of special competencies of future technological education teachers, improvement of programs is important.

Pedagogical training and skills are required from future teachers of technological education in higher education.

In the qualification requirements, the future technological education teacher has the following requirements for pedagogical activity:

- to have systematic knowledge related to the worldview; to know the basics of humanitarian and natural sciences, current issues of current state policy, to be able to independently analyze social problems and processes;
- to have a holistic idea of the processes and events taking place in nature and society, to acquire knowledge about the development of nature and society and to be able to use them in life and in one's professional activities on modern scientific bases;
- to know the legal and moral criteria that determine the attitude of a person to another person, to society, to the environment, to be able to take them into account in professional activities;
- having acquired knowledge of the methods of information collection, storage, processing and their use and being able to make independent decisions in their professional activities;
- pedagogical design of the educational process in the electronic information educational environment;
- to have competitive general professional training in the relevant bachelor's field;
- able to independently acquire new knowledge, work on oneself and organize labor activities on a scientific basis;
- having mastered one foreign language at the level of free speech;
- it is determined that he should have a scientific imagination and belief about a healthy lifestyle and the need to follow it, as well as physical training and skills.

Also, the future teacher of technological education should find effective forms and methods of education, strengthen the activity of educational methodical preparation, and correct the forms, methods, tools of organizing classes from special subjects in the formation of his professional competence.

It was adopted in order to fundamentally improve the system of higher education in our country, based on the priority tasks of the country's socio-economic development, and to ensure the creation of necessary conditions for the training of highly educated specialists at the level of international standards.

Competence is the quality of a person who has comprehensive knowledge of a field, and therefore is considered reliable and trustworthy.

Competence is one of the constantly developing qualities of a person, the ability to solve problems in real life situations, the ability to mobilize one's knowledge, educational and life experiences, values and interests.

The term competence entered the field of education as a result of the scientific research of psychologists. This concept describes how to behave in non-traditional situations or unexpected situations, to enter into communication, to take a new path in relations with parties, to perform ambiguous tasks, full of conflicts. It shows the need for theoretical knowledge about how to use data in an ever-evolving and complex process.

Competence is a specific type of knowledge manifestation, in the general intellectual development of a person, the components of mental experience, the mechanism of information processing, which allow to solve professional issues as efficiently as possible and to objectively evaluate the surrounding environment.

In the analysis of foreign literature, competence means “the owner of deep knowledge”, “the ability to solve complex problems”, “the ability to carry out relevant activities in a timely manner”.

Competence requires constantly enriching one's knowledge, learning new information, feeling the demands of this day and age, the ability to search for new knowledge, process it and apply it in one's practical work.

Ye. F. Zeer defines important competences as personal qualities and abilities that are necessary for a person to adapt to various professional activities and perform certain tasks in order to perform effectively. It looks at the four subgroups in the framework of critical competencies separately. These are: professional direction; professional competency; professional qualities; occupationally important psychophysiological characteristics.

Pedagogical competence is a teacher's personal capabilities, his skills (knowledge and experience), solving problems based on his knowledge and skills in a certain area.

According to R.V. Ovcharova, pedagogical competence is the sum of the psychological qualities of a person (character, temperament, etc.)

Pedagogical competence is a professional-psychological feature of a teacher, a set of qualities that represent practical-theoretical action in subjective conditions in the organization and management of pedagogical activity.

The concept of professional competence is used for a certain specific activity. Along with the term “professional competence” in the scientific and pedagogical literature, there are similar terms “professionalism”, “professional skill”, “qualification” Concepts such as “master of his profession” are used.

Nowadays, instead of the term “professionalism”, the concept of “competence” is often used. The first concept reflects only certain professional skills and qualifications.

It is a person's ability to work independently, creative approach to any work, constantly updating knowledge, intelligence, the ability to think about various industry systems and economy, communication skills, cooperation in a team, openness to communication with colleagues.

Definitions of professional competence have arisen in different ways:

- the ability to perform a certain labor function;
- human skills such as "qualification", "skill" (A.K. Makarova);
- level of professional education;
- a person's experience and individuality, his desire to improve his knowledge and skills, his creative approach to work and responsibility for his work (B.S. Gershunsky)

Professional competence is achieved by performing multifaceted functions, relying on a number of social knowledge within one professional activity, and expanding the types of activities.

Ye. F. Zeer stated that the application of the functional development of professional competence showed that various forms of competence are embodied during professional maturity and their relationship with professional important personal qualities is becoming stronger. experience, self-awareness, belief in one's own strength, correct acceptance of shortcomings pointed out by other people, and determining the maturity of a person are defined by personal characteristics.

According to N. N. Nasarenus, “professional competence” is considered the competence of the subject, and this quality is manifested in the process of professional development. At the same time,

this quality of his will improve during his independent work, he will become a master of his profession, become a master of high skills.

According to M.A. Choshanov, professional competence is a dynamic phenomenon that is constantly developing, and it is considered the result of the process of professional development and self-improvement. Knowledge and skills, even a positive direction, become obsolete over time, may not correspond to modern requirements of society, new technologies. Society, people, and problems are changing. Therefore, it is necessary to change the approach and methods to solve these tasks. Therefore, the issue of competence remains relevant.

B.S. Gershunsky considers the issue of professional competence to be one of the stages of personal development. Every person strives for new educational peaks during his continuous activity in the process of personal development. They are as follows; general education; to improve culture; forming one's individual mentality. These structures are interdependent and complement each other.

N.I.Zaprudsky says professional competence is a system of knowledge, skill, skill, competence related to one's professional activity. A competent person means a scientist who is not limited to being a master of his work, mastering professional skills, but also has the ability to organize work, systematically understand all problems related to his work, and know how to set tasks and find solutions to specific problems.

A.K. Markova divides competence into the following types:

Special competence - mastery of professional activity at a high level, ability to plan one's professional growth;

Social competence - joint (group, collective) professional activity, cooperation, as well as mastery of professional communication methods related to this profession, social responsibility for the results of one's professional activity;

Personal competence - mastery of personal worldviews and ways of self-development, the ability to resist professional derailment;

Individual competence is the ability to express oneself and develop oneself within the scope of one's profession, readiness for professional growth, the ability to preserve one's individuality, not to be left behind professionally, to do one's work rationally.

Many researchers are paying special attention to the issues of professional competence and the harmony of knowledge and skills of the pedagogue in its composition, his attitude to his profession, and his activities with a specific goal in mind.

Based on the above analysis, "competence" can be considered as a person's ability to constantly enrich his professional knowledge, learn new information, feel the demands of the times, search for new knowledge, process them and apply them in his practical work. .

References:

1. Avazboyev O.I., Isyanov R.G., Odilboyev Kh. Practical and laboratory training on the methodology of labor education. Tashkent, 1993.
2. Ahmadaliyev S.Y Scientific and methodical bases of adaptation of future labor education teachers to professional pedagogical activities: Dis. ... ped. science. name - T.: TDPU. 2008. - 187 p.
3. Innovative educational technologies / Muslimov N.A., Usmanboyeva M.H., Sayfurov D.M., Torayev A.B. - T.: "Sano standard" publishing house, 2015.
4. Rajabova D.A Development of special competencies of future teachers of technological education based on an integrative approach. Mejdunarodnyy sovremennyy nauchno-prakticheskiy zhurl. Novosti obrazovaniya: Issledovanie v XXI veke No. 3 (100), chast 1
5. Salayeva M.S., Ko'shnazarova M.A., Abdukadirov G', Rajabova D.A. Professionalism of the Teacher as a Pedagogical Credo in the Age of Innovation. SPECIAL EDUCATION / SPECIAL EDUCATION 2022 1(43)