



Development of Literary Competencies of Future Teachers

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Abstract: *Today, the development of science and technology requires a radical change in the requirements for education and its results. Based on this, the creation of new generation standards is an important task for educators.*

Key words: *Teachers, competence, competence, qualification, knowledge, skills, information technology.*

Introduction.

The state educational standards that have been created so far have been based on a system-activity approach, that is, the purpose of educational institutions was to clarify the ways of mastering knowledge, skills and abilities. Therefore, it is necessary to define new state educational standards based on a competence-based approach aimed at self-development.

Because the essence of the educational process organized in higher education is not in the development of the needs and abilities of students, but in the information-verbal transfer of knowledge, in the formation of skills and abilities.

The information received in such a reproductive way does not allow the listener to sufficiently develop practical experience.

As a result, students receive a lot of information in vain, the effectiveness of learning is low and does not correspond to reality. More precisely, it seems that the student is cut off from real life, and the goal is to assimilate only previously collected information.

In order to eliminate the above urgent problems, it seems appropriate to organize educational processes based on various new approaches. Our esteemed President Sh. M. Mirziyoyev said: "In order for our youth to be independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any area on a global scale, our state must be happy, and we are mobilizing all the forces and capabilities of our society" [1], and the youth of our independent Uzbekistan is not without attention to freethinking.[6]Therefore, one of the high tasks facing teachers is the organization of lessons based on modern approaches based on the requirements of a new era. The only way out of this problematic situation is to introduce a new, i.e. competence-based approach in higher education. In connection with this demand, in turn, the system of choosing teaching methods is also changing. The choice and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The only way out of this problematic situation is the introduction of a new, i.e. competence-based, approach to family education. A competent approach requires the listener to acquire knowledge and

skills as a whole, and not separately. In connection with this demand, in turn, the system of choosing teaching methods is also changing. The choice and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. A competent approach is a new pedagogical reality in terms of modernizing higher education. Within the framework of this approach, practical experience, competence and competence are considered as didactic units, and the traditional three elements of education (triad) - "knowledge - ability - competence" are divided into six units (sextet) - "knowledge - knowledge". An analysis in the form of "qualification - qualification - practical experience - competence - competence" is required. First of all, it is necessary to clarify the essence of the concept of "competence". Competence (a Latin word meaning to achieve, to do the right thing) is the readiness of the subject to set a goal and effectively use external and internal resources to achieve it, in other words, it is a personal ability to successfully solve related tasks for a specific object of activity. It should be noted that most of the definitions given to the concept of "competence" refer to professional education and professional activities.

However, since this concept has a description of innovation in relation to general secondary education, there is a special need to clarify its essence.

Competence - the Latin word "Competentia", the dictionary meaning of which in the Uzbek language means "a person who knows well", "having experience" of labor, the ability to meet the needs in the performance of specific labor functions. Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for professional activity, and their practical application at a high level [2].

Based on the structuring of pedagogical competence proposed by L.M. Mitina, we consider the following set of competencies to be sufficient and necessary, the level of mastery of which determines the level of development of the pedagogical competence of future specialists:

- functional or special competence (knowledge, abilities, skills and individual methods of pedagogical activity);
- personal or professional competence (knowledge, abilities and skills related to professional self-improvement and self-realization);
- communicative competence (knowledge, skills and competencies associated with the creative implementation of pedagogical activity)[5]

The concepts of professionalism and competence have common features. It should be noted that people who fully comply with the requirements and standards are not always true professionals, since some [4] they do not know how to apply knowledge in practice, so such pedagogical activity remains ineffective.

Professional and pedagogical competencies should be divided into separate types:

- special pedagogical competence;
- have enough information to carry out pedagogical activities at the required level. In addition, the teacher's ability to adequately assess his professional level and determine his development as a specialist depends on this type;
- socio-pedagogical competence;
- the level of social competence determines the teacher's ability to effectively build relationships with colleagues, plan joint actions. Effective communication skills, pedagogical culture and responsibility for the result of work;
- all this is included in the concept of socio-pedagogical competence;
- personal pedagogical competence;
- this is the ability to rationally organize pedagogical work, time management, the desire for personal growth are its main components.[3]

Employees with a high level of personal and pedagogical competence are less prone to fatigue and are able to work under time pressure. Professional competence may include competence in professional activities, competence in professional communication, competence of a specialist in the ability to demonstrate his profession. Having understood what competence is, it is not difficult to define it levels. We can propose the following algorithm for building a competency model:

Step 1 Development of a job description. At this stage, it is important to clearly articulate the types of competencies required for the position.

Step 2 - determine the speed of the check. It depends on the specific characteristics of the educational institution and staff turnover.

Step 3 - approval of the procedure for conducting a test or examination on a comparative basis for each position.

Step 4 Take a test or exam.

Step 5 is to analyze the data and enter it into the system.

Making a decision based on the results of the 6th stage of certification: referral for further education, transfer to another position, dismissal.

Conducting a final analysis of competence and evaluation of the activities of an educational institution for the reporting period of the 7th stage.

Step 8: Complete the development of a case study of risks and barriers.[2]

For the formation of professional competence in future specialists, first of all, attention should be paid to the development of the characteristics of observation, that is, the development of perceptual, cognitive, reflective, empathic, motivational and prognostic aspects. To acquire social and perceptual competence in the process of pedagogical activity and communication, a specialist must have humanity, socially reflexive, knowledge and skills, a positive professional image of the "I", some personal qualities (intelligence, will, adequacy to engage in activities related to the formation of empathy, observation kindness, emotional tolerance, etc. Pedagogical and psychological training seminar, working game, master class and involvement in various practical classes, qualifying social and perceptual competence can be formed by increasing the role of practice, creating favorable conditions for the manifestation of each student's pedagogical activity and abilities. To do this, it is necessary not only to master the knowledge, skills and abilities related to this area, but also to master the technique of establishing communication with people, develop a motivational field, improve psychological knowledge, and psychologically prepare for professional activities.

Criteria for evaluating competence.[1]

Competence components Competence assessment criteria.

1. Preparation Features, features of receiving and processing information, learning ability, typological features, etc.

2. Knowledge Competence, stereotypes, the presence of a perception of the superiority of learning associated with knowledge, competence.

3. Experience Fulfillment of tasks and tasks close to or exactly corresponding to competence.

4. Attitude Formation of attitude towards oneself and others in connection with the implementation of competence or activity competence.

5. Regularity, the ability to control the "urges" for actions related to competence, perseverance, determination, patience, willingness to overcome obstacles in achieving the goal associated with the implementation of competence.

The level of preparedness for the manifestation of competence can be determined by the following criteria: the idea of self-development and self-expression, readiness to make decisions

about choosing a professional path, marriage, having children, readiness to respond to one's own life, independent choice of a life path, readiness to form skills in the field of professions, etc.

Conclusion:

In teaching and educating a person, not only the focus of education on the student is important, but also the psychological readiness of the teacher for pedagogical activity. In such cases, it is necessary to pay special attention to the level of professional competence of the teacher. The adoption of a competency-based approach in the education system as a conceptual basis for educational reforms, the introduction of a competency-based approach into the education system based on the educational goal, content, form of training, teaching methods, pedagogical and information technologies, control methods and requires serious changes in the role of the teacher and student. To develop the professional competence of a teacher, it is necessary to make fundamental changes in pedagogical higher education. Higher education When carrying out certain work in the direction of improving the state educational standard, curricula and textbooks, although it is difficult to abandon the existing traditional content, it will be necessary to further refine the content of education.

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