METHODOLOGY FOR FORMING PEDAGOGICAL COMPETENCES OF FUTURE INFORMATICS TEACHERS

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Abstract

This article explains the essence of the concept of competence. ways of pedagogical development of professional competence in students are shown. It describes the content of a set of competencies that determine the level of development of pedagogical competence that can be acquired for future teachers.

Keywords: Competence, professional competence, personal experience, technology, practical activity, development.

Introduction

BO'LAJAK INFORMATIKA O'QITUVCHILARINING PEDAGOGIK KOMPETENSIYALARINI SHAKLLANTIRISH METODIKASI

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Annotatsiya:

Mazkur maqolada kompetensiya tushunchasining mazmunmohiyati ochib berilgan. Ta'lim oluvchilarda kasbiy kompetentlikni pedagogik jihatdan rivojlantirish yo'llari ko'rsatilgan. Bo'lajak o'qituvchilar uchun egallanishi mumkin bo'lgan pedagogik kompetentlikning rivojlanish darajasini aniqlaydigan kompetensiyalar majmuasi mazmuni yoritilgan.

Kalit so'zlar: kompetentlik, kasbiy kompetentlik, shaxsiy tajriba, texnologiyalar, amaliy faoliyat, rivojlantirish.

МЕТОДИКА ФОРМИРОВАНИЯ ПЕДАГОГИЧЕСКИХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ ИНФОРМАТИКИ

Аннотация:
В данной статье раскрывается сущность понятия компетентности. Показаны пути педагогического развития профессиональной компетентности обучающихся. Выделено содержание комплекса компетенций, определяющего уровень развития педагогической компетентности, которую могут приобрести будущие учителя.

Ключевые слова: компетентность, профессиональная компетентность, личный опыт, технологии, практическая деятельность, развитие.

Introduction

In our country, all conditions and opportunities have been created to bring up active, ambitious, talented and highly morally and ethically inclined young people who have a deep understanding of modern knowledge and professions - the decisive force of our today and tomorrow. Today, the development of science and technology requires a radical change in the requirements for education and its results. Therefore, the creation of new generation standards is an important task for educators. The state educational standards that have been created so far are based on a systematic-active approach, that is, they consist in defining the goals of educational institutions in terms of mastering knowledge, skills and competencies. Therefore, it is necessary to establish new state educational standards based on a competent-active approach to self-development. Because the essence of the educational process organized in higher education is not the development of the needs and abilities of the students, but the transfer of knowledge in an informative-verbal manner, the formation of skills and competencies. Information assimilated in such a reproductive manner does not provide sufficient opportunities for the development of the student's practical experience. As a result, students are accumulating too much information in vain, the effectiveness of education is low, and its inconsistency with reality is

becoming apparent. More precisely, it seems that the student is far from real life, and the goal is to assimilate only previously collected information.

Literature review. In order to eliminate the above pressing problems, it is considered appropriate to organize educational processes based on various innovative approaches. Our esteemed President Sh.M. Mirziyoyev's words, "We will mobilize all the forces and opportunities of our state and society so that our youth can become independent-minded, highly intellectual and spiritually competent individuals who are unmatched by their peers in the world in any field, find perfection, and be happy" [1], are both aimed at instilling free thinking in the youth of our independent Uzbekistan and is not indifferent. Therefore, one of the high tasks facing us, teachers, is to organize lessons based on modern approaches in accordance with the requirements of the new era.

Research Methodology. The only way out of this problematic situation is to introduce a new, that is, a competent approach in higher education. A competent approach requires the student to acquire knowledge and skills not separately, but in an integrated manner. In connection with this requirement, the system of choosing teaching methods, in turn, is also subject to change. The choice and application of teaching methods in practice requires the development of competencies and functions that correspond to the requirements set in the educational process.

The competent approach is considered 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 to analyze the traditional three elements of education (triad) - "knowledge - skills - competence" into six units (sextet) - "knowledge - skills - competence - practical experience - competence
- competence". First, it is necessary to clarify the essence of the concept of "competence". Competence (from the Latin word "competent" meaning "able to achieve, to be able to do") is the subject's readiness to set a goal and effectively use 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 emphasized that most definitions of the concept of "competence" are given in connection with vocational education and professional activity. However, since this concept in connection with general secondary

education has a description of innovation, there is a special need to clarify its essence.

Competence - the Latin word "Competencia", the lexical meaning of which in Uzbek is "a person who knows well", "has experience".

Competence - the ability to do something effectively, the ability to meet the requirements for performing work, the ability to meet the requirements for performing specific work functions [2]. Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and their high level of practical application [2].

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, self-improvement, self-realization [3].

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

- active or specific competence (knowledge, skills, abilities and individual methods of implementing pedagogical activity);
- personal or professional competence (knowledge, skills and abilities for professional self-improvement and self-realization);
- communicative competence (knowledge, skills and abilities for the creative implementation of pedagogical activity)

The concepts of professionalism and competence have common features. It should be emphasized that not always people who fully comply with the established requirements and standards become true professionals, because some do not know how to apply knowledge in practice, which means that such pedagogical activity remains ineffective.

It is appropriate to distinguish professional pedagogical competencies into separate types:

- specific pedagogical competence;
- having sufficient information to carry out pedagogical activity at the necessary level. In addition, the ability of a teacher to adequately assess his professional level and determine his development as a specialist depends on this level;
- social pedagogical competence;
- the level of social authority determines the teacher's ability to effectively build relationships with colleagues and plan joint actions. Effective communication skills, pedagogical culture and responsibility for work results; - all of these are included in the concept of social pedagogical competence; - personal pedagogical competence; - this is the ability to rationally organize pedagogical work, time management, and the desire for personal growth are its main components[4].

Employees with a high level of personal pedagogical competence are less prone to fatigue and are able to work under time pressure.

Professional competence can include competence in professional activity, competence in professional communication, and the competence of a specialist in representing his profession.

Once you understand what competence is, it is not difficult to determine its levels. We can offer the following algorithm for creating a competency model:

Step 1: Develop a job description. At this stage, it is important to clearly indicate the types of competencies required for the position.

Step 2: Determine the pace of verification. This depends on the specifics of the educational institution and personnel turnover.

Stage 3: Approval of the procedure for conducting a test or exam based on comparison for each position.

Stage 4: Passing the test or exam.

Stage 5: Analysis of the data and systematization.

Stage 6: Decision-making based on the assessment results: sending for additional training, transfer to another position, dismissal.

Stage 7: Conduct a final analysis of the effectiveness of the assessment of the authority and work of the educational institution during the reporting period.

Stage 8: Complete development of a case study on risks and barriers.

A.A. From the point of view of the expert, competence in professional communication

- communicative or communicative competence (the ability to communicate with colleagues),

- social-perceptive competence (the ability to perceive and evaluate other people), differential and psychological competence (the ability to distinguish individual psychological differences between people),
- diagnostic competence (the ability to study the characteristics of other people),
- moral competence (observance of the ethical norms required by this profession),
- empathic competence (empathy for team members, their correct understanding, and other components are highlighted.

The structure of the characteristics of the social-perceptual competence of a specialist:
- accuracy of perception, understanding and assessment of other people;
- the presence of the ability to establish a systematic relationship with social subjects;
- perceived to be able to adequately model the behavior and characteristics of a person;
- to use various criteria in the process of evaluating individuals, etc.

To form professional competence in future specialists, it is necessary to focus primarily on the development of observational skills, that is, the development of perceptive, cognitive, reflexive, empathic, motivational, and prognostic aspects. In order to acquire social-perceptive competence in the process of pedagogical activity and communication, it is advisable for a specialist to engage in activities aimed at forming in himself humanitarian, social-reflexive, knowledge and skills, a positive professional "I"-image, and some personal qualities (intellect, will, empathy, observation, kindness, emotional tolerance, etc.)[5].

Analysis and results. It is possible to form socio-perceptual competence in each student by involving him in pedagogical-psychological training seminars, work games, master classes, and various practical exercises, increasing the role of professional practice, and creating favorable conditions in which he can demonstrate his pedagogical abilities and skills. To do this, it is necessary not only to master knowledge, skills and qualifications in this area, but also to master the technique of communicating with people, develop motivation, increase psychological knowledge, and be psychologically prepared for professional activity. The level of readiness to demonstrate competence can be determined by the following criteria: the idea of self-development and self-expression, professional readiness to make decisions regarding career choice, marriage, and

having children, readiness to take responsibility for one's own life, independent choice of one's life path, readiness to develop skills in the professional field, etc. Conclusions and recommendations. In conclusion, it should be said that in the education and upbringing of a person, not only the orientation of education to the learner is important, but also the psychological preparation of the teacher for pedagogical activity. In such cases, special attention is required to the level of professional competence of the teacher. The adoption of a competent approach in the education system as a conceptual basis for educational reforms, the introduction of a competent approach to the education system, requires the implementation of serious changes in the goals, content, teaching methods, pedagogical and information technologies, and control methods, as well as in the roles of the teacher and the learner. In order to develop and consolidate the professional competence of teachers, it is necessary to implement fundamental changes in pedagogical higher education. Higher Education While certain work is being carried out to improve the State Educational Standard, curriculum and textbooks, it is necessary to further clarify the content of education, although it is difficult to abandon the existing traditional content.

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