

COMPONENTS OF PROFESSIONAL COMPETENCE OF STUDENTS OF PEDAGOGICAL COLLEGE

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Abstract

In this article, the components of the professional competence of the students of the pedagogical college studying "Preschool education" are described as components of professional competences and personal characteristics.

Keywords: professional competence, professionally qualified specialist, professional competencies.

Introduction

Improving the quality of training of specialists in the system of secondary vocational education is one of the most important tasks of the concept of modernization of Uzbekistan's education. Rapid changes in life conditions require the formation of a new approach from the system of vocational education, in which the individual becomes the priority, which ultimately helps to actualize the creative personal position of students in relation to the profession they occupy and the formation of their own knowledge in students.

A number of existing contradictions, in particular, the modern market's need for correctional preschool education specialists and the unwillingness of secondary special vocational education institutions to train them; Emphasis on the professional competence of graduates shows the high practical importance and relevance of developing the problem of professional training of teachers to work with disabled children between the need for professional training and insufficient use of pedagogical technologies.

By professional competence we understand a set of professional and personal qualities necessary for successful and effective professional activity. A specialist who performs his professional activities at a sufficiently high level and consistently achieves high results can be called professionally qualified.

The formation of professional competence is the ability to develop creative individuality, sensitivity to innovations, and the ability to adapt to a changing professional environment. According to N. S. Sakharova and a number of other researchers, the main criterion for evaluating the quality of education is "professional competence, which is an integral characteristic of a specialist and determines his ability to solve professional problems and typical professional tasks that arise in real situations." Professional activity using knowledge and life experience, values and inclinations".

Components of professional competence of students studying at the Pedagogical College "Preschool Education" specialty.

By abilities, we understand the result of education expressed in a person's readiness to solve certain problems of professional and non-professional activity. Professional competences as a result of professional education are of particular importance. It is expressed in the readiness of the specialist to perform certain professional functions based on the use of internal and external resources.

Professional and educational competences are manifested by the student in the form of knowledge in the presentation of theoretical materials in psychological and pedagogical disciplines and special methods, in particular:

- the level of readiness to perform the main activities in accordance with the qualification descriptions;
- level of students' mastery of the material provided for in the subject curriculum;
- the level of knowledge and skills that allow solving professional problems.

Professional and practical competencies are the skills and abilities demonstrated by the student to combine theoretical knowledge in solving specific professional tasks, in particular:

- practical competences manifested in skills and qualifications for the implementation of professional activities in the pre-school and special pre-school education system;
- planning work with students (long-term, calendar, thematic, project);
- creating lesson notes using personal methods and scenarios for educational activities;
- designing parts of the teacher's work in the regular process;
- modeling the forms, methodical techniques and means of teaching and educating preschool children with developmental disabilities in the educational process of various types of preschool educational organizations.

In addition to professional-educational and professional-practical competences, the professional competence of a future teacher includes the following formed personal components.

1. General cultural component.

- Thinking ability to perceive, hear, understand, describe, reason logically, analyze, draw conclusions, identify patterns, predict, adjust, create new things.
- Academic abilities (specified general education minimum): general education knowledge within secondary education, in-depth knowledge of humanities (philosophy, logic, law, languages, ecology, etc.), laws of their development in the world, analysis of problems the ability to make interdisciplinary connections in the process of making and solving.

2. Personal component.

- Abilities characterizing professional culture: politeness, delicacy; goodwill; respect for students; demandingness; integrity.
- Abilities formed and manifested in the process of interpersonal communication: the ability to reflect; empathic abilities.
- Abilities formed on the basis of innate personal inclinations: sensitivity, intuition, tenderness, sense of humor.

3. Professional (pedagogical) skills.

3.1. Academic abilities (specified educational psychological-pedagogical minimum).

- Indicative introduction to pedagogy and psychology (conceptual apparatus, history of education, pedagogical theories, systems, concepts of education, basic laws of development).
- to understand modern pedagogical technologies, to be able to analyze their purpose and effectiveness.
- theoretical and practical training on private teaching methods for preschool children.

3.2. Organizational skills.

- the ability to rationally organize one's own activities and children's activities.
- the ability to ensure compliance with regulatory requirements for the organization of the child's life and development in the state preschool educational organization.
- the ability to provide conditions to protect the child's life and health.
- the ability to coordinate the activities of the preschool educational organization with the activities of the family, school, public organizations that provide additional education to children now or in the future.
- the ability to generalize the accumulated experience for its further improvement.

3.3. Communication skills.

- the ability to present information in an open form for a certain audience, adapt the methods and methods of presenting information depending on the situation.
- ability to persuade.
- the ability to show oneself as an expert in the field of the educational system.

3.4. The ability to use creative abilities.

- the ability to perform certain mental operations within the framework of learned technologies to ensure obtaining a creative product.
- the ability to form the skills of using thinking methods for effective creative activity in children.
- the ability to organize and implement one's scientific activities within the framework of professional interests.
- children's need to learn surrounding objects and events and ability to form skills.
- the ability to perceive pedagogical problems as a creative task to be solved.

As part of professional competence, a student of a pedagogical college should know:

- basic documents on children's rights and adults' obligations to children: Convention on the Rights of the Child; International Convention on Human Rights and Fundamental Freedoms;
- the purpose, tasks, content, principles, forms, methods and means of teaching and educating children with developmental disabilities and developmentally intact children, early and preschool children;
- the foundations of human psychology and psychological characteristics of preschool children with developmental disabilities and intact development.

Thus, the process of forming students' professional competence is a conscious, purposeful process of revealing the important strengths of a person in a profession. College graduates should be ready to independently and effectively solve problems in the field of teaching, have a positive attitude and cooperation with colleagues and students, strive for continuous

professional and creative growth, self-improvement and self-improvement. They must have stable aspirations to realize themselves.

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