

SPECIFIC FEATURES OF IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE BIOLOGY TEACHERS

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Abstract: In the current era of information globalization, the changes taking place in the field of education directly change his activity from teacher to active, adapting to the same process of globalization, requiring continuous independent work. Emphasis is placed on the fact that in order to implement the modern values of education, a new teacher is needed - a professional teacher. In this article, attention is paid to these characteristics of the teacher.

Key words: qualification, competence, quality of education, teaching, skill, pedagogical activity, chemistry and biology.

Continuous improvement of the qualifications of personnel working in the education system of our country, the degree and qualifications, professional pedagogical competence in accordance with modern requirements is one of the important issues of today.

On August 12, 2020, the President of the Republic of Uzbekistan announced the results of the "Continuous quality of education and science in the fields of chemistry and biology" content processes of professional development of teachers on the basis of modern requirements in resolutions No. 4805 "On measures to improve the quality of education and science" teaching "improvement and continuous improvement of their professional competence is defined as the main goal.

Professional competencies of activities and areas are more generalized. And the professional competencies of the position are limited to the scope of a particular company. For example, there may be competencies of an employee in the pedagogical sphere - they are characteristic of all specialists engaged in pedagogical activities, regardless of the organization in which they work, or there may be professional competencies of a teacher of a particular training organization. Speaking of professional competencies as a type of competencies,

we are talking about them. From the table, we see that the structure of competence is quite complex, it includes many elements, the combination of which, in fact, makes competence the universal tool that we are talking about. From the presented structure, it becomes clear why under the competence it is impossible to consider only the ZUN or the RVC, which are only an element of the competence.

It should be noted that in the theory and practice of building a competency model, there are various types of competency structure. For example, the so-called PUSK is actively used - a complete universal structure of competencies (see Fig. 1). Consequently, it is not the transmission of subject knowledge that becomes a necessity, but the ability to teach how to obtain it, to organize education as a system that creates conditions for the formation of multidimensional consciousness, self-design, self-determination in world culture [3]. A professional teacher is "a person who understands well the general trends in the development of the world educational process, his place in it and the process of changing the educational paradigm; having a special vision of a person in the process of development; understanding the direction and effectiveness of psychological actions and influences; transforming any learning situation into a space for the development of the child and capable of designing a developing pedagogical environment and oneself. The transfer of the content and methods of education to an intensive path can be carried out using the principles of the activity approach in education. This approach focuses not only on the assimilation of knowledge, skills and abilities, but also on the ways of this assimilation, on patterns and methods of thinking and activity, on the development of cognitive forces and the creative potential of the individual. The peculiarity of changes in the pedagogical activity of the future teacher adequately to the transformation of pedagogical practice lies in the fact that these changes should ensure the transition from the skills of situational management of educational activities to project-technological and reflexive management. In addition, many do not use ready-made developments, fundamentally go their own way and develop their own competency structures. It's justified and It is effective only if the development of the model is carried out by experienced specialists, since for novice developers this task is either beyond their strength

or threatens to create an incorrect and inefficiently functioning structure of competencies.

Based on the opinions of the above scientists, the need to withstand strong competition that arises in the labor market in a market economy makes each specialist a professional competence, and his attributes motivate you to search for content.

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