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## Necessary Components of Developing Professional Competence of Future Vocational Education Teacher

**Key words:** *social and personal competencies, educating in the area of competence approach, dialogue technologies, academic discussion.*

**Annotation:** *this article describes an approach competent training in the preparation of the future teacher to professional activities, offers new methods of training and education, contributing to the formation of the future teacher competence.*

The current stage of the development of education in Uzbekistan is characterized by new approaches to learning, which require new methods of organizing the educational process, modern conditions of educational environments, new pedagogical technologies that increase the intensity and effectiveness of the learning process, creating conditions and means for individual and collective learning activities.

The task of improving the training of teachers in the conditions of the formation of a market economy is to correct and supplement their vocational education, equipped with modern methodology and implementing flexible forms of education. The system of training qualified teachers is largely determined by the state of professional and methodical training of future teachers in the university. Trends in the development of modern society necessitate the formation of a new type of teacher who has a creative potential and strives for professional self-improvement. A fundamental feature of this approach is the change in the position of the teacher in the coordinates of the educational environment, which implies the transformation of him from the object of education and upbringing into a subject that forms himself. This puts the higher school before the task of preparing the future teacher for professionalism. A big role in this, in our opinion, belongs to the competence approach. Competent approach in education emphasizes the formation of the future teacher's competencies providing them with the opportunity for successful socialization (1).

A meaningful characteristic of personal development given by B.F. Lomov and J. Raven, allows us to conclude that students must possess the qualities that contribute to the fulfillment in their future of diverse types of social and professional activity. It is these qualities that determine the formation of a competent person in the modern world. Universal competencies of a wide range (radius) of use are called key or basic. Basic competences are multifunctional, above-subject and interdisciplinary. The authors of the strategy for modernizing the content of general education, based on foreign experience, give the following basic competencies:

1) competence in the field of independent cognitive activity, based on mastering the ways of acquiring knowledge from various sources of information, including extracurricular;

- 2) competence in the sphere of civil and public activities (fulfillment of the roles of a citizen, voter, consumer);
- 3) competence in the field of social and labor activity (including the ability to analyze the situation in the labor market, assess their own capabilities, be guided by the norms and ethics of labor relations, skills of self-organization);
- 4) competence in the domestic sphere (including aspects of their own health, family life, etc.);
- 5) competence in the field of cultural and leisure activities (including the choice of ways and means of using free time, culturally and spiritually enriching the person).

**Professional competence** is the integrative integrity of knowledge, skills and skills that provide professional activity, it is a person's ability to realize his competence in practice. Since the implementation of competencies occurs in the process of performing a variety of activities to solve theoretical and practical problems, the structure of competences, in addition to activity (procedural) knowledge, skills and skills, also includes motivational and emotional-volitional spheres. An important component of competencies is experience - integration into a single whole of individual actions, methods and methods of solving problems mastered by man.

Modern scientific literature has identified the following types of competencies:

- 1) political and social competencies - the ability to assume responsibility, jointly with others to develop solutions and participate in their implementation, tolerance to different ethno-cultures and religions, the manifestation of the conjugation of personal interests with the needs of the enterprise and society, participation in the functioning of democratic institutions;
- 2) intercultural competencies that promote positive relationships between people of different nationalities, cultures and religions, understanding and respect for each other;
- 3) communicative competence, which determines the proficiency in the technologies of oral and written communication in different languages, including computer programming, including communication via the Internet;
- 4) socio-information competence, characterizing the possession of information technology and a critical attitude to social information disseminated by the media;
- 5) personal competence - readiness for the continuous improvement of the educational level, the need for actualization and realization of one's personal potential, the ability to independently acquire new knowledge and skills, the ability to self-development (2).

General competence is sometimes called instrumental, impersonal, and systematic. Portable competences are expressed in the ability to reason in abstract terms, to carry out analysis and synthesis, to solve problems (make decisions), to adapt, to be a leader, to work both in a team and independently (4).

In European education, people often talk about social and personal competencies. The first is the willingness and ability to form and live in social interaction: to change and adapt; to develop the ability for rational and responsible discussion and agreement with others. The second is the

willingness and ability of the individual: to identify, comprehend and evaluate the chances of his development; to show their own talents, to develop and develop their life plans.

Personal competencies encompass personal qualities such as independence, self-esteem, reliability, conscious responsibility, a sense of duty, development of self-aware value orientation. The above overview of the definitions of competences represents only a small part of their actual abundance, reflecting the author's understanding of the essence of this phenomenon, the variety of nuances and accents. In all the mentioned definitions, a spontaneous system-wide (paradigmatic) shift of education from the content-knowledge-objective (disciplinary) paradigm to a new orientation to the armament of the individual with a willingness to live in the modern world is reflected (sensed) (4).

Competences are contextual expediency, contextual creativity, contextual-role self-organization, self-management, self-evaluation, self-regulation, self-correction, self-positioning. The educational potential of teaching and development technologies contributes to the formation of the following competences in the future teacher in the educational process, in the subject activity:

Educational and cognitive competence. Can independently plan their activities. Are capable of self-realization, are active in the choice of activity. Are capable of self-education. Due to participation in design and research activities they mastered the skills of productive activity.

Information competence. With the help of real objects (TV, computer, printer, modem) and information technologies (audio and video recording, e-mail, media, Internet) are able to independently search, analyze and select the necessary information. Communicative competences. They are able to live and work in a team, they have concepts about social roles (leader-organizer, leader - generator of ideas, performer, spectator). Have an idea of how to get out of conflict situations. The skills of interaction with various sociocultural objects of communication are insufficiently formed (the ability to correctly and correctly ask a question, present oneself, write a statement, etc.).

Formation of the key competences of the future teacher is due to the development of their abilities, which are an integrative characteristic of an active personality. They determine the productivity, the realization of the creative potential of the individual, the quality and reliability of the performance of mental functions. The teacher can contribute to the development of the abilities of the future teacher, if in the educational activity will use the methods of pedagogical support. They constitute one of the most important pedagogical tools aimed at the process of self-development of the future teacher (3).

Methods of supporting the development of analytical and reflective abilities, through which the educator and pupil have the opportunity to comprehend their activities, the correspondence of the methods of work to the goals and the result: the method of observation; method of collective analysis of activities, reflections; the method of reflection is self-knowledge of one's role and attitude to the events that have occurred, to the deeds; method of testing and questioning.

Methods to support the development of intellectual abilities:

- the method of "Socratic conversation" - the development of dialogical thinking, creative abilities;
- method of the synectics - a shift to the level of subconscious activity, directed at the development of associative, abstract, figurative thinking;
- the method of "a given form of organization of the educational process"; - the creation of an educational and educational situation, when the child himself must reach a new task by using new ways of solving it.

Methods to support the development of organizational skills:

- method of "creative performance of tasks";
- method of the game - creative action in imaginary, conditional circumstances with the aim of developing independence and creativity;
- method of instructions - regular execution of certain actions in order to turn them into habitual forms of behavior (positive habits);
- exercise method - repetition, consolidation, consolidation and improvement of valuable methods of action.

Thus, the implementation of the competence approach in the context under consideration provides for the integration of the processes of upbringing and education, which, under the "facilitation" role of the educator, will contribute to the formation of a competent personality of the future teacher, capable of successful socialization in a society competitive in the labor market, but at the same time spiritual, cultural and tolerant.

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