

Improving didactic support for the development of project competence in future teachers

Israilov Khamidjon Israilovich

Andijan State University. Department of Russian Language and Literature.

Annotation

This article describes the project competencies of a future teacher and its characteristics, essence, abilities of subjects of the educational process applied with modern technologies, project skills and abilities for creating integrated projects, the use of organized project activities to solve problems of professional growth and development in future teachers, as well as what competencies a modern teacher should have. Scientific and methodological recommendations are given for improving the project skills of future teachers.

Keywords

Educational process, future teacher, competences, designing, didactic support

A teacher is like a candle that lights the hearts of children. By burning itself, it illuminates its surroundings with rays of knowledge. The one who leads the nation to greatness, the one who educates the younger generation to become a perfect person, and the one who opens the way to the world of enlightenment, is first and foremost a teacher. A teacher also gives the first knowledge, skills and abilities in existence in the world to a child. He instills love for the country in the heart, helps to understand the world, teaches sciences and works a lot in this direction. Today, the state and society set the task of continuous professional development of future teachers. Such a development process is primarily organized based on the requirements of the concept of an oriented-personal approach. This, in turn, requires the training of specialists who are creative, independent thinkers, capable of solving life situations on the basis of a strict approach and possessing deep professional competencies. The problem of orienting the educational process towards the personality of the student is multifaceted, and different approaches and points of view arise in this area.

The reforms implemented in the sphere of continuous education in our country have created a concept of democratization of the educational process, its humanization and orientation towards the individual. The task of raising the process of continuous education to a new qualitative level has become more urgent, and today it is important to direct it towards the individual of students. Considering the above, it is necessary to prepare teachers with project competence for this activity is relevant.

One of the important aspects of acquiring skills in designing the educational process is related to the intellectual and creative activity of the future teacher.

For the effective organization and improvement of the educational process based on the competence approach, future teachers must master the basics of new pedagogical design. New pedagogical design of the educational process of future teachers is manifested in the following conditions:

- During the educational process, the teacher must focus all his attention on the development of the student's personality, for this he should enter into cooperation with him;
- the future teacher must recognize himself as the first subject, the leader of the pedagogical process and direct his actions towards occupying this same position;
- the future teacher must deeply feel the pedagogical reality and master the skills, occupying a unique position in this reality;
- Future teachers must be prepared to interact and collaborate with students during their teaching activities and understand their characteristics;
- The future teacher must have new ideas and predictive views on pedagogical situations that arise during teaching, their construction and organization during the educational process.

Competence is the ability to use the acquired theoretical knowledge in science, practical skills and competencies in solving practical and theoretical problems that arise in everyday life. Education based on the competency-based approach is education aimed at developing the competencies of students to apply the acquired knowledge, skills and abilities in their personal, professional and social activities. Education based

on this approach also helps students to have an independent, active civic position, initiative, the ability to wisely use media resources and information and communication technologies in their practical activities, an informed choice of profession, healthy competition in the labor market and general cultural skills. Based on the continuity of education in the Republic of Uzbekistan and its focus on nurturing a comprehensively developed personality, basic competencies in order to ensure consistency in the content of general education subjects taught in general secondary, secondary specialized, vocational education, and specific competencies were determined based on the content of each subject.

1. Communicative competence;
2. Information processing competence;
3. Competence of self-development as a person;
4. Socially active civic competence;
5. General competencies;
6. Mathematical literacy, awareness of scientific and technological news and the ability to use them;
7. Design competence.

The main essence of training based on the competency-based approach is the use of knowledge, skills and abilities acquired by students in the process of training organized from professional subjects in their personal life, as well as in further professional and social activities, the focus on the formation of acquired competencies is also considered. In order for students to be able to enter into personal, social, economic and professional relationships in their future lives, take their place in society, solve problems arising in this process, and most importantly, be competitive in their field and profession, have the necessary basic competencies to implement these requirements.

When planning a lesson, the teacher must first analyze the educational process, teach students to think independently, study independently, creatively analyze knowledge, learn to transform the acquired knowledge into skills, create a methodological system by topics, develop the content of knowledge, skills and abilities that students must meet. With the help of the created methodological system and information content, the student organizes the educational and cognitive activity of those who must present and choose the organizational forms of cognitive activity (theoretical lesson, practical lesson) in the classroom in accordance with the goal and leads to a solution.

To do this, the teacher must first clearly imagine the learning process and its structure. It is known that any process consists of a set of actions aimed at achieving certain results. The learning process is the sum of the cooperation between the teacher and the student.

Education as a process consists of a combination of three elements: teaching, learning and educational content. Teaching or the teacher's activity presupposes the management of students' activities, that is, the organization of students' educational work, the management of their cognitive processes, the organization of control, the development of their spiritual and moral qualities. These two elements of the pedagogical process have the same goal: to improve educational work, to solve social problems, using various means and methods of education.

Accordingly, in this process, abilities, qualities, spiritual and moral qualities, cognitive abilities are developed, initiative, creativity, enterprise, business entrepreneurship are developed in future specialists, and a culture of educational work is fostered.

In order for this process to be effective, a clear solution to the social order and achieve the intended goal, it is necessary to design the learning process, that is, to apply pedagogical technologies to the educational process. So what kind of project is this? What is meant by an educational project that designs the educational process? A project (Latin *projectus* - thrown forward) is an idea reflected in the form of an image, justification, an accurate accounting book, drawings, ideas, thoughts, images that reveal the essence of information and determine specific ways of its implementation.

An educational project is a type of research, creativity in the implementation of important theoretical or practical tasks by students. Education design is the general goal of education, the content of educational goals is to learn, teach, evaluate skills, make adjustments.

Therefore, to design the educational process, it is necessary to develop a system for guaranteeing learning outcomes based on the general goals of education as a social order, planning of education and training, assimilation for this purpose. Thus, by guaranteeing learning outcomes based on the content of education in

pedagogical technology, educational goals are specified and educational events are designed. If we consider it as a repeating, renewable structure, then the educational process consists of certain modules, units, which, as a rule, are reduced to a single and integrated content based on the addition of these modules, units, the availability of scientifically based feedback, which is repeatable, reversible and corrective, is of decisive importance for this.

In order for future teachers to be able to successfully organize the educational process based on project competencies, their preparation for this activity in the process of higher pedagogical education is a requirement of today. In order for teachers to be able to successfully organize a personality-oriented educational process, first of all: they must have experience of the corresponding projected competence of this process. To do this, they must have a good knowledge of the goal and tasks of personalized education, the content and nature of educational tools with the help of which the learning process can be qualitatively implemented. In order to master the experience of effective design of the educational process focused on the personality of the student, future teachers must first of all become familiar with its criteria, requirements and didactic goals and principles.

References

1. Sharipova SH Technology of Problem Learning as a Tool for the Development of Students' Independent Work // *Miasto Przyszłości* . — 2022. — T. 30. - S. 129 -130.
2. Zhuraev B. T. Social and spiritual development of students // *Russia-Uzbekistan. International educational and socio-cultural technologies: development vectors*. - 2019. - P. 22-23.