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ISSUES OF DEVELOPMENT OF PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS IN THE CONTEXT OF PEDAGOGICAL PRACTICE

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Abstract

It will analyze the priorities of foreign experiences and innovations entering the educational process, first of all for teachers, and reflect on the ability to convey them to the community of young specialists and students and increase knowledge and skills in several educational systems .

Key words

xperience, collaboration, ability Knowledge, skill, skill, theory, mastery, efficiency, competence, and activity are the key components of the learning process. Professional work.

Entrance: In today's conditions of globalization and digital transformation, the requirements for the education system are changing radically. Modern society requires a teacher not only to have deep theoretical knowledge, but also to effectively apply it in practical activities, make independent decisions, and be ready for innovative approaches. In this regard, the formation of pedagogical competence in future teachers is one of the priority tasks of the higher education system. Pedagogical practice is an important stage in testing students' theoretical knowledge in the real educational process, adapting to professional activity, and developing pedagogical competence. It is during the practice process that the student deeply understands the essence of pedagogical activity, feels his professional role, and begins to form himself as a future specialist. The purpose of this article is to reveal the scientific foundations of the development of pedagogical competence in students in the conditions of pedagogical practice and to analyze its effective mechanisms. Scientific and theoretical foundations of the concept of pedagogical competence. In scientific literature, the concept of "pedagogical competence" is interpreted as a multifaceted and complex phenomenon. Competence is a person's readiness to effectively perform a specific professional activity, which includes the integration of knowledge, skills, abilities, personal qualities, and professional values.

Pedagogical competence consists of the following components:

Methodological competence - the ability to plan a lesson, choose methods and technologies;

Didactic competence - the ability to convey educational material in an understandable and effective way;

Communicative competence - the ability to establish effective communication with students, parents and colleagues;

Reflective competence - the ability to analyze and improve one's own activities;

Ethical and pedagogical competence - professional ethics and pedagogical responsibility.

According to the competency-based approach, the result of education is assessed not only by knowledge, but also by the student's ability to act independently and effectively in real pedagogical situations. Pedagogical practice plays a decisive role in the development of



pedagogical competence. It reduces the gap between theory and practice and accelerates the student's professional adaptation.

During the practice process, the following competencies are formed in students:

- independent organization of the teaching process;
- individual and group work with students;
- analysis of pedagogical situations and finding solutions;
- use of modern pedagogical technologies.

Research shows that pedagogical practice, organized on the basis of a clearly targeted plan and supported by mentoring, significantly increases the level of professional development of students. Effective mechanisms for the development of pedagogical competence.

Mentoring is a form of competence development through professional guidance of an experienced teacher to a practicing student.

The mentor observes, analyzes and provides constructive feedback to the student. Reflection is an important component of pedagogical competence. The student's critical approach to his/her own work, identification of errors and development of a strategy for their further elimination ensure professional growth.

Unlike traditional assessment, competency assessment is based on the student's results in real pedagogical activity. Portfolios, observation sheets and reflective reports are effective assessment tools.

The following problems are observed during the practice process:

- unclear definition of tasks;
- insufficient preparation of mentors;
- unclear assessment criteria;
- insufficient attention to reflective activity.

These problems hinder the full formation of pedagogical competence and require a systematic approach. The development of pedagogical competence in students in the context of pedagogical practice is one of the strategic tasks of the higher education system. Scientific analyses show that the high-quality organization of the practice process, the introduction of mentoring and a reflective approach significantly increase the professional training of future teachers. Therefore, it is necessary to improve pedagogical practice in higher education institutions based on a competency-based approach, update the assessment system, and direct practicing students to professional development.

The importance of innovative approaches in the process of pedagogical practice In modern educational conditions, the development of pedagogical competence should not be limited to traditional methods. Innovative pedagogical approaches are emerging as an important factor in increasing the effectiveness of pedagogical practice. In particular, the introduction of information and communication technologies, interactive methods and project-based learning enhance the professional activity of students. The use of digital technologies in pedagogical practice allows students to analyze lesson processes through video surveillance, conduct classes in virtual classrooms, and create electronic portfolios.

This helps students to understand their own activities more deeply and develop reflective competence. Also, the opportunity to observe and discuss lessons of experienced teachers through distance learning platforms expands the exchange of pedagogical experience. Practice organized on the basis of innovative approaches forms students' competence in solving problem situations, independent thinking, and making creative decisions. This increases the professional flexibility of the future teacher. The role of reflection and self-assessment in the development of pedagogical competence. Reflection is one of the important mechanisms for the development of pedagogical competence, ensuring a conscious and critical approach of the student to his/her own activities. Reflective activity in the process of pedagogical practice is an important turning point in the student's professional growth.



Based on the reflective approach, the student seeks answers to the following questions:

- how effectively the lesson process was organized;
- how did the methods used affect the activity of students;
- what are the causes of the problems that arose;
- how can pedagogical activity be improved in the future.

Through self-assessment, the student identifies his strengths and weaknesses, draws up a personal professional development plan. Scientific research shows that students with developed reflective competence adapt to pedagogical activity faster and achieve professional stability. Therefore, it is advisable to systematically introduce reflective diaries, analytical reports, and reflective conversations with a mentor into the process of pedagogical practice.

New components of pedagogical competence formed during practice. Modern research has revised the structure of pedagogical competence, and the following new components are distinguished in the process of pedagogical practice:

1. Reflexive-diagnostic competence - the ability of a teacher to analyze his/her own pedagogical activities, identify the causes of errors and develop strategies for their correction. This component is formed during practice through the analysis of everyday pedagogical situations.

2. Pedagogical flexibility competence - the ability to redesign the educational process taking into account the psychological, social and cultural differences of students. In scientific sources, this competence is assessed as a key factor in increasing the effectiveness of inclusive education.

3. Pedagogical communicative stability - the ability to maintain communication in a constructive direction in complex pedagogical situations (violation of discipline, decreased motivation, conflict situations). This competence is formed precisely in the process of real practice and is not fully mastered by theoretical training.

Scientific and practical proposals for improving pedagogical practice In order to increase the effectiveness of pedagogical practice and develop pedagogical competence, the following scientific and practical proposals are put forward:

Firstly, the content and tasks of pedagogical practice should be revised based on a competency-based approach. Each stage of practice should be associated with specific competency indicators.

Secondly, it is necessary to develop the institution of mentoring. When selecting and training mentor teachers, special attention should be paid to their professional experience, pedagogical skills and communicative potential.

Thirdly, the system for assessing the results of pedagogical practice should be improved. In the assessment process, it is important to take into account not only the final result of the student, but also the dynamics of development.

Fourthly, strengthening cooperation between educational institutions and practice bases will increase the quality of pedagogical practice. This cooperation will allow students to gain experience in a real pedagogical environment. Thus, pedagogical practice is not a passive stage in the formation of pedagogical competence, but is the main scientific and practical mechanism that develops the professional consciousness, reflexive thinking and pedagogical flexibility of the future teacher. The competency-oriented model of pedagogical practice is of strategic importance in improving the quality of education.

Summary: In conclusion, pedagogical practice is an effective tool for developing students' professional competence. Through the combination of theoretical knowledge with practice, mentoring, interactive methods and innovative approaches, students' professional preparation increases significantly. At the same time, the processes of assessment and reflection serve to continuously develop professional competence. In the future, it is necessary to further improve the methodology of pedagogical practice and widely use digital technologies.



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