



THE IMPORTANCE OF SOCIAL COOPERATION IN DEVELOPING PROFESSIONAL COMPETENCIES OF FUTURE TEACHERS.

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Annotation. *The article analyzes the development of students' professional competencies based on social cooperation in the process of internship, their goals and objectives, their ability to assess the professional competence of university teachers and determine directions for development.*

Key words: *professional competence, basic competence, cognitive, professional activity, competency-based technologies, education and production.*

In recent years, in the conditions of social cooperation, in our republic, we have improved the integrative mechanisms of teacher training based on international standards, opened branches of educational institutions of foreign countries, raised the educational system to a new level, increased the level of education with higher pedagogical education, development of creative abilities of the generation, normative bases of interactive support are being created. "Increasing attention to the quality of personnel training for the field of education, wide introduction of advanced foreign experience in the field, and the need to improve the infrastructure of pedagogical education" is defined as a priority task. As a result, improving the mechanisms of pedagogic staff training on the basis of integrative approaches, expands the possibilities of improving the model of training future teachers for innovative activities.

It is known that currently the level of professional training of specialists is affected by the conditions of the changing labor market, it is necessary to increase its status in order



to train highly qualified personnel and develop the professional competences of students.

Competence is the ability to use the theoretical knowledge, practical skills and abilities acquired in the field of science to solve practical and theoretical problems encountered in everyday life.

According to many researchers, by the end of the 20th century, our republic lost its position due to the gap between science, education and production, which led to a sharp decline in production. Without supporting the connection between education and production, science, technology it is difficult to ensure its development and train qualified personnel who meet the modern needs of industrial enterprises.

There are also different classifications of professional competencies. According to R. V. Gurina, professional competencies consist of basic and special parts.

Basic competencies - general competencies necessary for the effective professional activity of any modern specialist;

Specific competencies are competencies required to solve specific professional problems.

If we consider the relevance of the topic. In the public interest and the labor market, the employer is currently represented by a specialist; must have professional competences corresponding to the level of development of modern technologies. The analysis of works considering the approaches and means of development of professional competences showed that this problem is at the research stage. Despite the diversity of the tools used, it was found that the opportunities for the formation of professional competencies in vocational education institutions are not used enough. The cognitive approach is used more often, and the integrated approach is not used in practice, which allows for a comprehensive consideration of the problem of professional competence development, taking into account the processes of integration and fragmentation.



The relevance of research at the scientific and methodological level is related to the understanding that the main problem of professional competence development is the search for effective technologies that attract students to conscious activity. We consider conscious active activity as an organized process that gives students the opportunity to be independent, active, design their own activities, make independent decisions and be responsible for them, critically evaluate the results of their actions in accordance with social norms. and professional values. By socio-professional values we mean by the socio-professional community we understand the unity of recognized and accepted behavioral guidelines, their personal attitude to the goals and results of their professional activity.

Analysis of psychological-pedagogical literature, generalization of pedagogical experience and our own research in this direction made it possible to identify the following contradictions in the pedagogical theory and practice of vocational education:

- for the formation of professional competencies, a set of psychological and pedagogical tools is offered, which includes the integration of general professional disciplines based on the design activity of students and has been tested in experimental and research work.
- between the growing need for modern specialists with professional competencies corresponding to the level of development of modern technologies and existing traditional approaches to their training.

The problems of the scientific-theoretical justification and practical implementation of the process of developing students' professional abilities were studied.

Its purpose is to clarify the composition and structure of students' professional competencies and to develop them on the basis of the integration of electronic sciences. It is related to the understanding that the relevance of the topic at the scientific and methodological level is the main problem of professional development. Competencies are the search for effective technologies that involve students in conscious activity. The



ability to critically evaluate the results of z actions in accordance with social and professional values. Under socio-professional values, we mean the most recognized and the least unit behavioral guidelines presented by the socio-professional community, personal attitudes to the goals and results of their professional activity were studied. Klimov E.A. Puti v professionalism (psychological vzglyad) [2;].

Competency-based approach involves continuous change of activities, thereby encouraging students to constantly reflect (setting goals, identifying problems, planning, organizing work on the topic, correcting activities, designing). knowledge in new conditions), and the educational process is carried out on the basis of development based on the abilities, inclinations and direct interests of students. At the same time, the educational activity of students is built in the context of the future. Has a profession and ensures the development of professional knowledge and technological skills. In the development of technology for the development of professional competencies, we use their psychological equivalent, mental (cognitive) structures, through which a person recognizes, sees and understands the world, which is expressed in his thinking, speech, memory, behavior, and professional activity in his life.

The purpose of this stage is to develop integrative thinking of students, ensure high-quality assimilation, professional knowledge in accordance with individual capabilities of students, form an educational (professional) problem, design goals and tasks, perform search activities related to data selection, present to develop design and technological skills to achieve, to develop possible solutions to the problem in a symbolic form, to develop an algorithm of optimal actions to achieve the planned result, to be able to reflect in their educational design and technological activities, in addition , competence is a feature that allows the graduate, should effectively implement professional opportunities in the changing conditions of modern market production. It should be remembered that a graduate of a modern university has not only perfectly mastered the program in his field of study, but also has humanities, natural sciences, general professional (general technical) and special knowledge, which



he can use an employee of the enterprise, personnel capable of developing progressive methods of applying modern scientific theories to production, taking into account the trends of scientific and technical development, are required.

It can be seen that professional competence is the systems that can be used in various activities to solve various professional tasks, determines the general professional preparation of the future specialist, gives opportunities to develop and acquire new knowledge and skills, as well as to improve professional skills. The characteristics of the pedagogical environment, which allow to identify effective technologies for the development of professional competencies based on the integration of subjects in the process of professional training, are systematized as follows:

- person-oriented technologies aimed at revealing internal capabilities, "hidden" abilities. Based on the student's abilities and opportunities in the field of social and professional interest, independent choice of behavior and activity methods.
- the technology of studying educational and cognitive activity allows the student to move from a passive state to an active state with the help of the influence of the pedagogue.

In foreign literature, the concept of adaptation is seen as a protective form of human adaptation to social requirements (Delor) [197], overcoming the problem of mastering social roles or getting out of a stressful situation. It should be seen as a set of adaptive relations based on mastering, changing it and creating the necessary conditions for its successful operation.

In our country, scientists define the concept of "adaptation" mainly based on the rules of historical materialism, including the rule of the unity of the individual and society, and the active influence of their interaction. Therefore, scientists consider the essence of the adaptation process to be an expression of the unity of the interacting parties (human and social environment) with elements of specific imbalance that ensure not only changes, but also the development of both parties (B.G.Anan'ev, L.S.Vygotsky, A.N. Leont'ev, A.V.Petrovsky, S.L.Rubinsteyn) This unity is based on the activity of



the social environment, on the one hand, and on the other hand, the activity of a person aimed at understanding the world around him, accepting its demands and implementing certain changes. The peculiarity of personal adaptation is that during his life he faces the need to actively adapt to various elements of the social environment (production, cultural, household, family, etc.). In this context, it is customary to talk about different types of adaptation, including professional adaptation, which is the subject of our research. Definitions of this phenomenon differ in content and essence. Their analysis made it possible to identify a number of issues that require clarification.

Adabiyotlar

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