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## THEORETICAL BASES OF PROFESSIONAL DEVELOPMENT OF FUTURE PEDAGOGICAL PERSONNEL

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### ABSTRACT

*This paper discusses issues related to the study of the complex process of professional competence of future teachers in the educational process, the use of the laws of pedagogical communication technologies on the basis of a systematic approach*

**KEYWORDS:** *Education, Economics, Future Pedagogue, Professionalism, Professional Competence, National Model, Mentality, Pedagogical Technologies, Efficiency, Mobility, Flexibility*

### INTRODUCTION

Today, in the context of the interconnected development of social, economic and political relations as a system, it is becoming increasingly clear that the human factor, its intelligence, knowledge, skills, abilities and values are the main coordinating factor and tool.

A new type of person, a perfect person is formed by educators-specialists who carry out new labor activities. This huge and responsible task is enshrined in the Law of the Republic of Uzbekistan "On Education" and the "National Training Program". Its implementation in practice requires an innovative approach from the educational institutions that train teachers - to ensure the professional competence of future teachers in the educational process, using a systematic approach. In today's market economy, the main requirements for teachers are:

- high level of qualification and professionalism;
- have the knowledge, skills, abilities and basic qualities necessary for a professional career;
- professional mobility, flexibility;
- ability to adapt quickly to changing life situations;

- Qualities of a competitive specialist
- the ability to think independently and critically, the ability to detect contradictions in real life and find ways to overcome them, the ability to use modern technology, the ability to apply the acquired knowledge, creative new ideas ability to give, creative thinking, ability to use information correctly, ability to work in a team, etc.

In order to achieve these goals, educational institutions must, first of all, improve the professional qualities of their specialists. The quality of knowledge of competent teachers must meet the following requirements:

- completeness - the amount of knowledge about the object, process, event to be studied;
- depth - comprehension and interconnection of knowledge from different disciplines;
- Systematization - the organization of the sequence of knowledge, step-by-step mastering;
- Reality, specificity - the ability to apply knowledge to the elements in specific situations;
- generality - the ability to express real knowledge in a general way, using concepts.

The following indicators of knowledge play an important role in professional training: efficiency, mobility, flexibility, comprehension. These characteristics are one of the foundations that form the functional competence of each professional. Necessary components for this profession are included in the training program of the Republic and among the main qualities of the national model. It takes time to consider the content of today's continuing education, the basics of organization, its management as a subject of a new paradigm-social renewal, a force that creates a new social way of life.

In the current context, the spiritualization of the educational process, as a method and mechanism for the realization of the intellectual and spiritual potential of the learner, performs its function, fulfills its function, understands and comprehends students, works on itself, encourages them to look for ways to develop their capabilities independently.

The professional competence of the future teacher consists of the following qualities:

1. Social qualities;
2. Features of adaptation to the conditions of the labor market;
3. Necessary features of the profession.

These qualities can ensure that every educator is competitive in the job market. The following changes may occur in educational institutions in the training of competitive teachers: First, if the educational process is not organized on the basis of cultural and intellectual development, the student will find answers to the questions that are necessary for him, aimed at crying out the vital necessity. He answered the following questions: - Why is the activity carried out? What methods and ways is it used? How is it achieved?

Second, does the student acquire such knowledge in the process of learning, which helps the student to find answers to the following questions: what is it?, what does it do?, how can it do it? and so on. Third, the student develops the skills he or she needs to do effectively. Fourth, the student will have communication and teamwork skills. Fifth, the student will have the ability to

anticipate and predict. Sixth, the student develops an active life position and high motivation to work.

These personal qualities, attributes, knowledge, skills ensure the professional suitability of the future pedagogical staff, which are based on the following psychological processes and situations:

- Contemplation (ability to perform thinking operations)
- Emotional-volitional qualities - emotions, volitional acts, ways of their expression;
- People, in relation to people, work, self;
- Knowledge, evidence, laws;
- Experience universal, professional, new, local;
- Traditions, norms.

Activities in pedagogical colleges and universities are part of the educational service for the state, society and the individual as a whole. This is a long process. According to the Russian researcher V. Markova, educational services differ from the process of production of goods (objects) by the following qualities, signs: durability, durability of production and consumption, inconvenience to storage, etc. This means that the results of the educational service are not felt, are not captured, can not be transferred from one place to another, can not be preserved.

The following pedagogical technologies are used to develop the professional competence of future teachers:

- Explanatory educational technologies;
- Person-oriented educational technologies;
- Developing educational technologies.

At present, the use of the laws of pedagogical communication technologies in the development of pedagogical competence can give the planned result. Pedagogical communication is organized and directed by the teacher. Pedagogical communication is a creative process. It is held in the following stages:

1. Planning, design of communication with students by the teacher;
2. It takes into account the individual qualities of students, the choice of optimal methods;
3. Communicative attack - in which students are quickly involved in the learning process and the modeled communication is further clarified;
4. At this stage, manages the measures to strengthen the psychological connection with students, implements educational goals in practice.

From modern technologies to developmental professional competencies of educators, developmental educational technologies give effective results. This technology allows future professional educators to develop the following socially important qualities, to develop general and professional, professional erudition; development of creative abilities; demand and systemic

growth. This technology will equip future professionals with methods of correcting the personal professional institutions of students.

The technology that optimally develops professional competence in the system of new pedagogical technologies is the technology of targeted intensive training of specialists. The production of this technology, closely related to practice, performs its function together and is based on the following principles:

- the ability to independently develop in their field what is needed in a quality, world-class, accessible way, and to conduct research on what is needed;
- the ability of a modern specialist to create and use automated information bank, knowledge bank and other information resources;
- A modern specialist must be able to fully understand the whole technological process, from the beginning to the end of the product, to have the knowledge and skills to automate this process as much as possible.

The following rules should be followed in the training of a specialist with such professional competence:

- complex of training (education - practice together with upbringing);
- Carry out real course work and graduate work related to individual or group practice;
- use of modular legislation in the employment of a group of graduates;
- involvement of university teachers, specialists, production staff in the management of students;

Flexibility, mobility of the training system, operative social and economic changes of special courses, programs, plans, methodologies, non-contradictory changes, updates on the basis of requirements;

- Focus on computerization, programming of the training system, the development of independent knowledge, skills and abilities;
- Continuous training;

Differentiation of specialists depending on the quality of training. Based on the above, a comprehensive approach, the analyzed new laws of education in the development of professional competence of future professionals optimally perform their function as a system. Improving the professional competence of a specialist is a modern requirement, and this psychological, social structure develops on the basis of targeted education. Today's education is such a sphere of social activity that it should create the necessary conditions for the development of a new type of person. Modern education is the development of individual knowledge and learning activities of students, upbringing and self-education, as a synthesis of socialization. Its goal is to create the conditions for the development of a new-minded, independent and democratic person, a highly professional person, a citizen, a citizen of his country.

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