

Improvement Of Autopedagogic Competence

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Summary : Training of highly qualified specialists in accordance with international standards is largely due to the stable development of professional education and training of pedagogical personnel. In turn, it is necessary to implement the educational process through the application of the akmeological approach to the development of autopedagogic competency (self-education, which includes the social and universal qualities of the teacher, professional and pedagogical qualities of the individual), which leads to the need to organize the educational process taking into account the requirements of the market economy, the introduction of This issue is important for the development of professional training, which in the future will become an important part of training specialists, studying them from a pedagogical point of view and educating a competent person in raising quality to a new level. The article presents the educational-methodological guidelines that will be used to improve autopedagogic competency, provide omillarni scientific-theoretical interpretation of their effectiveness, apply the proposed technologies of akmeological approach to solve the problems posed, develop effective methods and tools, improve the efficiency and quality of the educational process in professional education.

Keywords: autopedagogic competence, effective methods, efficiency, acmeological approach, personal creative qualities, future educational activities, advanced pedagogical technologies.

Introduction

It is of particular importance to carry out research work on the problems of professional autopedagogic competence, insufficient professional skills and culture, formation of professional skills and development of autopedagogic competence of the future teacher in the conditions in which work is carried out aimed at training qualified personnel, improving the quality of education is carried out in our country.

It presupposes the elimination of such problems as the theoretical and methodological basis of modeling the formation of autopedagogic competence, the inability of the future teacher to reveal his creative pedagogical individuality in the process of professional formation, the inability to take into account the determination of professional formation in activity. Therefore, it is important to use the obtained scientific data and the recommendations developed on their basis on various innovative research and development by specialists, to suggest the scientific and practical means of studying the problem of developing autopedagogic competence of the future teacher.

Material and Methods

Testing the normative-prognostic model of the future teacher's autopedagogic competence can be used as a scientific and methodological basis in the development of teaching aids and recommendations designed to optimize the development of autopedagogic competence of future specialists, having developed a system of algorithms for solving productive problems in the socio-pedagogical system, in the team - pupil personality of students.

The decisive role in the formation and development of the pedagogical system of the future teacher's autopedagogic competence, the development of the future teacher's qualification belongs to the social conditions, the importance is given to the activity of the individual, self-education.

To this end, the normative-prognostic model of the autopedagogic competence of the future teacher, which has the main components (knowledge, communication, self-education professionalism), which allows the teacher to create the elements of his profession "akme", was developed. The development of a normative-prognostic model for the development of autopedagogic competence in the process of teaching a future teacher in the future direction,

referring to the use of psychophysiological reserves of an individual in the modeling of the elements of the Akme status, is psychologically and pedagogically based.

It is necessary to offer ways to optimize the process of development of autopedagogic competence of the future teacher, algorithms of efficient solution of pedagogical problems in the socio-pedagogical system "I-Image".

Results

In this regard, as a result of the experimental-test part of the study, the pedagogical system of developing the autopedagogic competence of the future teacher will be developed.

It is known that without constant preparation, it is impossible to maintain an active creative pedagogical form: it is important to learn to master the flow of internal reflections, thoughts, culture of action, to master the techniques and strategies of improving pedagogical thinking at the level of acting and directing art [1,3].

Analysis of the theoretical and methodological bases of the conducted experimental-test work and the development of autopedagogic competence of the future teacher shows that in the process of professional formation of the future teacher, his creative pedagogical individuality can not be revealed and formed. The difficulty of mastering professional competence is that professional knowledge should be formed at once at all levels, both methodologically, theoretically and methodically.

The support of the systematic approach together with pedagogical experience, the solution of the problem of professionalization of the process of studying the direction of professional growth, indicates the possibility of combining the complex of human sciences into the system of knowledge.

Discussion

With the development of ways to optimize the process of development of autopedagogic competence of the future specialist, algorithms of productive solution of professional problems in the socio-pedagogical system of the future teacher, student team - student personality are proposed.

The development of autopedagogic competence of the future teacher is characterized by a specific structure, content, stage and level of development based on the determination of omillarni in the conditions of improving the specialist in the OT and subsequent education.

Determination of models of effective development of autopedagogic competence of the future teacher, the unregulated educational process has a great influence on the formation of psychological-pedagogical, general theoretical and general cultural competence, on the readiness to carry out pedagogical science achievements and best practices in business practice, as well as on self-improvement, self-organization and self-correction in preparation for professional activity. rsatadi.Bo development of autopedagogic competence of the future teacher it is proposed to use an akmeological approach to the creation of a pedagogical system.

This means that the possibility of increasing the effectiveness of the future teacher's autopedagogic competence is manifested when professional knowledge is formed at all levels: methodical, theoretical and methodical one-time.

The autopedagogic competence of the future teacher depends on the pedagogical skills and professional skills of the technology at the level of acting and directing. The professionalism of his pedagogical activity is of a personal and activity-oriented character. Here, of course, great importance is attached to the structure of the person engaged in self-education, which includes the social and universal qualities of the teacher, his professional and pedagogical qualities and the personality.

It is for this reason that the future depends on the development of the model of the development of the autopedagogic competence of the teacher, on the algorithms associated with the solution of the main groups of pedagogical process tasks, and on the algorithms for the efficient solution of pedagogical tasks.

Formation and development of psychological-pedagogical, general theoretical and general cultural competence in the pedagogical process has the greatest impact on the self-improvement of the achievements of pedagogical science and best practices and the readiness of the future professional activity of the specialist to self-correction. The communicative component in the autopedagogic competence of the future teacher provides for the development of communicative and organizational skills in the teaching of the future potential of the characteristics of the subject.

Innovation in higher education has a structural structure consisting of several parts such as purpose, content of education, means of teaching and motivation, process participants (students, teachers), results of activities, and the future direction of learning is divided into two interrelated components such as Organization of student activities and control of educational process in teaching [2].

There are the following components of autopedagogic competence:

1. Self-manifestation, self-achievement and independence
2. Willingness to be active to change itself and the educational environment
3. View the content of their activities as problematic and creative solution of pedagogical tasks
4. Subject satisfaction from the result of the process and its activities, having a pedagogical reflex.

Conclusion

At present, scientific research ultimately confirms the relevance of the topic on the need to improve and develop the effectiveness of autopedagogic competence of future specialists in the modern educational system. It is necessary to apply an akmeological approach to the study of human capabilities and improve performance in the development of autopedagogic competence of future teachers [6].

The analysis of pedagogical technologies and modern approaches to the theoretical conditions of the problem of acting and directing art as components of the future teacher's autopedagogic competence was carried out, and the content of the norm - prognostic model of the future teacher's autopedagogic competence should be developed.

Professionalism and competence are terms that have different meanings, although they are similar to each other. When we say professionalism, not only certain knowledge, but also attitude to work, the peculiarities of the work are understood. Developed competences are immediately noticeable, because a professional educator tries to develop his skillstirishga, seeks to achieve certain goals and results, develops workable values and these are usually consistent with the standard of the work process. And the competency has a slightly more complex content, the reason is that it requires not only the availability of knowledge, but also the ability to apply them. Competency can only be determined during extensive coverage assessment and observation.

Evaluation of the autopedagogic competence of educators is a system consisting of the following components:

- the qualification level of educators - criteria suitable for evaluation are used;
- labor productivity and quality of work;
- compatibility of personal characteristics with the direction of Education;
- availability of additional skills;
- personal growth and the desire for professional development.

When assessing the competence of educators, it is effective to rely on the indicators of actions.

O.M. According to the definition of Shiyan, "autopedagogic competence" is the ability of a teacher to self-improvement and self-development within the framework of a set of requirements imposed on him by the school, which is his possession of pedagogical technology and his valuable attitude towards pedagogical activity [5].

The legislation, principles, conditions and factors for the optimization of productive development of the future teacher's autopedagogic competence will be investigated. We have relied on the following approaches in drawing up a theoretical model of the formation of an autopedagogic competence of a future technology science teacher:

1) competency approach: in the context of the concepts "competency" and "competency" as components, different authors describe: readiness for activity, possession of activity, measure of involvement in activity, experience of successful, independent and effective activity; personal qualities of a person and his abilities, intellectual and value-emotional characteristics.

2) professional-cognitive. Professional-cognitive approach involves the formation of two components of professional competence in future teachers: the cognitive level of the individual and the methodological type of thinking. These two components are interrelated so that they form the basis of the future teacher's effectiveness.

3) sub -ektiv – active approach. Within the framework of this approach, an active subject situation is formed in the activity, the future teacher realizes the professional orientation, the importance of his profession, and constant self-development and self-improvement motivation increase.

4) individual-creative approach. The strategy of individual - creative approach to the student in the process of professional education and professional-creative self-development and formation of the individuality of the future specialist and the strategy and tactics of self-management.

5) innovative approach. This approach is different from traditional approaches in teaching technology and is aimed at students' innovative activities, their aspiration to knowledge and research activities, and self-awareness in professional activity.

The teacher's autopedagogic competence ensures the availability of the following components: motivational, communicative, creative, Gnostic and reflexive.

The purpose of carrying out the theoretical model of the formation of the autopedagogic competence of the future teacher is to formulate the creative individuality of the teacher, develop the ability of his initiative and skill, self - improvement and self-manifestation in the pedagogical innovation educational environment.

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