

## PEDAGOGICAL SYSTEM FOR THE DEVELOPMENT OF PROFESSIONAL AND MORAL COMPETENCE OF FUTURE TEACHERS

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### ANNOTATION

Professional competence, professional self-awareness, respect for professional values and professional orientation in this article is a generalizing concept that is one of the components of a universal culture that manifests itself on the example of professional formation, support and development of the innate competence of the growing young generation. The formation of professional competencies of future teachers is to ensure that they successfully act on the basis of practical experience and knowledge in solving professional issues.

**Keywords:** professional competence, self-awareness, innate competence, testing, selection, perfect person, work activity, higher education, pedagogical-psychological, future teacher, professional - pedagogical.

### INTRODUCTION

In our republic, great works are being carried out to strengthen the intellectual potential of young people, to increase their immunity to the reforms carried out in our country. In our country, modern conditions and opportunities have been created for the education of young people, their professional occupation. Because it is one of the most important tasks of today to educate harmonious, purposeful and bright young people who have modern knowledge and skills, who can take responsibility for the worthy future of the country. Professional competence, professional self-awareness, respect for professional values and professional orientation is a generalizing concept that is one of the components of a universal culture that manifests itself on the example of professional formation, application and development of the innate competence of the growing young generation. The formation of professional competencies of future teachers is to ensure that they successfully act on the basis of practical experience and knowledge in solving professional issues.

Professional competence and professional self-awareness are considered a life-long process, a person chooses a profession from the stages of their implementation of dreaming, testing, selection, and then enters the profession later in the world, depending on changes in professions, changes in oneself, changes in attitude towards work, changes one's profession or specialty. The idea of a perfect person is a noble idea of both national and universal importance, which embodies spiritual and physical perfection in itself, motivating a person towards his noble goals. Perfection should be embodied in the image of a modern teacher. The formation of the professional competence of the teacher of today—it consists in improving his daily competence, performance efficiency. It is possible to train qualified specialists by studying and solving problems related to the formation of professional skills in work activities, and by forming professional training. The need to improve the pedagogical and psychological knowledge of future teachers is justified by the growth of social requirements imposed on the educational

institution and teachers. In the field of higher education, it is carried out to determine the level of their professional training, determine the aspects that meet the requirements in it and the actual needs for education based on the identification of existing shortcomings and gaps. Based on this, it is advisable to introduce innovations into life. This leads to the development of pedagogical competence. The need to determine pedagogical conditions plays the role of an important methodological requirement for any study of systems, phenomena, processes and objects. When analyzing the concept of "condition", V.A. Oganegov interprets this as "on the one hand, as a situation that is tied to something, on the other hand, as an environment in which something is done." A. Nyne writes that the term "pedagogical conditions" can be broadly defined as the set of final results of socio-pedagogical processes at this stage of the development of society". On the basis of systematic analysis, literary sources, regulatory documents and analysis of their own experiences, the psychological pedagogical conditions of professional-pedagogical training of students for professional activities are determined on the basis of a competency-based approach. First of all, it is the implementation of a personality-oriented approach that allows the full manifestation and development of the personal functions of the subjects of the professional and pedagogical training process in the professional training of future specialists. The second setting is problematic education using interactive forms of Education, based on interactive exercises and assignments performed by students. The expected result in the process of training students in pedagogical higher educational institutions is formed in the form of requirements for the assimilation of basic educational programs presented through Universal, Universal and professional competencies. The state educational standards also define the profile (specialist) competence of the future teacher, who is an important organizer of the professional competence of the teacher. Currently, it is one of the very few studied problems. One such issue consists in determining the competency approach to the development of professional competencies in future primary school teachers and developing its structural model in accordance with the Basic Rules of State educational standards.

To determine the professional competence of the future elementary school teacher, we will focus on some research devoted to the study of this concept. In studies where professional competence is studied as a pedagogical problem, the characteristics of the teacher are mainly analyzed. V.I. Bidenko described the concept of "professional competence" as follows: having the knowledge, skills, qualifications and abilities necessary to operate in his specialty, the characteristics of autonomy and flexibility at the same time in the partial solution of professional problems; development of cooperation with colleagues in a professional interpersonal environment; - activity criterion (quality measure), field of application, structure of design of standards containing the required knowledge; effective use of abilities that allow effective implementation of professional activities according to the requirements of the employer of the OECD; integrated Association of knowledge, features and skills that allow a person to successfully carry out work activities in Summarizing the above, V.I. Bidenko understands professional competence as the willingness and ability to act in accordance with the requirements of the activity, to independently solve issues and problems, and at the same time to be able to assess the results of his activities, that is, suitable skills, technical methods. O.V. According to khovov, professional competence is not only about competence, that is, activity experience, professional competence as skills and knowledge, but also about socio - communicative and individual

abilities that ensure independence in professional activities. Yu.G. Tatur and V.Ye. Medvedevs defined the competence of the future specialist as the desire and ability to demonstrate in practice their opportunity (knowledge, knowledge, experience, personal qualities, etc.) for successful creative activity in the professional and social sphere, and competence as the readiness of the future specialist to apply his entire capabilities (knowledge, qualifications, experience and personal qualities) to be able to successfully operate in a G.A. According to Larionova, the structure of readiness includes a complex of practical knowledge and features that ensure the entry of an individual into activity. Labor preparation, on the other hand, is a complex system consisting of two components, namely operational (knowledge and skills) and personal (instruction, labor orientation, features of professional motivation, a system of habits and attitudes, emotional and volitional functions, professionally significant qualities of an individual). A specialist has competencies, that is, to determine what method of activity he takes, what he can do, what he is ready for - is called a competency approach. One of the conceptually important methods of managing the quality of training of graduates of a higher educational institution is the implementation of a competent approach to modernizing the content of professional education.

Research methodology this article explores the scientific works of foreign and domestic pedagogical scientists on improving the methods of applying digital technologies in increasing the level of competence of future teachers. The data analysis, which represents an increase in competence of prospective teachers, also used observation, analysis, comparative analysis, sampling observation, literature comparative analysis, logical and structural analysis, various generalizing indicators and comparative comparison methods.

### ANALYSIS AND RESULTS

The problem of increasing the level of professional competence of a future teacher with the ability to develop and implement new ideas and technologies for free and active thinking, modeling the educational process, teaching and training is relevant in modern socio-economic conditions. The main conditions for the development of professional competence of future teachers include: 1. organizational and manageability (educational plan, educational process graph, lesson schedule, development of a criterion for determining the level of competence, material and technical support of the educational process); 2. Educational-methodological (selection of the content of classes, integration of various courses, separation of leading ideas); 3. technological (control-assessment, organization of active forms of training, identification of groups of knowledge entering competence, application of innovative technologies); 4. psychological-pedagogical (implementation of the development diagnosis of students, stimulation of motivation for teaching, determination of the criterion of competence, orientation of students to work cooperatively). The structure of the professional competence of the future teacher is determined through his pedagogical skills, and skills (knowledge based on theoretical knowledge and aimed at solving pedagogical issues) are determined through a complex of step-by-step developing actions. The main conflict that ensures development in the professional activity of the teacher is determined by the discrepancy between human abilities and the requirements of pedagogical activity. Conflicts that arise in the pedagogical process are solved by each teacher at the level of his capabilities and abilities. This activity determines the

individual style of the teacher. Self-control in the teacher, determination, courage, respect and attention to the people around him, confidence in his capabilities with the feeling of shortcomings, honesty in assessing his activities, strong willpower, ability to target his strength, concentrate his capabilities on the path of activity and the implementation of established tasks, be able to properly manage his activities in the implementation of, it has been found that a person can achieve a high level of professional skill only if he has the qualities of being able to compare his capabilities with the driving force and the social world. As can be seen from the form, the following factors influence the formation of professional competence of the future teacher, these are: motivational factor – the desire to carry out educational and professional actions without old views, being ready for creative difficulties and striving for achievements, creative processes in this regard, to be satisfied with the solutions found.

Leading motives in this are the interest in finding new solutions of oneself, the desire to organize their creative activity, that is, the motives of creativity and striving for innovation are formed in teachers; the intellectual factor is the acquisition of problematic educational skills (knowledge of the problem, its formation, finding ways to solve the problem, etc.), the creativeness of thinking (Botanic ability of a non – standard In the correct solution of problems arising from the point of view of science, it is felt to creatively visualize from the knowledge given to the teacher, as well as strive to find new ideas; a volitional factor – to demonstrate the qualities of Will in the course of research, modeling and creating its own path of activity for solving educational and professional tasks. When performing individual tasks assigned in the subjects, the volitional qualities and research activities of the teacher are formed; the emotional factor is the manifestation of emotions inherent in the realization of explorations, discoveries and inventions, being elegant in the way of finding creative solutions in educational and professional activities. In this, an emotional factor is formed in the teacher; a practical-subject factor – to be the owner of behavior that is unusual for those around him (to be able to find a quick direction within new information, to look for unconventional solutions, to think, move and change actions in an unexpected direction for those around him). In this, individuality in the teacher is manifested; self-control factor-the ability to reflexively in the creative process, to be able to control one's thoughts in the necessary direction, to strive for resources that allow you to find new solutions, ideas, to be able to independently create conditions for ensuring one's own creative activity. Shows the creativity of the teacher, that he can work independently in finding new solutions and ideas. One of the psychological and pedagogical components in teachers engaged in the teaching profession in the future, it is assumed that the personal quality of "memorization" will be significantly higher. In addition, according to the structure of the work being carried out, it includes the methodology for the integration, interaction and use of several knowledge. Professor T.R.Tolaganov stated in his research, "the teacher always participates in a dialogue in which the teaching material is theoretically and practically interrelated, because in order to draw conclusions in accordance with the teaching material, he often refers to his block of knowledge." Each teacher will have his own information space according to his capacity, mainly his desire for knowledge. According to the structure of knowledge, it is a set of knowledge of technical and technological content, psychological-pedagogical, philosophical, physical-mathematical and other manifestations, which, relying on which direction the teacher needs

appropriate knowledge, separates knowledge of this content from the information field. It tries to deepen knowledge and use it for the desired purpose.

### CONCLUSION

Today, in the process of implementing the requirements of the "education law", the training of highly qualified pedagogical personnel is put on the agenda as an important problem. Therefore, from these requirements, the training of knowledgeable, independent thinkers, creative seekers, highly qualified, cultured, owners of various industries is considered urgent problems. Among the conditions that guarantee the perfection of a person of a new model recognized by the law, the maturation of a person of deep knowledge, his perfection, his own methods and rules of psychology are not enough in applying the growing professional-methodological competence to educational and educational processes. Accordingly, the younger generation assumes, from developmental trends in educational periods, the acquisition of new teaching technologies by the educator and the study of how much mental and intellectual abilities are influenced by him, as well as the harmonization of methods in psychology with didactic methods. To do this, the prospective teacher is required to have a high level of methodological competence, especially socio-psychological competence associated with the ability to correctly assess the psychology of the educator and educator in different conditions.

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