

PROFESSIONAL COMPETENCE DEVELOPMENT OF FUTURE TEACHERS BASED ON AN INTEGRATIVE APPROACH

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Abstract

This article shows the issue of developing professional competence of future teachers based on an integrative approach. The importance of integration of sciences is given.

Keywords: Integration, competence, competence, integrative approach, professional, development, future teachers.

Introduction

Today, technical progress is developing very rapidly. Modern technologies for each field are being updated every day, requiring constant research from specialists. In this period of development, one of the most pressing issues today is to educate students of higher educational institutions as personnel who are up-to-date with the requirements of the times, meet the requirements of employers, can apply production techniques in practice, and work in a team. Many reforms are being carried out to find solutions to these issues and implement them in higher educational institutions. The integration of general and specialized disciplines and the introduction of career-oriented education in higher educational institutions are of great importance in the training of future personnel. The teaching of all disciplines should be systematically coordinated, aimed at the single goal - the training of industry specialists who can professionally adapt to the requirements of the times. Improving the quality of education is one of the most pressing issues in the entire world community today. To solve it, it is necessary to modernize the content of education, revise the technologies of the educational process and, of course, the ultimate goal of education. In this context, it is necessary to develop the professional competence and professional adaptability of specialists, their ability to apply the acquired knowledge in their

professional activities and adapt to the requirements of the employer. According to M.A. Innazarov, professional competence is a set of knowledge, skills and qualifications, experience, personal qualities, based on the knowledge, experience and personal qualities of a person in the process of education and socialization, aimed at ensuring independent, successful participation in activities and ensuring the effectiveness of professional activities [3]. Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their high level of practical application. Professional competence implies not the acquisition of separate knowledge and qualifications by a specialist, but the acquisition of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of professional knowledge, the ability to learn new information, understand important social requirements, search for new information, process it and apply it in one's activities. Professional competence is clearly manifested in the following cases:- мураккаб жараёнларда;

- in performing unclear tasks;
- in using contradictory information;
- in being able to have a plan of action in an unexpected situation
- A specialist with professional competence:
 - consistently enriches his knowledge;
 - assimilates new information;
 - deeply understands the requirements of the time;
 - searches for new knowledge;
 - processes it and effectively applies it in his practical activities

The integration of disciplines is an effective method for developing the professional competence of future specialists, which requires the interdependence of subject subjects and inter-disciplinary connections. When applied to the education system, the concept of "integration" has two meanings: firstly, it creates a holistic view of the world around students (here integration is considered the goal of education), and secondly, it finds a common platform for the convergence of subject knowledge (here integration is a means of learning). In practice, the integration of knowledge is used more often when it is not purposeful. Long-term observations show that students have difficulties in applying knowledge, skills and qualifications in studying subjects. They do not have the ability to think

independently, apply the acquired knowledge to similar issues or transfer it to other situations. Based on general motivation in educational activities, students have a clear attitude to various subjects. The orientation of the subject to professional education is determined by the interest in a certain field of knowledge and, in part, by the importance of such abilities as adaptation to the quality of education, mastering the object. Methods of teaching mathematics and natural sciences should include: relevance to professional and practical significance; integration of mathematical and natural sciences with general and specialized disciplines; cognitive work of students with the help of mathematical programs; motivation. The practice of integrating laboratory work and computer programs in order to develop the professional competence of future specialists allows for the following: consolidation and practical analysis of knowledge in the theoretical course; strengthening interest in the lesson and motivation for the lesson; expanding the possibilities of presenting information (color, animation, music, voice); creating individualized education, taking into account the specific characteristics of students' memory, perception, thinking, etc. [2]. Combining teaching methods based on the integration of mathematical and natural sciences with general and specialized disciplines, and using integration at various levels and directions, helps develop the professional competence of future specialists.

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