

PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF ECONOMIC COMPETENCES OF FUTURE TEACHERS

Yorkinoy Khakimova

Researcher of Tashkent State Pedagogical University, Tashkent, Uzbekistan

DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.I\(1\).pp19-21](https://doi.org/10.63001/tbs.2024.v19.i02.S.I(1).pp19-21)

KEYWORDS

pedagogy, didactics, upbringing, educator, competence, development, pedagogical and psychological features.

Received on:

25-07-2024

Accepted on:

09-11-2024

ABSTRACT

The term “professional competence” began to be actively used in the 90s of the last century, and the concept itself became the subject of a special, comprehensive study by many researchers dealing with the problems of pedagogical activity.

INTRODUCTION

Professional competence of a teacher is understood as a set of professional and personal qualities necessary for successful pedagogical activity. The concept of professional competence of a teacher can be defined as: “the teacher’s possession of the necessary amount of knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and the personality of the teacher as a bearer of certain values, ideals and pedagogical consciousness.

The wide use of the terms competence, competency is associated with the need to modernize the content of education. In the Education Strategy of Azerbaijan for the modernization of the content of general education, it is noted that the main results of the educational institution should not be the system of knowledge, skills and abilities in itself. We are talking about a set of key competencies of students in the intellectual, legal, information and other spheres.

The lexical meaning of the concept “competent” in dictionaries is interpreted as “informed, authoritative in any field.” And the “Explanatory Dictionary of the Russian Language” defines competence as a range of issues, phenomena in which a given person has authority, knowledge, experience. A teacher who carries out pedagogical activity and pedagogical communication at a sufficiently high level and achieves consistently high results in teaching and educating students can be called professionally competent.

Development of professional competence is the development of creative individuality, formation of susceptibility to pedagogical innovations, and ability to adapt to a changing pedagogical environment. The socio-economic and spiritual development of society directly depends on the professional level of a teacher.

Changes occurring in the modern education system make it necessary to improve the qualifications and professionalism of a teacher, i.e., his professional competence. The main goal of

modern education is to meet the current and future needs of an individual, society and the state, to prepare a well-rounded personality of a citizen of his country, capable of social adaptation in society, starting work, self-education and self-improvement. A free-thinking teacher who predicts the results of his activities and models the educational process is a guarantor of achieving the set goals. That is why the demand for a qualified, creative, competitive teacher who is capable of educating a person in a modern, dynamically changing world has sharply increased. The formation of the listed competencies is also at the theoretical level, but most of them are formed in practice. In accordance with modern educational trends, the following are considered general pedagogical competencies:

- improve your qualifications or completely retrain;
- quickly assess the situation and your capabilities;
- learn independently;
- make decisions and be responsible for them;
- adapt to changing living and working conditions;
- develop new ways of working or transform old ones in order to optimize them.

Based on modern requirements, it is possible to determine the main ways of developing the professional competence of a teacher:

1. Work in methodological associations, creative groups;
2. Research, experimental activities;
3. Innovative activities, mastering new pedagogical technologies;
4. Various forms of pedagogical support;
5. Active participation in pedagogical competitions, master classes, forums and festivals;
6. Generalization of one's own pedagogical experience;
7. Use of ICT.

But none of the listed methods will be effective if the teacher himself does not realize the need to improve his own professional competence. Hence the need for motivation and creation of favorable conditions for pedagogical growth. It is necessary to create those conditions in which the teacher independently realizes the need to improve the level of his own professional qualities. Analysis of his own pedagogical experience activates the professional self-development of the teacher, as a result of which the skills of research activity are developed, which are then integrated into pedagogical activity. The teacher should be involved in the process of managing the development of the school, which contributes to the development of his professionalism.

Development of professional competence is a dynamic process of assimilation and modernization of professional experience, leading to the development of individual professional qualities, accumulation of professional experience, implying continuous development and self-improvement.

It is possible to distinguish the stages of formation of professional competence:

- self-analysis and awareness of necessity;
- planning of self-development (goals, tasks, solutions);
- self-expression, analysis, self-correction.

Formation of professional competence is a cyclical process, since in the process of pedagogical activity it is necessary to constantly improve professionalism, and each time the listed stages are repeated, but in a new quality. In general, the process of self-development is biologically conditioned and is associated with the socialization and individualization of the personality, which consciously organizes its own life, and therefore its own development. The process of forming professional competence also strongly depends on the environment, therefore it is the environment that should stimulate professional self-development. A democratic management system should be created in the school. This is a system of incentives for employees, and various forms of pedagogical monitoring, which include questionnaires, testing, interviews, and in-school events for the exchange of experience, competitions, and the presentation of their own achievements. These forms of stimulation allow to reduce the level of emotional anxiety of the teacher, affect the formation of a favorable psychological atmosphere in the team. In addition to aspects, let us dwell in more detail on the key competencies of the teacher. Value-semantic competence. This is a competence in the sphere of worldview, related to the value concepts of the teacher, his ability to see and understand the world around him, navigate it, be aware of his role and purpose, be able to choose target and semantic settings for his actions and deeds, make decisions.

This competence provides a mechanism for self-determination of the teacher in situations of educational or other activities. General cultural competence is a range of issues in which the teacher must be well informed, have knowledge and experience of activity. These are the features of national and universal culture, spiritual and moral foundations of human and human life, individual nations, cultural foundations of family, social, public phenomena and traditions, the role of science and religion in human life, their influence on the world, competences in the everyday and cultural and leisure spheres.

Educational and cognitive competence. This is a set of teacher competencies in the sphere of independent cognitive activity, including elements of logical, methodological, general educational activity, correlated with real cognizable objects. This includes knowledge and skills of goal setting, planning, analysis, reflection, self-assessment of educational and cognitive activities.

Information competence. This competence provides the teacher with the skills of working with information contained in academic subjects and educational areas, as well as in the surrounding world.

Communicative competence includes knowledge of the necessary languages, ways of interacting with people and events around

them, skills of working in a group, mastery of various social roles in a team.

Social and labor competence means possession of knowledge and experience in civil and public activities, in the social and labor sphere, in the field of family relations and responsibilities, in economic and legal matters, in professional self-determination.

The competence of personal self-improvement is aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support.

General subject (basic) competencies of a teacher. They are modeled on the basis of the general subject content of education, which begins with determining its place at each stage - primary, basic, secondary. The goals of education at each stage are determined by the specific features of the functioning of the educational institution and represent predictable and diagnosable complexes of educational results, general educational skills and abilities, generalized methods of educational activity and educational competence, i.e. the level of development of the teacher's personality associated with the quality content of education.

All components of the general subject content of education receive their concentrated embodiment in educational competence:

The composition of the general subject educational competence is specified at the level of academic subjects, which are classified by areas of social knowledge (competence in the field of sciences - in mathematics, in physics, in the humanities, in social science, in biology, etc.).

This kind of educational content will ensure not only subject-centered, but also holistic development of students. In this case, the general subject educational competence will carry a multifunctional essence necessary in the production activity of a person, his socio-economic and interpersonal relations.

The components of general subject content determine the system-forming basis of individual stages of training (vertical connection). They also implement interdisciplinary integration (horizontal connections). General subject competence presupposes mastery of modern pedagogical technologies related to three competencies that are very important for a teacher.

- communication culture when interacting with people,
- the ability to receive information in your subject area, transforming it into the content of training and using it for self-education,
- the ability to convey your information to others.

The content of general subject education is in the form of an educational model and its various levels. Subject competencies. One of the factors determining the quality of education is the content of the subject competencies of the teacher. They represent a pedagogical adapted system:

- ✓ scientific knowledge;
- ✓ methods of activity (ability to act according to a model);
- ✓ experience of creative activity in the form of the ability to make
- ✓ effective decisions in problem situations experience of emotional-value attitude towards nature, society and man.

It is obvious that the components of professional and pedagogical competence of teachers of various academic disciplines have certain dominants, which is determined by the specifics of the subject and the methods of its teaching. For example: Competencies in Mathematics:

- basic mathematical techniques, measurement algorithms;
- mathematical language;
- independent cognitive activity based on mastering the methods of acquiring mathematical knowledge from various sources of information;
- mathematical literacy, i.e. the need to develop in schoolchildren the ability to determine and understand the role of mathematics in the world in which they live; to express well-founded mathematical judgments;
- to develop in students the ability to apply mathematical knowledge and skills in non-standard situations,

skills that will contribute to the success of the graduate in adult life.

Communicative competence involves not only the formation of such personal qualities as sociability, openness in interaction with other people, but also the development of practical skills in students, the ability to manage their educational activities. In my teaching activities, I try to create conditions for the manifestation of independence and creativity of students in solving communicative problems, thereby allowing students to see their growth, their achievements. Reflexive competence is a characteristic of the real educational capabilities of the student; the ability of the teacher to determine the type of lesson in accordance with the tasks and content of the educational material, to justify the selection of its content and the optimality of the chosen methods and techniques of teaching, to skillfully correlate the theory of learning with practice, the ability to project the obtained data onto the individual capabilities of a specific personality of the student and specific learning conditions.

REFERENCES

- Bospalko V.P., Tatur Yu.G. Systematic and methodological support for the educational process of training specialists. - M.: Higher School, 1989.- 143 p.
- Razhev Yu.D. Development of the content of training teaching staff in the system of continuous, professional

education. Abstract of Cand. Sci. (Pedagogical Sciences) Dissertation. - M., 2000. 24 p.

- GOS VO. Classifier of areas and specialties of higher professional education // University News. 1994. No. 6.
- Gusev V.V. Quality management of specialist training: experience of system modeling. Monograph. Orel: - 1997. - 238 p.
- Derkach A.A. Methodological and applied foundations of acmeological studies. - M., 1999.- 392 p.
- Kuzmina N.V. Professionalism of the personality of the teacher and master of industrial training. - M., 1990.
- Coombs F. The crisis of education in the modern world. - M., 1970. -130 p.
- Raven John. Competence in modern society. Identification, development and implementation. - M., 2002 (English 1984).
- Sokolov V.M. Fundamentals of designing educational standards (methodology, theory, practical experience). - M., 1996. - 143 p.
- Shlapakov I.M. Didactic complex for teaching information technology to future teachers of technology and entrepreneurship. Abstract of Cand. Sci. (Pedagogical Sciences). Bryansk: BSPU, 1996. - 19 p.