

PEDAGOGICAL SIGNIFICANCE OF A COMPETENCY-BASED APPROACH IN TRAINING FUTURE TEACHERS

Dilnura Nizamjon-kizi Yuldosheva
yoldoshevadilnura223@gmail.com
Namangan State Pedagogical Institute

Abstract: In this article, the training of future teachers is not limited to providing theoretical knowledge, but is also related to the development of their practical skills. Adaptation of students to the school environment, their learning through a competence-based approach, the ways of improving their skills and forming the ability to use modern technologies are shown. The article also pedagogically analyzes the characteristics of future teachers' work on themselves and their ability to communicate with students

Keywords: competency-based approach, future teacher, professional training, pedagogical skills, practical skills, modern educational technologies, communication culture, reflective analysis, quality of education

INTRODUCTION

Today, in the conditions of the formation of New Uzbekistan, a fundamental reform of the education system, increasing the influence of teachers in the life of society, and educating them as modern knowledgeable and highly spiritual personnel are the highest priority areas of state policy. After all, a teacher, who is the basis of the development of society, must not only know his subject, but also have high professional skills and modern qualifications to educate the younger generation in a spirit of patriotism and prepare them for life.¹

In the modern world, the rapid growth of information flows and technological changes are placing completely new demands on the education system. Today, society needs not only "knowledgeable" specialists, but also creatively thinking and competitive teachers who can apply the acquired theoretical knowledge in non-standard situations. The Concept for the Development of the Education System of the Republic of Uzbekistan until 2030 sets as a priority the improvement of the quality of pedagogical personnel training and the full implementation of a competency-based approach to the educational process.

For many years, teacher education has been built, first of all, on the basis of the triad of "knowledge, skills and competences". However, modern school practice shows that a strong theoretical preparation of a student does not always guarantee his successful learning in the classroom. Here a "gap" between theory and practice occurs. In order to eliminate this contradiction, the development of professional competence in the training of future teachers becomes of pedagogical importance.

The theoretical foundations of the competency-based approach are widely studied by foreign and domestic scientists. In particular, A.V.Khutorskoy defines competency as a set of interrelated qualities necessary for a person to effectively function in society.² J. Raven associates it with personal motivation and initiative. Uzbek scientist NAMuslimov assesses the professional

¹Mirziyoyev Sh.M. Strategy of the New Uzbekistan. – Tashkent: "Uzbekistan" publishing house, 2021. – 464 p.

²Khutorskoy A.V. Sovremennaya didaktika. - M.: Academy, 2001.

competence of a future teacher as a synthesis of his intellectual, emotional and volitional qualities. Also, the ICT competencies for teachers developed by UNESCO set international standards for the digital literacy of a modern teacher.

This article analyzes pedagogical mechanisms for developing future socio-psychological, communicative, and digital skills, not limited to scientific knowledge. Practical suggestions are also put forward for integrating the learning process in higher education into the school environment.

The pedagogical essence of the competency-based approach is not only to arm the student with information, but also to develop his ability to independently solve problems that arise in social and professional activities. According to research, competence is not just a set of acquired knowledge, but also the ability to mobilize a person's intellectual and psychological resources in complex and unexpected situations.

In the professional training of future teachers, special attention should be paid to the following important aspects:

Activity direction. With traditional teaching, the student receives only ready-made information as an "object" of the lesson, but with a competency-based approach, he becomes an active "subject" of the educational process. In this process, the principle of student-centered education comes to the fore and conditions are created for the realization of the inner potential of each future teacher.

➤ Systemic approach. Teacher's qualification is a whole system that combines special (scientific), methodological, socio-psychological and ability to work in extreme situations. The effectiveness of this system is determined by how quickly the teacher can adapt to changes in society.

➤ Technological guarantee. Due to the introduction of modern pedagogical technologies, it is possible to predict learning outcomes in advance. This raises the teacher's work from the level of "artistic" to the level of "professionalism" based on precise calculations and methodology.

➤ Digital transformation. In the information society, the teacher's ability to work with information and communication technologies has become an integral part of his or her overall culture. This includes not only the use of technical devices, but also the stimulation of critical thinking in students through digital resources.

A competency-based approach to preparing future teachers for professional activity serves to increase the effectiveness of the educational process. Within the framework of this approach, pedagogical training involves the acquisition of theoretical knowledge, as well as the formation of their application in practical activities, the development of skills for analyzing pedagogical situations and making independent decisions. By modernizing the educational process, future teachers develop professional responsibility, reflective thinking, and a culture of pedagogical communication, which allows them to be trained as competitive specialists who meet the requirements of modern education.³

Therefore, the competency-based approach serves as the main bridge between theory and practice in the training of future teachers. It is of pedagogical importance, because it develops in

³Mirzayev MJ Modernization of the technology of training future teachers for professional activity based on a competency-based approach // International Scientific Conference Proceedings. – Tashkent: Journalss.org, 2023. – pp. 4-7.

students not only the skills of “knowing what to do”, but also the skills of “how to do it”. The pedagogical essence of the competency-based approach is not only to arm the student with information, but also to develop his ability to independently solve problems that arise in social and professional activities.

According to research, competence is not simply a set of acquired knowledge, but the ability to mobilize an individual’s intellectual and psychological resources in complex and unexpected situations.

CONCLUSION

In short, the introduction of a competency-based approach to the process of training future teachers is an important pedagogical requirement of the modern education system. This approach does not limit the professional training of a teacher to theoretical knowledge alone, but serves to develop practical skills, a culture of communication, reflective analysis, digital literacy, creative thinking, and ensures the integral connection of theory and practice. As a result, future teachers are formed with the skills of independent decision-making, problem analysis and effective solution in real pedagogical situations, and opportunities arise for training personnel who meet the needs of competitive, innovative, professionally mature pedagogical personnel. Therefore, the competency-based approach is recognized as an important factor in improving the quality of education

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