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Development of Professional Competence for the Future Teachers

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ABSTRACT: In this article, the formation of professional competence in teachers of future vocational education and its essence, the role and importance of basic competencies in preparing them for their professional activities, the formation of knowledge, skills and qualifications of students from general and specialized subjects through interdisciplinary relations, the professional competence of students based on pedagogical and technical knowledge issues such as the mechanism of development and an integrative-differential approach to it are highlighted.

KEYWORDS: future teachers, professional education, competence, competence, professional competence, interdisciplinary integration, integrative-differential approach.

I. INTRODUCTION

The concept of "competence" entered the field of education because of psychological research. Therefore, competence means how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses information full of conflicts, has a plan of movement in consistently developing and complex processes. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. In addition, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work.

According to N.A.Muslimov and K.Abdullaeva, competence is the level of independent and creative application of acquired theoretical knowledge, skills and competences to practice, which is formed during the student's practice and activities after higher education. The concept of competence is defined as the ability to apply knowledge, skills, personal qualities and practical experience for successful activity in a certain field. Competence is formed as a result of conscious activity. The state educational standard defines professional and general competencies, that is, knowledge, skills and qualifications that graduates should acquire. They can be achieved through an integrative approach to the development of basic vocational education programs. The variable part of the program allows to reflect the uniqueness of the educational institution, the region, the need of the employers in the region for specialists who have specific professional competencies. In our opinion, it is integrative education (educational integration) that is important for the process of formation of professional competence of future specialists and for their future professional activities. The modern labor market today presents increasing demands for the quality of education, and the professional competence and professional training of future vocational education teachers, in turn, leads to increased competition among graduates of higher educational institutions, including technical higher education institutions.

If the initial qualification of a specialist implies only the suitability for jobs and the acquisition of narrow information, then "competence" requires the acquisition of knowledge not only of a general kind, but also of a wide field in particular.

A modern graduate - a future technical specialist (vocational education teacher) - should be able to apply a complex of knowledge in various disciplines in his professional activity. Interdisciplinary integration can be interpreted as the process of combining academic disciplines based on knowledge (knowledge) and technological problems. In order to achieve the set tasks (goals) on the formation of students' professional competence through interdisciplinary

integration, it is necessary for teachers of higher education institutions to systematically implement this work. For example, in the higher education of pedagogy, "Informatics", "Computer support", "Web design", etc. integrating subjects, the following active and interactive learning methods are used in training data: clusters, media education, discussions, etc. Organization of such activities will help students to find their interactions (relationships), and to have a rational and conscious approach to work in the future. Practical training with students can also be organized using interdisciplinary links. Practical training allows you to strengthen the knowledge gained during the study of theoretical materials. When performing one or another laboratory work, solving a complex educational task, the student perfectly mastered professional skills, has the opportunity to successfully compete in the labor market, allows creative use of professional skills, achieves the highest quantitative and qualitative indicators.

II. CONCLUSION

In conclusion, it can be noted that the problems of integration in higher education institutions, integration of pedagogical-psychological theoretical and practical knowledge, interdisciplinary integration, integration of pedagogical and technical knowledge in diagnosis of preparation for professional activity, and improvement of student competence will be seen.

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