



FACTORS OF DEVELOPMENT OF AUTOPEDAGOGICAL COMPETENCE OF THE FUTURE TEACHER AND ADVANCED SCIENTIFIC IDEAS

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Abstract:

This article discusses the factors for developing the autopedagogical competence of a future teacher and the design of a plan for conducting research work in stages in accordance with the proposed scientific ideas, as a result of the formation and development of autopedagogical competence of the future teacher, it is stated that it is possible to determine and study the impact of the main psycho-physiological and social determinants on all structural and functional components of the development of autopedagogical competence and the mechanisms of interaction between them.

Keywords: Autopedagogy, autopedagogical competence, psycho-physiological, functional components, mechanism, pedagogical system, factor.

Introduction

Pedagogical observations show that theoretical and practical work on the formation and development of autopedagogical competence of the future teacher is significantly lagging behind, and the problem of training personnel suitable for today's changing educational process is urgent. The teacher is characterized as a person who is inquisitive, not satisfied with the standards. There is no single methodology of education and upbringing that is suitable and mandatory for all situations: each teacher must improve himself, find his own approaches that correspond to his personal qualities.

This determines the professional and personal style of the teacher. Acquisition of professional skills can be formed only on the basis of deep, comprehensive acquisition of knowledge about a person, about a child (psychology, philosophy, pedagogy, sociology, teaching methodology of various academic subjects). Therefore, autopedagogical competence in the future teacher has its own characteristics, knowledge of which allows the teacher to understand the manifestations of innovative trends and technologies, to improve his professional skills, to work on himself and to search for his own individual method of work and to determine the field of creative pedagogical activity.

From this point of view, we believe that the problem can be solved as follows, taking into account the specific characteristics of the object and subject, and based on its purpose, within the framework of the following hypotheses:

1. Implementation of modern approaches to the theoretical and pedagogical conditions of the problem of pedagogical technologies and pedagogical skills as components of autopedagogical competence of the future teacher.
2. Determination of criteria, indicators and levels of effective development of autopedagogical competence of the future teacher.
3. Development of the content and structure of the normative-prognostic model of autopedagogical competence of the future teacher.
4. Development of acmeological algorithms for effective solution of pedagogical problems in the socio-pedagogical system of the future teacher;
5. Implementation of the model of formation of autopedagogical competence of the future teacher and the content of its main elements.
6. Development of a pedagogical system for the development of autopedagogical competence of the future teacher.

Nowadays, a whole set of conditions has been formed that determine the particular relevance of paying special attention to the theoretical and methodological training of teachers and their autopedagogical competence. These are social conditions associated with the complexity of the education and upbringing situation.

In accordance with the factors for the development of the future teacher's autopedagogical competence and the scientific ideas put forward, a research plan was designed to conduct the following stages:

1. At the first stage, various aspects of the professional skills and competence of future teachers are identified and the initial parameters of the study, its subject, objectives, hypotheses, methods, and conceptual apparatus are determined.
2. At the second stage, research is conducted on the methodology for forming the autopedagogical competence of future teachers.
3. In the third stage, the theoretical and methodological foundations of the principles of development of autopedagogical competence of the future teacher, optimization of management activities and competence development are developed. In this, the ideas of local and foreign scientists in various fields of knowledge are summarized and the conclusions are analyzed.
4. At the fourth stage, the system of formation and development of self-pedagogical competence of the future teacher will be developed, the model and technology of the system of formation and development of autopedagogical competence of the future teacher will be tested.

The rules, mechanisms, conditions and factors for optimizing the effective development of autopedagogical competence of the future teacher are researched. Based on the results of the research, methodical proposals and recommendations are developed for teachers and students of higher educational institutions of pedagogy.

The theoretical and methodological foundations and practical significance of the research include important innovative concepts that provide a holistic understanding of the approach and method of solving the problem of developing the autopedagogical competence of a future teacher. The main task of the acmeological approach is to provide and familiarize a person, as a subject of conscious activity, with the knowledge, practical skills, qualifications, and technologies that are necessary for the full disclosure and practical demonstration of his creative potential in various activity processes, in particular, within the framework of his chosen profession and specialty.

Thus, studying the pedagogical essence and structure of the development of a future teacher's autopedagogical competence allows us to shed light on its acmeological characteristics, along with its general components. The results of the analysis of its important positive aspects allow to develop an acmeological concept for the effective development of autopedagogical competence of the future teacher in the higher education system.



In the article, through the analysis of various sources of information on the problem of effective development of autopedagogical competence of the teacher of technological education, the lack of special knowledge and practical skills learned in relation to the field of education and upbringing of the teacher's work was determined. Relying on the methodology of the research work, on the basis of the analysis of modern concepts, the necessity of applying the acmeological method for the development of autopedagogical competence and the requirements of the teacher of technological education for its use in pedagogical practice were determined.

The holistic acmeological research is based on the development technology, which is based on the consistency of the interconnection of knowledge of natural, social and technological sciences with effective practice. The work, mechanisms, and methods of forming and developing the autopedagogical competence of a teacher of technological education, the conditions and factors are related to the opening of a new promising direction of knowledge and change in practice in the training of teachers of technological education. In this regard, the subject and individuality of the teacher of technological education in the cross-disciplinary field are considered as an inseparable phenomenon of personal and managerial activity.

As a result of the formation and development of autopedagogical competence of the future teacher, it will be possible to determine and study the impact of the main psycho-physiological and social determinants on all structural and functional components of the development of autopedagogical competence and the mechanisms of interaction between them. As a result, it is important to develop and implement acmeological criteria and indicators for determining the level of formation and development of autopedagogical competence of a future technological education teacher. Their use makes it possible to assess the real state of competence development in future technological education teachers and to form acmeological signs of effective management activities for their formation and development.

Studying the pedagogical essence and structure of the development of a future teacher's autopedagogical competence allows us to shed light on its acmeological characteristics, along with its general components. The results of the analysis of the important positive aspects of this phenomenon allow to develop an acmeological concept for the effective development of autopedagogical

competence of the teacher of technological education in the system of the image of "I". Its theoretical and methodological foundations and practical part contain a number of important concepts that provide a holistic understanding of the approach and method for solving the problem of the productive development of the autopedagogical competence of a teacher of technological education.

The development of the concept of effective development of self-pedagogical competence of the teacher of technological education and the creation of a normative-prognostic model and pedagogical system for the development of autopedagogical competence of future specialists give priority to the formation of the system of teacher training.

It defines the procedure and rules for creating the algorithm and technology for the development of autopedagogical competence of the future technological education teacher, self-improvement in the algorithm, and the implementation of pedagogical tasks.

Self-management of the future teacher, development of autopedagogical competence in them, including the set of actions of the teacher in the implementation of management tasks, and his strategy, tactics and techniques.

The dialectics of professional training of a teacher of technological education, his autopedagogical competence indicate the creation of a new scientific direction in pedagogy - acmeology - in solving urgent theoretical and practical problems based on the implementation of the acmeological approach and method. An integral part of it will be the developed acmeology of formation and development of autopedagogical competence of the technological education teacher. This, in turn, requires the following tasks:

1. To achieve harmonious organization of education and upbringing processes in educational institutions by applying effective national pedagogical measures, and to develop the personality of students from a spiritual, educational, and moral point of view.
2. Through the acmeological approach, to identify the abilities and talents of the learners, to educate them, to form the abilities of independent observation in life, to establish autopedagogical and confidence in the future.
3. Modern technical opportunities created in the educational institution and the introduction of innovative technologies into the content of education, improvement of educational programs in accordance with the development of

production technology based on the requirements of modern equipment, technology and the labor market.

4. Optimize the scope and volume of teaching workloads by integrating related subjects in the curriculum, and develop and implement the most convenient and appropriate system for assessing students' knowledge, skills, and qualifications.

5. Expansion of virtual educational laboratory, modern information and communication technologies and e-learning opportunities in educational institutions, creation of electronic types of textbooks, manuals and their effective use in the educational process.

In conclusion, as a result of the analysis of various sources of information on the problem of effective development of autopedagogical competence in future teachers, it was determined that it is necessary to rely on a holistic acmeological research and development technology based on the consistency of the interconnection of knowledge of natural, social and technological sciences with effective practice.

In the modern educational environment, autopedagogical competence is not only a set of school requirements, but also the teacher's personal direction, his subjectivity, strategy and teaching methods, in choosing a pedagogical style, striving for awareness and having the ability to change pedagogical activity taking into account psychological, pedagogical, social and other conditions.

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