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PROBLEMS OF USING VITAGENIC EDUCATIONAL TECHNOLOGY IN DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract. This article examines the problems of developing the professional competence of future teachers within the framework of the credit-module system. It also discusses the problems and solutions of using vitagenic educational technologies in developing the professional competence of future teachers.

Keywords: credit module, competence, vitagenic educational technology, pedagogical conditions, digital teaching aid.

Today, due to the transition of higher educational institutions to a credit-module system, there is a need to introduce new approaches to the development of their professional competence based on the improvement of forms, methods, and means of teaching subjects.

In this regard, research on the theory and practice of implementing educational technologies in the educational and upbringing process of higher educational institutions has been conducted by scholars such as U.M. Mirsanov, R.T. Auyezova, A.A. Akramov, and G.N. Ibragimova.

The works of these scholars cover the issues and methodology of using educational technologies to increase the effectiveness of teaching subjects in higher education institutions and to prepare students for professional activity. However, their work does not pay attention to the use of educational technologies in developing the professional competence of future teachers.

Also, the mechanism of using modern approaches in the development of students' professional competence, research on the problems of using educational technologies in the training of future teachers N.A.Normurodova, L.B.Akhmedova, L.A.Mzokova, O.V.Baranova, M.Kh.Azimova. Their work is focused on the methodology of using problem-based, student-centered, quest, web-quest, Flipped classroom, and blended learning educational technologies in developing the professional competence of future teachers; however, no attention is paid to the use of vitagenic educational technologies in developing the professional competence of future teachers. Therefore, the proposed research—namely, improving the methodology for using vitagenic educational technologies in developing the professional competence of future teachers—is one of the pressing issues.

Therefore, one of the important issues today is the development of mechanisms for using vitagenic educational technologies in the development of the professional competence of future teachers.

To do this, we first concluded that it is necessary to analyze the concepts of competence and the works of researchers related to them.

If we rely on sources, namely the methodological works of N.A. Muslimov, M.H. Usmonboyeva, D.M. Sayfurov, and A.B. Turaev, the concept of competence is defined as follows: "Competence" is the effective use of theoretical knowledge in activity, and the ability to demonstrate a high level of professional skills, mastery, and talent [1]. According to them, the concept of "competence" entered the field of education as a result of psychological scientific research. From a psychological perspective, competence means "how a specialist behaves in unconventional situations, unexpected situations, enters into communication, takes a new path in interactions with opponents, performs ambiguous tasks, uses conflicting information, and possesses a plan of action in sequentially developing and complex processes" [1].

Competence, as a multi-factor, integral characteristic of a specialist, ensures the possession of high-quality labor activities based on knowledge, skills, and abilities, as well as methods for carrying out activities [2].

According to Y.V. Falaleva, competence is an integral professional and personal characteristic, as it is the ability and desire to perform professional activities in accordance with the norms, standards, and requirements accepted in society during a specific historical period [3]. These ideas are also presented in the research of B.S. Gershunski, who emphasizes that competence is a reflection of a person's high level of knowledge, experience, and individual abilities, as well as a desire for continuous self-education and creativity [4].

The positions of many scholars in defining competence deserve special research attention. They are aimed at the ability of future specialists to independently acquire professional knowledge. For example, I.V. George considers competence to be a mental state that allows a subject to act responsibly and independently. According to the author, competence is understood as a set of abilities and skills for performing specific functions resulting from human labor [5]. V.A. Bolotov understands competence as the subject's education as a whole that possesses its own knowledge and skills, contributing to personal self-awareness [6].

Based on the analysis of the aforementioned definitions of competence, when developing the professional competence of future teachers, it is necessary to possess modern knowledge, be able to effectively use educational technologies and teaching methods in lesson design, be able to apply digital learning tools in the educational and upbringing process, and be able to understand and express proposals for solving educational and upbringing problems.

Based on the provided definition, it allows for the identification of important aspects of the content for developing the professional competence of future teachers, among which the following can be highlighted:

- independent and continuous improvement of the level of knowledge and skills, development of abilities necessary for performing functions;
- manifestation of autonomy and initiative in solving problems arising in professional activity;
- active cooperation with their peers;
- the ability to apply acquired knowledge, skills, and abilities in professional activities;
- developing the ability to self-regulate, reflect, and evaluate, ensuring rapid adaptation to changing conditions;
- the ability to apply modern educational technologies in lessons.

Thus, an analysis of the content of the definitions of the concept of competence allows for the identification of several important positions regarding its structure:

- availability of a certain system of knowledge and skills;
- personal characteristics, qualities, motives;
- motivation, ability, readiness to perform certain functions based on a system of knowledge, skills, and personal potential.

Thus, based on the presented theoretical analysis, the development of the professional competence of future teachers is one of the important issues of modern society. At the same time, it is advisable to use vitagenic educational technologies. Vitagenic educational technology is the study of an individual's life experience, based on the realization of their intellectual and psychological potential for educational purposes.

The use of a systematic approach to Vitagen technology creates the necessary conditions for the development of professional competence, technical thinking, and teaching culture, and contributes to increasing the need for self-development and creative self-awareness among future teachers, forming a holistic view of the profession, and understanding personal responsibility for the quality of professional activity as a decisive factor in achieving success in life. As a result, in the unity of socio-cultural, technical, economic and environmental laws, the most favorable

opportunities are created for mastering the methodology of teaching activities, the priority of universal value directions and beliefs, and the ability to apply theoretical knowledge in specific life and professional situations is developed.

Therefore, one of the important issues is the improvement of the methodology for using vitagenic technology in the development of the professional competence of future teachers.

The proposed research is also aimed at these issues, namely improving the methodology for using vitagenic technology in the development of the professional competence of future teachers.

To do this, it is first necessary to clarify the state of training future teachers in higher educational institutions and the existing problems.

Therefore, within the framework of the study, the state of training future teachers at Navoi State University in the 2024-2025 academic year was studied. At the same time, the state of lectures and practical classes on methodological subjects taught in higher educational institutions was analyzed, and ways to organize the independent education of future teachers were studied. Questionnaires and interviews with future teachers were also conducted.

Based on the results of the analyzed classes, interviews, and questionnaires, it was revealed that there are a number of problems in the training of future teachers:

- clarification of pedagogical conditions for the development of professional competence of future teachers;
- teaching future teachers to design lessons based on vitagenic technology;
- the use of vitagen technology and the integration of digital educational tools in developing the professional competence of future teachers.

By eliminating these problems, it is possible to achieve the development of the professional competence of future teachers.

Thus, it emphasizes the need to select innovative teaching technologies that meet international criteria for developing the professional competence of future teachers. This choice is both the right and the responsibility of the teacher to carry out their professional and pedagogical activities in the best possible way.

Vitagenic educational technology is an innovative approach to developing the professional competence of future teachers, providing the necessary conditions for a systematic approach to organizing the educational process and developing professional competence, as well as for forming their personal life position. The significance of using vitagenic technology is also determined by such key characteristics as the ability to understand and formulate the goal of one's work, the ability to analyze and evaluate the expediency of teaching activities, as well as the motivation to independently seek relevant knowledge and solve problems in the educational and upbringing process. At the same time, the use of vitagenic educational technology in the professional training of future teachers enriches their professional experience and develops a unique, individual style of professional and pedagogical activity.

Adabiyotlar

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