



# **PEDAGOGICAL ASPECTS OF FORMING PROFESSIONAL COMPETENCE OF FUTURE TEACHERS**

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## **Abstract**

The article presents information on the pedagogical aspects of the formation of professional competence of future teachers.

**Keywords:** Competence, professional competence, competent approach, pedagogical personality, motivation, education, pedagogical technology.

## **Introduction**

### **BO’LAJAK O’QITUVCHILARNING KASBIY KOMPETENTLIGINI SHAKLLANTIRISHNING PEDAGOGIK JIHLTLARI**

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## **Annotatsiya**

Maqolada bo’lajak o’qituvchida kasbiy kompetentlikni shakllantirishning pedagogik jihatlari haqida ma’lumot berilgan.

**Kalit so’zlar:** kompetensiya, kasbiy kompetentlik, kompetentli yondoshuv, pedagog shaxs, motivatsiya, ta’lim-tarbiya, pedagogik texnologiya.

## **Аннотация**

В статье представлена информация о педагогических аспектах формирования профессиональной компетентности будущего учителя.



**Ключевые слова:** компетентность, профессиональная компетентность, компетентный подход, педагогическая личность, мотивация, образование, педагогическая технология.

## **Introduction**

Meeting the demands of society requires today's teacher to possess high culture, deep spirituality, a sense of responsibility toward the homeland, diligence, profound knowledge, pedagogical interest in developing the creative potential of learners, the ability to engage in innovative activity, continuous self-development, and professional initiative, along with a range of other qualities. Therefore, along with the task of educating a well-rounded individual, another fundamental issue—the formation of a specialist's professional competence—has become extremely important today. Determining whether a specialist possesses competencies—that is, which methods of activity they master, what they can perform, and what they are prepared for—is defined as the competence-based approach. One of the conceptually important methods of ensuring the quality management of higher education graduates is the introduction of the competence-based approach in the modernization of professional education content.

In contemporary socio-economic conditions, the issue of increasing the professional competence level of future teachers—those who can think freely and actively, model the teaching and learning process, develop and implement new ideas and technologies in teaching and upbringing—remains highly relevant. A professionally competent teacher, first, positively influences the formation of creative learners in the educational process; second, achieves positive outcomes in their professional activity; and third, can realize their own personal professional potential.

Changes in the content and form of education, as well as in pedagogical technologies, require the improvement of assessment methods. In the “knowledge-based” approach, the learner's knowledge, skills, and abilities in each subject are assessed, and the overall rating score is used as an indicator of academic achievement. In the competence-based approach, however, the primary requirement is to identify competence itself, which means determining integrated knowledge, skills, and abilities.

The leading idea in implementing the competence-based approach in education is that forming a set of competencies in graduates does not fully correspond to



the traditional goals of higher education institutions, which have historically focused on the acquisition of knowledge, skills, and abilities. The choice of competence-related criteria to analyze the quality of graduate preparation is based on the fact that higher education institutions cannot ensure long-term professionalization, which occurs throughout an individual's working life, but they can ensure the graduate's level of professional preparation and competence. Thus, if competence refers to the degree to which a learner meets the predetermined requirements of educational or professional preparation, then competency refers to the personally acquired qualities. Different periods and different authors provide various definitions, including possession of the skills and abilities required for specific professional tasks, a psychological state, the level of education and general culture, and the unity of theoretical knowledge and practical readiness to carry out pedagogical activity. These definitions allow professional competence to be understood as an integrated personal characteristic that reflects the teacher's psychological-pedagogical and subject-specific knowledge, professional skills and abilities, and personal practical experience. At the same time, the teacher must have a long-term vision for their activity, strive to enrich their knowledge, possess self-confidence, and be capable of achieving professional results.

The formation of a future specialist's professional competence is carried out not only through a list of academic subjects but also through the content of education, which includes professional skills and knowledge developed during the learning process, as well as the student's active participation in social, political, and cultural life. The main competencies of a higher education graduate include cognitive-learning, informational, communicative, socially useful, and personal self-improvement competencies. All of these enable the graduate to consciously apply professional knowledge, skills, and methods of activity in later life.

Since competence is a characteristic of human activity, its classification must correspond to the classification of activities. In general terms, these include labor, learning, play, and communicative competencies. In various spheres of society, special competencies are also required: in household services, the arts, sports, and others. Knowledge-related characteristics likewise fall within competence and are classified according to social sciences (such as mathematics, physics, humanities, biology, and others) or according to production areas (energy, transport, communication, defense, agriculture, and others). Because the

foundation of competence consists of abilities, each ability must correspond to its respective competence. In their most general form, abilities correspond to competencies in physical culture, intellectual domains, general learning, practical activity, performance, creativity, artistic skills, technical skills, as well as pedagogical-psychological and social skills.

The model of a specialist's competence is not the model of a graduate, because competence is inseparable from successful professional experience, which cannot be fully acquired during the period of study. It is therefore necessary to develop the value-meaning component of future teachers' competence. The main conditions for developing students' professional competence are as follows:

Organizational and managerial conditions (developing the curriculum, creating the academic process schedule, preparing class timetables, designing criteria for determining the level of competence, and ensuring the material and technical support of the educational process);

Instructional and methodological conditions (selecting the content of lessons, integrating various courses, and identifying leading ideas);

Technological conditions (assessment and evaluation, organizing active forms of teaching, determining groups of knowledge included in competence, and applying innovative technologies);

Psychological and pedagogical conditions (diagnosing students' developmental levels, stimulating motivation for learning, determining competence criteria, and guiding students toward collaborative work).

The structure of the future teacher's professional competence is defined through their pedagogical skills, while these skills—based on theoretical knowledge and oriented toward solving pedagogical tasks—are identified through a set of gradually developing actions.

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