

THE CONTENT OF PREPARING FUTURE TEACHERS FOR PROFESSIONAL ACTIVITY BASED ON A CONTEXTUAL-EMPIRICAL APPROACH

Absoatov Ulug`bek,
Doctoral Student of Tashkent State Pedagogical
University named after Nizomi

ABSTRACT

This article analyzes the scientific opinion of pedagogues, psychologists and researchers on the development of professional knowledge, skills and qualifications of future teachers in the field of social and humanitarian sciences, their preparation for professional activity, and the development of professional competence based on a contextual-empirical approach, comments.

Keywords: professional competence, activity function, mathematical education, motivation, mathematics, professional competence, contextual-empirical approach, activity, consciousness, thinking, motive, anatomical-physiological features.

INTRODUCTION

Due to the fundamental reforms and changes implemented in our republic, large-scale work is being done in the field of education. In particular, it is important to organize the lesson through the mutual integration of subjects at the educational stages and the use of advanced modern technologies in the course of teaching. In particular, the development of the professional competence of future teachers based on the established requirements requires special training from teachers. In the following years, the development of the professional competence of students and young people serve as one of the main goals of the lesson.

It is known that competence, professional competence has been deeply studied and thoroughly researched by Uzbek scientists. Here it is appropriate to comment on the main meaning of the word competence. According to the opinion of pedagogue scientist, Professor N.A. Muslimov, competence refers to the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist, as well as the ability to apply them at a high level in practice [4].

The opinion of pedagogue scientist D.A. Mustofoyeva is important. "Competence" means being aware of real events, solving problems and having a certain level of authority [5]. In fact, competence includes the future teacher's ability to study a specific incident and phenomenon in depth and draw a general conclusion from its solution.

Today, the following important factors can be distinguished from the concept of developing professional competence in future teachers:

1. The content of professional activity: interest in introducing the knowledge, skills and qualifications of one's chosen professional field in the modern conditions of education with the information-database necessary for the implementation of career-oriented activities in higher education wake up
2. Professional training: the ability to search for world-class scientific literature and scientific sources and scientific information created in our republic, and independently master it and use it where necessary.

3. Cognitive preparation: in addition to basic subjects, improvement of professional communicative communication, intellectual potential and logical thinking based on acquired knowledge related to the development of professional competence.
4. Creative thinking: focusing on the scientific literature studied in the process of developing professional competence and developing creativity based on the requirements of the programs.
5. Professional activity in the individual state: in the educational process, emphasis on the trinity of science and technical education, educating them in the spirit of humanity and patriotism.
6. Cultivating the skill of conscious mental thinking and positive attitude based on needs and interests to the essence of professional competence.
7. To understand and analyze the trends of professional training along with social, political, spiritual and economic processes.
8. Stabilization of professional qualities such as a responsible approach to professional activity, demandingness, competitiveness, perseverance, endurance and self-control: from the analysis of the content of such competence in future teachers, it can be recognized that , this competence is a way of looking at it as a set of different knowledge, skills and personal professional characteristics that provide interactive work based on integrative principles. At the same time, regardless of any observations and contextual-empirical approaches of any content, they always have a purposeful effect on improving professional competence.

To provide future teachers with modern knowledge, their motivations, creative abilities, to imagine the relationship to certain axiological approaches during the training, and to adapt the color of thinking to cognitive. Also, the study of data and the analysis of the network, as well as their reflective evaluation in practice, are determined by psychological factors. From this point of view, the development of professional competence covers the social activity competencies and opportunities of future teachers.

Combining the ability to communicate in Ulur with a contextual-empirical approach, organizing the acquired skills in a textually adequate form helps to improve speech skills and eliminate errors and shortcomings. Therefore, it is necessary to introduce the use of modern methods of teaching in the course of the lesson. A.M. Smolkin [3] is one of the first to distinguish active teaching methods, imitative and non-imitation. To the first, he introduces forms built to imitate professional activity, that is, game methods: work games, design games, etc.; to non-game methods: analysis of specific situations, solving situational problems, etc., and to the second, he includes all methods of activating educational work in lectures.[2] As a result of the conducted research, the development of professional competence of future teachers based on the contextual-empirical approach, educational games will develop through interesting lectures. The essence of the context-empirical approach consists in planning and designing as a step-by-step learning process of teaching subjects related to professional activity and teaching methods and methods of these subjects. A contextual-empirical approach uses visual tools to provide an empirical level of knowledge that is viewed from a contextual perspective.

Visibility is considered a didactic factor, according to which teaching is based on clear images directly perceived and imagined by students.

For example, visuality as a tool in the process of teaching mathematics is achieved through the use of symbolic-symbolic language, taking into account the psychological and neurophysiological features of thinking and the special perception of the related subject.

In the research work of scientist T. N. Karpova, the following definition of visual teaching/education is given: "Visual teaching is the process of creating well-learned models relying on psychological mechanisms of perception" [1].

Thus, in the mass of higher education, the professional competence of the future teacher in accordance with the requirements for pedagogical training is the uniqueness of professional training. Therefore, social and economic changes in the society maintain the growth of the level indicators of professional competence qualifications.

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