
METHODOLOGICAL PRINCIPLES OF PROFESSIONAL COMPETENCE DEVELOPMENT OF THE FUTURE BIOLOGY TEACHER

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ABSTRACT: The article discusses the methodical foundations of developing the professional competence of the future biology teacher. Including ways to improve them.

KEYWORDS: Biology, pedagogy, methodology, improvement, method, method.

INTRODUCTION

One of the most important issues of today is the continuous development of the professional-methodical level and qualification of the pedagogical personnel working in the educational system of our country, pedagogical competencies in accordance with the requirements of the time. In this regard, the Decree No. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", the Decree of the President of the Republic of Uzbekistan dated August 12, 2020 "Chemistry and Biology 4805 on measures to increase the quality of continuous education and the effectiveness of science in the fields of education, the main goal is to continuously improve the qualifications of pedagogues based on modern requirements and develop their professional competence.

Of course, the above legal bases were not put into practice for nothing. When President Shavkat Mirziyoyev held a meeting of video selectors on "Issues of the development of school education" in 2022, they highlighted such statistical information: "Out of 504,000 pedagogues working in schools, 60,000 have secondary special education. educated, and 190,000 have no qualifications at all. Many pedagogues do not have enough knowledge and skills." The teacher strives not to give a quality lesson, but to "get more hours".

This situation indicates that the professional competence of teachers is not sufficiently developed. The development of professional competence of teachers means that it should be considered as a very urgent pedagogical problem today.

A number of studies have been conducted to study the problem of improving the professional competence of teachers. However, the growing interest of scientists in various aspects and aspects of this problem shows the urgency of fundamentally reforming the quality of education. N.A. Muslimov, in his scientific research, emphasized that direct familiarization with the content of theoretical sources, detailed study of the collected evidence as a result of the study of higher

education activities, is a number of obstacles to the process of forming the professional competence of future teachers. past, they are as follows:

- ② between the level of advanced specialist education of a graduate of a higher education institution and the normative requirements for the modernized content and scope of the State Education Standard and the level of realization of his personal capabilities;
- ② between the activities of higher education institutions aimed at pedagogical support in the formation of the teacher's personality and his professional competence, and the mechanism and laws of the development of the process of training a student as a future teacher;
- ② between traditional and innovative methods used in the process of forming and improving the professional competence of teachers;
- ② it is possible to show the contradictions between the fact that pedagogic sciences are not used sufficiently in interaction with general professional and specialized sciences to improve the personal and professional competence of the teacher.

One of the ways to overcome the above-mentioned obstacles is to improve the professional competence of future teachers. Improving the professional competence of future teachers, creating the necessary pedagogical conditions to ensure professional and personal competence in higher education institutions, modernizing the content and structure of biology teacher training, determining psychological and pedagogical conditions and its control and evaluation determines the main goal of improving the specialist's competence by developing its mechanisms in accordance with the requirements of the time.

In the conditions of today's globalization, being a highly competitive staff that takes priority in the labor market requires every specialist to have professional competence and to improve it consistently. Modernized and integrated state education standards and the content of the curriculum include knowledge, skills, qualifications, as well as basic and subject-related competencies. Competence is the ability to use the theoretical knowledge, practical skills and qualifications acquired in a specific subject to solve practical and theoretical problems encountered in everyday life. The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence is "how a specialist behaves in unconventional situations, unexpected situations, new situations, engages in communication, has a clear goal in interactions with opponents, performs ambiguous tasks, uses conflicting information, means owning a sustainable plan of action in a consistently evolving and complex process. "Competence" (incl. "competence" - "ability") means the ability to effectively use theoretical knowledge in activities, to demonstrate high-level professional skills, skills and talents. Competence is to increase one's knowledge, skills and abilities in a strict order, to master the latest innovations in science, at the same time to be able to understand the requirements of the time, to search for innovations in science, to use information and communication technologies and innovative technologies in a pedagogical manner. requires effective use in its activities.

A competent specialist should know how to use the interactive methods and methods suitable for the same conditions that he has mastered in solving existing problems, be able to choose the interactive methods that match the requirements of the time based on the content of the topic,

be able to distinguish between those that are not suitable, and solve the existing problems in his pedagogical work. will have skills such as critical thinking.

Effective work is being carried out in the education system of our country regarding the organization of education based on the competence approach. Sufficient legal frameworks have been developed on this issue and they are gradually being implemented in educational practice. In particular, the decision of the Council of Ministers No. 187 dated April 6, 2017 is a clear proof of our opinion. In the state educational standard of general secondary education, the concept of competence is defined as the ability to apply existing knowledge, skills and abilities in daily activities. Also, "Yangi Avlod" textbooks based on the competence approach, intended for students of general secondary schools, have been published.

The main requirement of today's complex development is that biology teachers and future biology teachers of every secondary school must be strong and competitive, professionally mature, and constantly work on themselves.

Because one of the important tasks of the pedagogical personnel of the Republic of New Uzbekistan, including biology teachers of general education schools, is to be dedicated to their profession, have high scientific and methodical knowledge and become qualified specialists. It is considered to act as a competent professional who is able to properly organize the activities of students and teaching methods while realizing his/her own abilities, individuality, personal qualities and feelings.

Working on yourself, self-development is important in the process of developing professional pedagogical competence. Self-development tasks are determined through self-analysis and objective self-evaluation.

Professional competence is evident in the following cases:

- in complex pedagogical, psychological and methodical processes;
- regarding the performance of unexpected tasks;
- using conflicting information;
- being able to have an adequate plan of action in unexpected situations.
- According to the nature of organizing the creative activity of J.O. Tolipova, the following stages are distinguished in the formation of the professional competence of future biology teachers:
 - finding new features and functions of familiar objects;
 - solving problems in familiar situations independently;
 - problem solving by applying knowledge and skills in new unexpected situations;
 - creative application of acquired knowledge and skills in practice.

Applying educational technologies to the educational process requires the teacher to perfectly design the lesson and plan the implementation of the project, taking into account the specific features of these technologies.

In the process of biology education, it is recommended to organize the process of forming the professional competence of the future teacher based on the following algorithms.

| Algorithms | The essence of algorithms |
|--------------|--|
| Algorithm 1. | Determining specific goals and tasks of professional pedagogical activity |
| Algorithm 2. | Identification of interactive educational technologies that allow the formation of professional competence |
| Algorithm 3 | Diagnosing expected results from the process of professional pedagogical activity. |
| Algorithm 4 | Selection of means and methods of educational activities based on the specified requirements. |
| Algorithm 5 | Reflection |

Thorough mastery of the basics of biology should become an integral part of every specialist's life. The purpose of biology education is to deeply understand the nature of events and phenomena that occur in biological systems, to understand the biochemical, biophysical, and physiological processes of living organisms, to form professional competence, and to form competitive personnel based on biological knowledge.

Therefore, it is considered appropriate to rely on three types of: systematic - structural, integral and functional approaches in clarifying the content of the formation of professional competence of future biology teachers of general education schools.

Formation of professional competence is a step-by-step and continuous process of research. An important factor for the formation of the teacher's competence is determined by the high level of special professional activity. Based on the formation of competencies, each specialist will have professional competence.

The success of professional competence formation is largely a process related to the personal characteristics of the pedagogue. Evaluating the competence of pedagogues is a system consisting of the following components: - the level of competence of pedagogues - benchmark criteria are used for evaluation; - labor productivity and work quality; - compatibility of personal characteristics with the field of education; - availability of additional skills; - the desire for personal growth and professional development occupies a central place.

It is effective to work based on indicators of behavior in evaluating the competence of pedagogues. This is precisely what the differences between competence and competence mean. Evaluation of the qualifications of specialists should have regular, independent, targeted, transparent, and realistic criteria.

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