

**SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF A
COMPETENT APPROACH TO THE TRAINING OF TEACHERS OF
SPECIAL DISCIPLINES OF THE VOCATIONAL EDUCATION SYSTEM**

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ABSTRACT

This article is devoted to the problem of training teachers of vocational education. The essence of a competent approach to teacher training, the content of technical and technological competence is revealed. The competency-based approach in education, as opposed to the concept of "acquisition of knowledge", involves the development by students of skills that allow them to act effectively in the future in situations of professional, personal and social life. Such transformations are always based on the development of new technologies as a combination of traditional and innovative methods and techniques.

KEYWORDS: *Competence, Competence-Based Approach, Training Of Teachers Of Special Disciplines.*

INTRODUCTION

The reform in the system of continuous education of the Republic of Uzbekistan sets the task for the teaching staff of the higher education system to train specialists, both qualified and competitive in the international labor market. The reform strategy is built on the basis of a systematic approach, which we see the transformation of general education schools with nine years of education into 11 years of education.

Such transformations are always based on the development of new technologies as a combination of traditional and innovative methods and techniques. I would like to emphasize: it is not calls for the modernization of the educational process, not the development of regular

programs for improvement and development that renews the school. It is updated by a teacher who has mastered new technologies of teaching and education.

The modern organization of the educational process should guarantee the possibility of mastering the educational material at a high level by each student, ensure his readiness to carry out effective activities in complex, variable, constantly changing conditions.

The competence-based approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results.

These principles include the following:

- The meaning of education is to develop students' ability to independently solve problems in various fields and activities based on the use of social experience, an element of which is the students' own experience.
- The meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solution of cognitive, communicative, organizational, moral and other problems that make up the content of education.
- The evaluation of educational results is based on the analysis of the levels of education achieved by students at a certain stage of education.

Studies have shown that there are various approaches to the problem of competence-based approach.

For example E.Ya. Kogan believes that this is a fundamentally new approach that requires a revision of the attitude to the position of the teacher, to teaching students; this approach should lead to global changes from a change in consciousness to a change in the methodological base.

A.G. Bermus emphasizes that the competency-based approach is seen as a modern correlate of many more traditional approaches (culturological, scientific and educational, didactic, functional and communicative, etc.); the competence-based approach, as applied to the practice of education, does not form its own concept and logic, but involves the support or borrowing of the conceptual and methodological apparatus from already established scientific disciplines (including linguistics, jurisprudence, sociology, etc.).

The competence-based approach, according to O.E. Lebedev, is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process and evaluating educational results. These principles include the following:

- the meaning of education is to develop students' ability to independently solve problems in various fields and activities based on the use of social experience, an element of which is the students' own experience;
- the content of education is a didactically adapted social experience in solving cognitive, ideological, moral, political and other problems;
- the meaning of the organization of the educational process is to create conditions for the formation of students' experience of independent solution of cognitive, communicative, organizational, moral and other problems that make up the content of education;

- Evaluation of educational results is based on the analysis of the levels of education achieved by students at a certain stage of education.

The competency-based approach is not equated with a knowledge-oriented component, but involves a holistic experience in solving life problems, performing professional and key functions, social roles, and competencies.

In preparing teachers for the vocational education system, special attention is paid to the type of activity that presents dual content, including the following:

1. Engineering activities

2. Pedagogical activity

Competences that include engineering activities in the preparation of engineer-teachers (for example, in the specialty of agricultural mechanization) include the following:

1. agronomic knowledge;

2. organization and technology of cultivation of agricultural crops;

3. knowledge and distinction of types of agricultural machines;

4. forms and methods of operation of various types of machine and tractor units;

5. solution of technological problems for the cultivation of specific agricultural plants;

6. performing operations on various types of equipment;

7. organization of work on farms, and so on.

Now consider the pedagogical activity, which requires the following competencies:

1. knowledge of educational and regulatory documentation of vocational schools;

2. mastering the knowledge of the didactic principles of the organization of the educational process;

3. distinguish between types of technical means and preparation of didactic materials;

4. organization and management of the educational process;

5. forms and methods of organizing the educational process;

6. organization of theoretical and practical classes in vocational schools;

7. mastering pedagogical skills and teaching techniques;

8. communication skills;

9. psychological knowledge;

10. types and forms of assessing the knowledge of the skills and abilities of students;

11. preparation of educational and methodological complexes;

12. the use of pedagogical technology in the learning process;

13. organization and management of the processes of educational work in vocational schools, and so on.

Considering the foregoing, each component of the components of competence includes a number of requirements for the training of a specialist. On this issue, scientists give their own definition, including E.F. Zeer in his scientific works defines professional competence as a set of professional knowledge, skills, as well as ways of performing professional activities.

The professional activity of teachers of the vocational education system includes pedagogical work, methodological work, educational work, performing simple technical operations, compliance with technical and technological competence.

Technical competence includes knowledge and skills, performing technological operations, working with tools, lathes, agricultural machinery, and so on.

Technological competence as a teacher of mastering the knowledge, skills and abilities of using methods, forms and means of training.

The widespread use of the term "competence" in the pedagogical literature of recent years is due to the introduction of a competency-based approach into the educational space of many countries, which is considered as an alternative to "knowledge-skills-skills", limiting the goals of training and education to narrow subject education and insufficiently taking into account the essence of the competence of a modern person in conditions of competition in the free labor market.

In recent decades, in almost all developed countries of the European Union, in the context of the creation of a single educational space in the framework of the adopted Bologna Declaration, there has been a reorientation of the content of education towards the development of key competencies. The competency-based approach reflects a type of education content that is not limited to a knowledge-oriented component, but includes a holistic experience in solving life problems, performing key functions, social roles, and manifesting competencies.

The competency-based approach in education, as opposed to the concept of "acquisition of knowledge", involves the development by students of skills that allow them to act effectively in the future in situations of professional, personal and social life. Of course, subject knowledge does not disappear from the structure of education, but plays a subordinate, orienting role in it.

However, most of the current research is devoted to the analysis of any one competence. So, for example, considering the professional competence of a teacher, I.S. Danilova highlights communicative competence, N.A. Ignatenko - sociocultural, A.A. Petrov - general cultural competence, T.A. Razuvaev - reader's competence. Therefore, there is still no holistic idea of what set of competencies constitutes in its totality the professional competence of a particular specialist. This issue is still subject to theoretical, methodological and empirical study.

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