

# METHODOLOGY FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS.

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**Abstract:** In this article, professional competence, professional self-awareness, ways of developing professional competence, methods and respect for professional values and orientation to the profession - this is the professional formation of the growing young generation, birth is a generalizing concept that is one of the components of universal culture, which is manifested in the example of support and development of human ability. The formation of professional competences of future teachers is to ensure that they act successfully on the basis of practical experience and knowledge in solving professional issues.

**Key words:** Professional competence, self-awareness, innate ability, selection, work activity, methodology, higher education, pedagogical-psychological, future teacher, professional-pedagogical.

Processes of training highly qualified pedagogic personnel that meet the requirements of the time are currently the main demand of the international labor market. The reason for this is that free-thinking, self-expressive, and objectively self-assessed people are very important in society. They are the movers of the development of society. This, in its place, makes a great contribution to the development of the professional competence of specialists and renews the content of education, an innovative form of teaching and methods, modern information and communication technologies, it creates the need to widely implement advanced foreign experiences into practice. In this regard, a number of measures are currently being implemented in educational institutions to further improve the quality of education, to ensure the coherence and continuity of educational courses. In addition, the concept of competence is also important in the characteristics of the development of professional competence in future pedagogues. Competence requires constant enrichment of one's knowledge and skills, learning new information, feeling the demands of the current era, the ability to find new knowledge, process it and apply it during one's work. In fact, the word competence, "Competence" (Vis. "Competence"-ability) means the effective use of theoretical knowledge in activities, the ability to demonstrate high-level professional qualifications, skill and talent. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the reduction of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work. [1]

Professional competence, self-awareness, respect for professional values and orientation to the profession - this is universal, manifested in the example of the professional formation of the young generation, support and development of innate abilities. is a generalizing concept that is one of the components of culture. The formation of professional competencies of future



teachers is to ensure that they act successfully on the basis of practical experience and knowledge in solving professional issues. Realization of professional competence and professional identity is considered a lifelong process, a person chooses a profession from the stages of dreaming, choosing and realizing them, then he enters a profession, and later, professions in the world change and change in himself. , changes his profession or specialty depending on the change in his attitude to work [2]. For example, the role of methodology is strong in the formation of professional competences of a person who has chosen the teaching profession or a future teacher, for example: Determination of Pedagogical conditions in the process of teaching students in higher educational institutions of pedagogy necessary, these play the role of an important methodological requirement for any study of systems, phenomena, processes and objects. When analyzing the concept of "conditions", V.A. Oganosov explains it "on the one hand, as a condition that depends on something, on the other hand, as an environment in which something is done." According to A. Nain, the term "pedagogical conditions" can be broadly defined as a set of final results of socio-pedagogical processes at this stage of society's development. Based on a systematic analysis, literary sources, regulatory documents and analysis of own experiences, the psychological and pedagogical conditions of professional-pedagogical preparation of students for professional activities are determined based on the competence-based approach. First of all, it is the implementation of a person-oriented approach in the professional training of future specialists, which allows the full manifestation and development of the personal functions of the subjects of the professional and pedagogical training process. The second condition is problem-based learning using interactive learning forms, based on interactive exercises and tasks performed by students. [3]. The formation of the teacher's professional competence consists in improving the knowledge and work efficiency that can meet the demands of the times. The formation of the professional competence of today's teacher is to improve his daily ability, the efficiency of his work, and the problems related to the formation of professional skills in his work. It is possible to prepare qualified specialists by learning and solving, forming professional training. The need to improve the pedagogical and psychological knowledge of future teachers is based on the growth of social demands placed on educational institutions and teachers [4]. In the field of higher education, determination of the real needs for education is carried out based on determining the level of their professional training, identifying the aspects that meet the requirements and the existing shortcomings and gaps. Based on this, it is appropriate to implement innovations. This leads to the development of pedagogical competence.

One of the means of developing professional competence in teachers is the environment in which they work and live, and this is one of the external factors that implement the interaction of the subjects of the process of developing professional competence in teachers. Based on the conversation of the participants interacting in such an educational environment and the teacher's self-development, the development process of competence is created, this factor is the parents, social environment and modern requirements of society. will be under the influence. Now, if we pay attention to ensuring the effectiveness of the educational process, through the ability to organize and conduct a pedagogical environment in modern conditions, based on the pedagogue's specialty, professional training, i.e. rich pedagogical experience, coordination of knowledge, skills and qualifications of teachers, competence in ensuring the effectiveness of the educational process is important. Because it demands that pedagogical processes develop under modern requirements in the organization and orientation of pedagogical processes on the



basis of non-presentation, demonstration, coherence and scientificity. This implies achieving high efficiency in the process of assimilation of students' information, as well as effective organization of pedagogical activities.

In addition, V.Ye. The Medvedevs define the competence of a future specialist as the desire and ability to demonstrate one's potential (knowledge, skills, experience, personal qualities, etc.) He defined it as the willingness to use all his capabilities (knowledge, skills, experience and personal qualities) to be able to work successfully in any field and to consciously realize his responsibility for the result. G.A. According to Larionova, the structure of readiness includes a set of practical knowledge and characteristics that ensure the entry of a person into activity. Preparation for work is divided into two, i.e. operational (knowledge and skills) and personal (instruction, work orientation, professional motive characteristics, system of habits and relationships, emotional and volitional functions, professionally important qualities of a person) is a complex system consisting of components [5]

Conclusion: Determining what the specialist has competencies, that is, what method of activity he can master, what he can do, what he is ready for, is called a competent approach. One of the conceptually important ways to manage the quality of training graduates of higher education institutions is to implement a competent approach to the modernization of the content of professional education. efficiency is ensured.

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