

# Development of Professional Competences of Future Educators

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**Abstract:** This article comprehensively analyzes the issue of developing professional competencies of future educators from the perspective of the requirements of the modern education system. In today's conditions of globalization and increasing competition, it is important for pedagogical personnel to have not only theoretical knowledge, but also practical skills, creativity, independent thinking and continuous self-development abilities. Therefore, the article covers the essence of the concept of professional competence, its structural structure and role in pedagogical activity on a scientific and theoretical basis.

During the study, the main components of professional competence - motivational, intellectual, volitional, practical, emotional and self-management qualities - are analyzed, and their role in the formation of the future pedagogical personality is revealed. Also, the types of pedagogical competence, including social, personal, methodological, communicative, innovative and informational competencies, are considered in their mutual integration. The article substantiates the advantages of a competency-based approach and its role in increasing efficiency in the educational process.

In addition, the importance of the continuing education system, adaptive learning technologies, and self-development mechanisms in developing the professional competencies of future educators is emphasized. The teacher's work on himself, the systematic enrichment of his professional knowledge and skills, and the mastery of modern pedagogical technologies are shown as important factors ensuring his professional maturity.

**Keywords:** Professional competence, pedagogical competence, future educator, continuing education, adaptive education, creativity, innovative activity, communicative competence, methodological preparation, information competence, personal development, self-development, pedagogical skills, educational effectiveness.

**Introduction:** Modeling interaction with future teachers requires that the teacher should have not only the ability to create models, but also the ability to qualitatively use his own creative abilities and the potential strengths of his students in practice, taking into account various factors and conditions for collaborative creative activity. The creativity of a professional teacher, as manifested in his work, naturally creates the need for self-improvement and professional development. Today, we want to see not only a specialist with modern basic knowledge and professional skills, but also a creative, active person who is capable of self-improvement, self-improvement, and continuous education. High responsibility to society and

the complexity of training such specialists determine the main indicators of the concept of their professional education. In this context, a system of continuing education aimed at identifying talents and realizing them, instilling interest in education, teaching to enjoy this process, and developing curiosity plays an important role. To achieve the set goals, it is necessary to organize a highly effective system of continuing education, in particular, higher education in accordance with the technology of social design and adaptive educational systems. Adaptability and independent learning provide the opportunity to effectively operate in an active socio-economic environment, practically ensuring continuous education for each person.

Today, to withstand the strong competition that occupies a priority place in the labor market requires each specialist to have professional competence and consistently improve it.

The word "competence", derived from the Latin word *competere* ("to be competent, worthy"), means a person's awareness of a certain area, the level of knowledge in this area. In the dictionary of higher education terms, the word "competence" is interpreted as "a range of issues in which a certain official has knowledge and experience." At the same time, the concept of "having competence" is defined as "competence, authority - the fact that the knowledge, skills and experience of persons with a certain social and professional position correspond to the level of complexity of the tasks they perform and the problems they solve." It seems that "competence" encompasses the concepts of knowledge, experience and competence. The concept of "competence" was first mentioned in the works of the American scientist N. Chomsky in the 50s and 60s of the 20th century, and was interpreted as a person's ability to perform an activity. In his works "Syntactic Structures" and "Aspects of the Theory of Syntax", N. Chomsky makes a comparative analysis of the concepts of "competence" and "performance" and reveals the differences in the content of these terms through the differences between the knowledge of the "speaker-listener" and the use of language in communication and activity. Bir qator tadqiqotlarda bevosita pedagogga xos kasbiy kompetentlik va uning o'ziga xos jihatlari o'rganilgan. Bunday tadqiqotlar sirasiga A.K.Markova va B.Nazarovalar tomonidan olib borilgan izlanishlarni kiritish mumkin.

From a psychological point of view, according to A.K. Markova, competence is a characteristic of a particular person, that is, an individual characteristic of a person in terms of the degree of suitability for professional requirements.

In the conditions of Uzbekistan, professional competence specific to a teacher, its specific aspects have been studied, among which the research conducted by B. Nazarova is of particular importance. According to the researcher, the professional competence of a teacher is based on the following structural foundations:

N.A. Muslimov in his research work identified six qualities as the basis for the formation of the professional competence of a teacher: motivational qualities (covering the needs, motives and goals of a person for his chosen profession, which are formed and developed throughout his life), intellectual potential (on the basis of all official documents, the teacher strives to transfer information and data, to form knowledge, skills and qualifications), volitional qualities (goal-seeking, ability to overcome internal and external obstacles, physical and mental stress, self-control and initiative), practical skills (psychological, pedagogical, methodological and technical - technological abilities, actions, skills of an individual in various areas of activity and communication), emotional qualities (formation of the necessary skills to manage one's emotions, to express one's specific feelings (anger, anger, anxiety, resentment, envy, sympathy, shame, pride, fear, pleasure, love, etc.) and understand their emotional states and the reasons that cause them) and self-control (freedom in choosing goals and means to achieve them, conscientiousness, a critical approach to one's activities, comprehensiveness and awareness of actions, comparing one's behavior with that of others, confidence in the future, maintaining and managing one's physical and psychological state at the required level).

The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence means "how a specialist behaves in unconventional and unexpected situations, enters into dialogue, takes a new approach in interactions with opponents, performs ambiguous tasks, uses conflicting information, has a plan of action in consistently developing and complex processes."

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the implementation of professional activities and their high-level application in practice. Professional competence implies the acquisition by a specialist not of separate knowledge and skills, but of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in one's activities.

The concept of professional competence implies the ability of a specialist to perform his duties in practice based on established requirements and requires the presence of a number of qualities that determine his professional competence. 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 application in practice.

Professional competence is clearly manifested in the following cases:

- in complex processes;
- when performing ambiguous tasks;
- when using contradictory information;
- when having a plan of action in an unexpected situation.

A specialist with professional competence:

- consistently enriches his knowledge;
- absorbs new information;
- deeply understands the requirements of the era;
- searches for new knowledge;
- processes and effectively applies them in his practical activities.

The qualities reflected in the basis of professional competence can be seen in the following: social competence, personal competence, special (or professional) competence, technological competence, extreme competence, psychological, methodological, informational, creative, innovative, communicative and other competence.

In acquiring professional (including pedagogical) competence, work on oneself and self-development are important. Self-development tasks are determined through self-analysis and self-assessment.

Work on oneself is manifested in:

- improving professional BKM;
- critical and creative approach to activity;
- achieving professional and creative cooperation;
- developing work skills;
- eliminating negative habits;
- mastering positive qualities.

As a specialist, a teacher:

- improving the pedagogical process based on a clear goal and aspiration;
- increasing the effectiveness of the pedagogical process, one's own work activity;
- mastering consistently updated pedagogical knowledge;
- being aware of advanced technologies, methods and tools;
- effectively applying the latest innovations in science and technology in one's work;
- improving professional skills and qualifications;
- The practical actions taken to find ways to prevent and eliminate negative pedagogical conflicts represent his work on himself.

Pedagogical competence is understood as professional and personal characteristics that determine the readiness and ability to perform pedagogical functions in accordance with the norms, standards and requirements adopted in a specific historical period. Pedagogical competence is the pedagogical ability and competence to carry out pedagogical activities, perform pedagogical tasks and achieve the necessary results. The professional competence of a teacher includes the following:

Theoretical preparation for professional - pedagogical activities: analytical - research skills; forecasting skills; design skills; reflexive skills. Practical preparation for professional - pedagogical activities: organizational skills (the ability to organize and manage a lesson); informational skills (the ability to receive, sort and transmit information); communicative skills (the ability to establish communication, influence, persuade, argue, oratorical skills).

Thus, the need to withstand strong competition in the labor market in conditions of market relations encourages each specialist to develop professional competence and its inherent qualities. In particular, the basis of professional competence of a teacher is reflected in such qualities as social, special (psychological, methodological, informational, creative, innovative and communicative), personal, technological and extreme competence. The professional competence of a teacher ensures the effective and successful organization of the pedagogical (educational and upbringing) process. In order to acquire

professional competence, a teacher must pay attention to consistent self-development.

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