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Formation of Professional Competencies Among Future Teachers and Educators Using Sibling Technologies

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Abstract: the article covers the topic of developing professional competencies among future teachers and educators using sibling technologies.

Keywords: professional competence, future teachers and educators, sibling board, sibling technology.

In order to further improve the preschool education system, ensure equal access of children to quality preschool education, develop the non-state sector of preschool educational services, as well as in accordance with the Decree of the President of the Republic of Uzbekistan dated September 30, 2018 No. PP-3955 “On measures to improve the preschool management system education"

Improving future teachers and educators and updating its content based on sibling technology, fundamentality and practical orientation sets as its goal the formation of professional competence, creative thinking, socially active personality of future specialists. Competence acquires special significance as a concept that most fully reflects the specifics of the functioning of the modern pedagogical process. Acting as a cultural-value, psychological-pedagogical category, competence becomes an indispensable condition for pedagogical activity in the information society.

As a summary phenomenon, competence thereby acquires the status of an independent concept that permeates all links of the educational process and actively participates in the formation of the personality of a future specialist. It is the competency-based approach to solving complex problems facing the education system that can ensure the training of a new type of specialist, possessing a high degree of professionalism, broad erudition, creative thinking, sensitive to transformations caused by the needs of the era, having a personal position, mastering the art of convincing, instilling in his students receive not only knowledge, skills and abilities, but also a deep interest in their chosen profession.

The intensive development of pedagogical science and sibling technologies (pic. 1) in recent years urgently requires an intensification of the search for ways to improve the professional training of future teachers and educators, including for the field of education. Today, one of the key requirements of society for a graduate of a pedagogical university is the mastery of a number of professional competencies. This requirement is reflected in all state standards of higher professional education. Thus, our state standard of higher professional education defines the goals of education in the form of a set of professional competencies that a university graduate must possess.

sibling technology (pic. 1)

Research by scientists and the experience of pedagogical universities in Uzbekistan has shown that the level of preparation of future teachers and educators for professional activities does not always meet the requirements of modern society and the latest achievements of pedagogical science, which is confirmed by the results of a survey of pedagogy teachers working in educational organizations. Thus, more than 50% of the teachers of preschool educational organizations we surveyed experience the greatest difficulties in solving the problems of using modern methods and technologies, methods for diagnosing the achievements of students to ensure the quality of the educational process and the use of basic methods of scientific research in educational activities. Thus, future teachers and educators point out the relevance of these competencies for modern preschool and school practice. Thus, a modern teacher and educator teaches preschoolers and schoolchildren, taking into account their psychological and physiological characteristics and the specifics of the subject being taught, using a variety of forms, techniques, methods and teaching aids; uses modern means of diagnosing student achievements, ensuring the quality of the educational process.

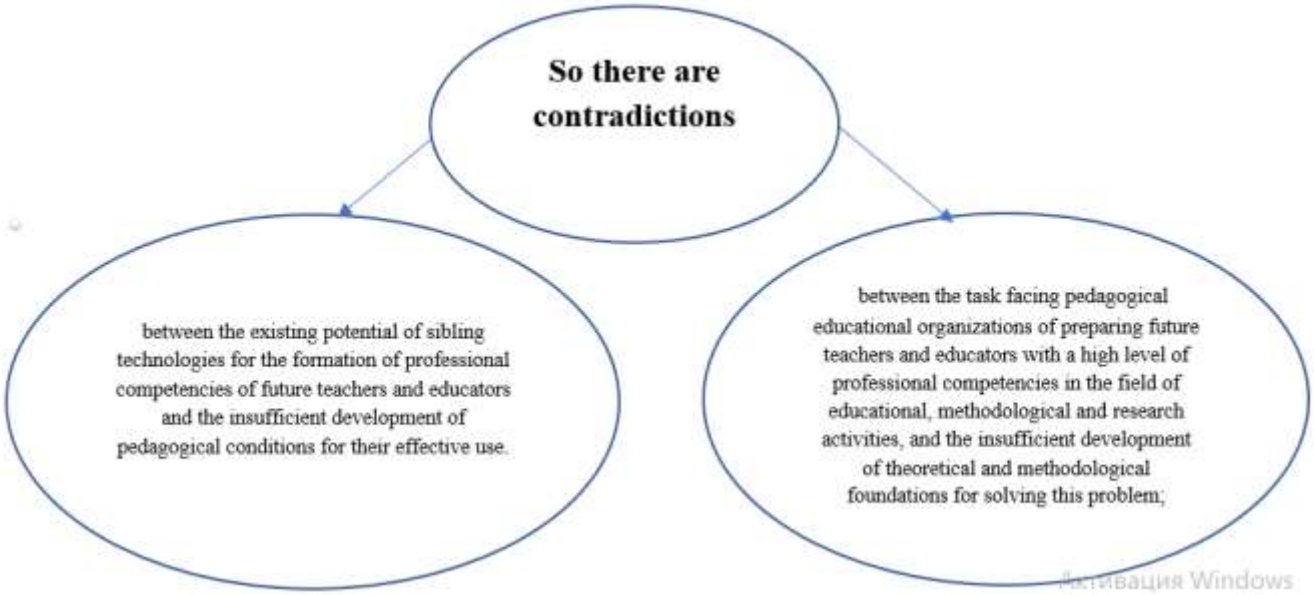
The future teacher and teacher of a preschool educational organization must learn all this in the process of professional training at a university, and the use of sibling technologies in this process should contribute to the improvement of the educational process by improving the quality of selection of content, methods and organizational forms of training and education; creating methodological teaching systems aimed at developing in future teachers and educators the ability to independently acquire knowledge and process it, skills in educational and research activities; creation and use of electronic textbooks with the possibility of self-control, methods and assessment of the level of knowledge of future teachers and educators; implementation of distance learning systems, etc.

At the same time, in recent years, scientists, both theorists and practitioners, have been actively developing the idea of using sibling technologies to develop the professional competencies of future teachers and educators. Works devoted to the use of sideboard technologies in the process of preparing students at a university indicate their significant potential: the widespread use of sideboard educational technology, including distance courses, electronic manuals, and means of automating knowledge control, significantly improves the quality of the educational process.

The essence of the terms “professional competence” and “professional competence of a chemistry teacher” was considered in the studies of K. V. Shaposhnikov, A. K. Markova, T. E. Isaeva, E. G. Zlotnikova, M. S. Pak, I. A Orlova, M.K. Toletova, Yu. Yu. Gavronskaya, M. Yu. Churkina and others.

At the same time, the problem of training future teachers and educators using sibling

technologies has not been sufficiently studied: the essence and content of this process requires clarification in the conditions of a modern educational organization and the latest achievements of pedagogical science; the activities of the future teacher and educator need to be considered from the standpoint of a competency-based approach and implementation sibling technologies in the learning process in an educational organization, it is necessary to find out the specifics of its organization in relation to the practice of professional training of future teachers and educators; determine further ways to improve their professional training using the potential of sibling technologies; theoretically substantiate and practically test the pedagogical conditions for the effective formation of professional competencies among future teachers and educators using sibling technologies.



Effective development of professional competencies in future teachers and educators using sibling technologies is possible if:

- the essential and content characteristics of professional competencies in the field of educational, methodological and scientific research activities are revealed, criteria and indicators are developed, and the levels of their formation are characterized;

- a model for the formation of professional competencies among future teachers and educators using sibling technologies has been developed and introduced into the pedagogical process of an educational organization;

- pedagogical conditions for the effective formation of professional competencies in future teachers and educators using sideboard technologies have been identified and theoretically substantiated: the formation of positive motivation among future teachers and educators to master professional competencies, the implementation of methodological support (modular program, electronic textbook, methodological recommendations) for the process of formation of professional competencies of future teachers and educators, the use of forms, means and methods of interactive learning to enhance the independent activities of students in mastering professional competencies, monitoring based on developed criteria and indicators of the level of development of professional competencies of future teachers and educators.

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