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**Malokhat Ergashevna Akhmedova**

PhD, Associated Professor  
Tashkent State Pedagogical University named after Nizami  
Tashkent, Uzbekistan

**Shalola Ravshanbekovna Toshmatova**

Master of 1 course  
Tashkent State Pedagogical University named after Nizami

**Nargiza Abdukodirovna Boynazarova**

Master of 1 course  
Tashkent State Pedagogical University named after Nizami

## COMPETENT APPROACH OF LECTURER IN IMPROVING THE QUALITY OF EDUCATION IN THE REPUBLIC OF UZBEKISTAN

**Abstract:** This article presents the experience of implementing the competency-based approach in preparing future lecturers at school and university. The competency-based approach in pedagogical education considered in the context of the development of value, motivational structures of the personality, its interests, attitudes, and positions, personal meanings in mastering knowledge, skills, and methods of pedagogical activity. The article shows how the possibilities of the educational discipline "Pedagogy" used in terms of developing future teachers of general cultural, professional and professional competencies. Particular attention paid to creating conditions for actualizing the subjective position of students in realizing their potential in continuous self-development and self-realization, thanks to the meanings and values that future teachers guided by in their professional choice. The article notes that the content and means of developing professional and pedagogical competencies used because of the integration of educational, cognitive, search-creative and professionally oriented activities of students, which ensures their personal and professional development as future lecturers.

**Key words:** competency-based approach, effectiveness of lecturer education professional and personal development, values and meanings of professional choice.

**Language:** English

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### Introduction

Modern requirements for teacher training in modernization of teacher education are determined in the context of a competency-based approach and

revealed through the unity of the general cultural, professional and social-moral development of the personality of the teacher.

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**Fig.1. Complex personality of lecturers**

Specialists note that the competence of the teacher is complex personality traits; includes not only cognitive (knowledge) and operational-technological (skills, experience, practice), but also its motivational, ethical, social and behavioral components [1,2,3]. A guideline for the professional and personal formation of future teachers is a complex of professional and personal qualities that characterize a modern teacher:

a pronounced humanistic position in relation to children, intelligence, spiritual culture; high professionalism, pedagogical creativity, the need for constant self-education and readiness for it. The personal and professional potential of a teacher revealed in the conditions of spiritual and moral self-enrichment, creative self-realization and self-affirmation of oneself in life and profession.



**Fig.2. Important competencies of teaching**

Within the competency-based approach, two basic concepts distinguished competence and competency, the first of which includes a set of interrelated personality traits defined in relation certain circle of objects and processes, and the second correlates with the possession, possession of a person by the corresponding competence, including his personal attitude to it and subject of activity.

The competency-based approach to education focused on the internal change in the value, need, motivational structures of the personality, its interests, attitudes, and positions, personal meanings in

mastering knowledge, skills, and ways of working. By updating the personal meanings and values of education, the competency-based approach, providing priority in the student's consciousness of personal goals and meanings, at the same time brings to the higher-level social values and social meanings of mastering the system of competencies.

We emphasize that the preparation of a modern teacher in a pedagogical university because of a competency-based approach considered as a process of formation and development of the personality of a teacher endowed with the potential for continuous

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self-development and self-realization, thanks to the meanings and values that guide future teachers in their professional choice.

The values that form the axiological aspect of the teacher's pedagogical consciousness are the values associated with the assertion by the person of their role in the social and professional sphere [4,5,6,7]. Orienting themselves on the self-development of creative individuality in professional activity, allowing self-realization in professional and personal formation, satisfying the need for productive humanistic interaction and communicating with students and colleagues, etc.

In accordance with the state educational standard of teacher education, in the study of pedagogical disciplines the general cultural (OK), general professional (OPK) and professional (PC) competencies of the graduate are distinguished.

We studied the experience of the competency-based approach in teacher education (Department of Pedagogy at Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan) and used it in the implementation of the competency-based approach in the preparation of primary school teachers at Yeosu technical institute in Tashkent.

We have identified the possibilities of the discipline "Pedagogy" in terms of developing future teachers of general cultural, general professional and professional competencies.

The overall goal of the "Introduction to Pedagogical Activity" course is to form general professional competence by mastering the foundations of historical-pedagogical and historical-cultural knowledge, as well as personal growth strategies in the field of pedagogical activity. The competencies of the student, formed because of mastering this course, in the program of pedagogy presented as follows:

- knowledge of modern problems of science and education in solving educational and professional problems (OK);
- knowledge of historical and cultural value and modern regulatory framework of professional pedagogical activity (OK);
- awareness of the value-semantic nature of pedagogical activity in modern society (MIC);
- knowledge of ways of professional self-knowledge and self-development (DIC);
- the ability to receive, process and master pedagogical information from various sources (including historical, monographic, educational, popular science, artistic, journalistic, etc.) (DIC);
- the ability to design an individual route in teacher education (DIC);
- Possession of ways to improve professional knowledge and skills by using the capabilities of the information environment of an educational institution, region, region, country (MIC);

- awareness of the social significance of their future profession, the possession of motivation to carry out professional activities (MIC);

- Possession of ways to solve the problems of education and spiritual and moral development of the personality of students (PC);

- the ability to apply modern techniques and technologies, methods for diagnosing students' achievements to ensure the quality of the educational process (PC);

- the ability to organize students' cooperation, maintain activity and initiative, students' independence, their creative abilities (PC) [8,9,10].

The classroom "Introduction to pedagogical activity" course is practice-oriented in nature: the motives for entering a pedagogical university are revealed; students get acquainted with the humanistic basics of interacting with people, study themselves with the help of various diagnostics and compose a self-education program.

The general goal of the course "Theoretical Pedagogy" is the formation of general professional competence by developing the theoretical thinking of future teachers, leading to a scientific understanding of objective pedagogical reality. Hence, the student's competencies presented as follows:

- knowledge of the development trends of the world historical and pedagogical process, features of the modern stage of development of education in the world;

- knowledge of the methodology of pedagogical research of problems of education (training, education, socialization);

- knowledge of the nature and structure of educational processes;

- knowledge of the theory and technology of teaching and raising a child, accompanying subjects of the pedagogical process;

- the ability to systematically analyze and choose educational concepts;

- the ability to describe, explain, predict pedagogical phenomena, general scientific methods in solving professional pedagogical problems.

Thus, the future teacher must demonstrate competence (ability and willingness):

- use the knowledge of the modern natural science picture of the world in educational and professional activities; apply the methods of mathematical processing of information, theoretical and experimental research (OK);

- be able to prepare and edit texts of professional and socially significant content (MIC);

- use systematic theoretical and practical knowledge to identify and solve research problems in the field of education (PC);

- use in educational activities the basic methods of scientific research (PC).

The course "Practical Pedagogy" studied in the IV semester and focused on the formation of general

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professional competence through the development of experience in solving pedagogical problems, contributing to the formation of an individual style of pedagogical activity. Students faced with the task of mastering practical methods of activity in educational practice, gaining experience in pedagogical design, communication, development and application of modern educational technologies.

We can highlight the student's competencies, formed as a result of mastering the course "Practical Pedagogy":

- knowledge of how a teacher interacts with various subjects of the pedagogical process;
- knowledge of the methods of psychological and pedagogical study of students
- the ability to apply design, communication and organizational skills in practical pedagogical activities;
- the ability to design the educational process using modern technologies that correspond to the general and specific laws and characteristics of the age development of the individual;
- the ability to use a variety of resources in the educational process, including the potential of other educational subjects;
- the ability to communicate without conflict with various subjects of the pedagogical process;
- the ability to organize extracurricular activities of students;
- the ability to consider in the pedagogical interaction various features of students;
- the ability to use methods of psychological and pedagogical diagnostics to solve various professional problems;
- the ability to solve the problems of professional self-knowledge.

From here, the demonstrated competencies are as follows (ability and willingness):

- to develop and implement training programs for basic and elective courses in various educational institutions (PCs);
- to solve the problems of education and spiritual and moral development of the personality of students (PC);
- apply modern methods and technologies for diagnosing students' achievements to ensure the quality of the educational process (PC);
- use the capabilities of the educational environment for the formation of universal types of educational activities and ensure the quality of the educational process (PC);
- organize the cooperation of students, maintain activity and initiative, students' independence, their creative abilities"(PC);
- develop modern pedagogical technologies taking into account the characteristics of the educational process, the tasks of education and personal development (PC) [2].

We proceed from the provision that the development of the competencies of future teachers in the process of mastering pedagogical courses based on the organization of training based on personal and value-relevant educational and cognitive activities focused on the profession of a teacher, on solving tasks of a search and research nature, using personal and professionally oriented technologies.

Therefore, the study of pedagogical information required the use of active methods, including:

- analysis of specific pedagogical situations, involving the definition of a problem, its collective discussion, which allows students to familiarize themselves with options for solving a specific problem situational task;
- a problematic lecture in which the process of teaching students is close to search, research activities;
- a seminar-discussion, including elements of a "brainstorming", which is built on the basis of dialogue of participants in the discussion and resolution of theoretical and practical problems;
- work on projects, allowing to ensure the development of students' creative potential.

We strive to ensure that the educational process ensures the transformation of one activity (educational and cognitive) into another (professional) with a corresponding change in needs, motives, goals, actions, means, subject and result. At the same time, the educational process in a university is guided "from within" by the individual himself, opening up the most favorable conditions for self-realization.

In this regard, it seems important to emphasize that the development of students' competencies in the process of studying these courses is carried out through the formulation and implementation of not only educational, but also educational tasks, among which we highlight the following:

- development of value-semantic attitude to the profession of a teacher;
- development of the need to create yourself as a teacher and as a person;
- activation of the processes of self-education, self-education, self-creation as a future teacher;
- development of the creative potential of the person, focused on the self-development of creative individuality in pedagogical activity;
- organization of communication experience based on the values of civil law and spiritual and moral culture;
- development of professionally significant personal qualities and characteristics of a student as an individual.

Our task was to integrate direct and indirect motivation, external and internal in the process of studying pedagogical courses, which required the definition of specific tasks for teachers:

- actualization by future teachers of the installation-motivation for the development of self-

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esteem and personal responsibility, as qualities that determine their professional and personal development, self-development, self-education;

- focus on creative educational and professional activities related to the development of innovative projects aimed at improving the quality of modern education;

- inclusion of the student in creating an environment that helps him in the implementation of life-building abilities, creativity in educational activities;

- organization of joint activities and cooperation in various forms (business, role-playing games, discussions, situations of choice, creative design, problem solving).

### Conclusion

Thus, the process of studying the discipline "Pedagogy" based on the competency-based approach considered as a process of formation and development of the personality of the teacher, endowed with the potential for continuous self-development and self-realization, manifested in the ability and willingness.

Realize the social significance of their future profession; are motivated to carry out professional activities; to determine the objectives of training, education and spiritual and moral development of the personality of students. Apply modern methods and technologies, methods for diagnosing students' achievements to ensure the quality of the educational process; identify and implement the individual educational trajectory of their professional and personal development in a pedagogical university.

The task of the teaching staff is to stimulate the development of value-semantic orientations of students, which determine the formation of the future teacher as a person of culture, citizen and moral personality with a sufficiently high level of

development of professional and personal competencies.

As conditions ensuring the effectiveness of studying pedagogical courses by pedagogical students based on a competency-based approach, as our experience shows, the following can be defined:

- the realization of the personal potential of future teachers, suggesting changes in the value-semantic structures of professional identity of the person; actualization of the need for personal self-development, ensuring creative self-realization in the future profession;

- the organization of independent, search-creative, professionally-oriented activities of students, aimed at integrating educational, cognitive and professionally-oriented activities and creating conditions for the professionally-personal self-development of a modern teacher;

- personality-reflective enrichment of the motivation of educational and cognitive activities of future teachers, aimed at developing the skills of introspection of professional identity of the person;

- actualization of the personal meanings of education, development and self-development in the pedagogical process of the university;

- intensification of independent search activity through the inclusion of students in research activities in its various forms.

It can be concluded that the organization of teacher education on the basis of a competency-based approach aimed at mastering the general cultural, general professional and professional competencies of the graduate provides professional self-determination, professional development of the individual, and also actualizes the conscious expression of the future teacher's own actions, processes, his personal and professional "I".

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