

FORMATION OF SELF-DEVELOPMENT COMPETENCIES IN STUDENTS OF FUTURE TEACHERS

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ABSTRACT

This article reveals the pedagogical basis of the concepts of competence and competence, the types and forms of competence, the formation of self-development competences.

Keywords: competence, competence, social competence, self-development competence, professional competence.

Paying attention to the problem of social competence development in future pedagogues as a pedagogical problem will improve the competent approach in the educational process in higher educational institutions. This requires clarifying the essence of social competence through the concepts of "competence" and "competence". In 1996, the "Core Competencies for Europe" symposium held by the Council of Europe in Bern identified the following 5 important competencies of modern graduates. These are: political and social competences (taking responsibility, participating in decision-making, being able to resolve conflicts without violence); competencies of living in a multi-ethnic society (accepting differences without passion, respecting others, interacting with representatives of other cultures); able to communicate orally and in writing in one or more languages; competencies of living in an information society (knowledge of new technologies, ability to use them, information distributed through mass media, critical attitude to advertisements); the ability of independent self-education in the context of lifelong learning.

Modern professional education focuses on the formation of a new value system in future specialists. At its center, according to G.P. Shedrovskii, is "an individual based on free communication, able to change the way of life and forms of communication based on communication, and having the principle of social responsibility."

In dictionaries, the concept of "competent" comes in several meanings. In particular, those who have a certain competence, i.e., who can perform the functions related to the law, to the problems and situations that arise in the activity of an organization or person: *competentia* (lat.); means a qualified official who can answer a certain set of questions. In the dictionary "Pedagogicheskiy slovar-spravochnik" published by E.A. Seytkhalilov, B.Kh. Rakhimov, I.U. Madjidov, the term "competent" is defined as "having knowledge, awareness of a field", and the word "competence" is defined as "knowing the answers to certain questions well person", or "circle of people who have the right to do something", is interpreted as.

To date, the concept of "competence" has become a central concept that combines the results of the modernization of educational content, the intellectual and professional content of education. A competent approach to education does not deny the necessity of a necessary knowledge base, but assumes the integral effectiveness of competence. At this point, the scientific viewpoints of

the pedagogic scientists of Uzbekistan on competency-based education and competence issues are of great interest.

M. Vahobov, Doctor of Pedagogical Sciences, believes that "in our opinion, competence" means the ability to independently apply knowledge and skills acquired by students in personal, professional and social activities.

When it comes to the ratio of "competence" and "knowledge", scientists N.A. Muslimov, M.H.Usmonboeva, D.M.Sayfurov and A.B. Toraev, who researched the foundations of pedagogical competence and creativity, believe that competence arises as a result of learning (practice), and competence arises in activity. who put forward a harmonious view that it is manifested in the use of theoretical knowledge, high-level professional competence, skill and talent.

Future teachers are given the following self-development competencies:

- can independently find and express the educational issue (goal);
- able to think abstractly and precisely, characteristic of a pedagogue and psychologist;
- can distinguish between proven and unproven statements, can prove his opinion;
- can divide the educational issue into parts;
- is able to assess the degree of approaching the elimination of the defect and, in necessary cases, can correct his activity;
- can analyze the result of educational activity;
- can find errors and inaccuracies and correct them;
- can present the obtained results in an easy way for others to use;
- based on the accepted criteria, he can evaluate the effectiveness of his activities, he can strive for the intended goal;
- based on the analysis of specific examples and observations, he can find common properties and laws of objects and processes, propose hypotheses and understand the need to check them;
- can apply existing knowledge and skills to a new, non-standard situation;
- can form a positive aesthetic-emotional attitude towards situations in the real world and social life;
- can be interested in learning and acquiring new knowledge.
- can develop oneself spiritually, spiritually, intellectually and creatively, can strive for perfection, can study mathematics independently throughout life, regularly improves cognitive skills and life experience independently, accepted based on the criteria, he can evaluate his own behavior and make an independent decision.

By forming the above competencies, future teachers develop professional, communicative, creative and personal competencies.

Thus, the need for future teachers to withstand the strong competition that occurs in the educational process encourages each specialist to develop professional competence and qualities specific to him. In the lexical aspect, certain qualities appear on the basis of competence, which means "ability" and "ability to effectively use theoretical knowledge in the activity, to be able to demonstrate high-level professional skills, skill and talent".

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