

PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF ECONOMIC COMPETENCES OF FUTURE TEACHERS

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ABSTRACT: Today, the transition from educational to professionally-oriented training models is of current importance, facilitating the formation of a professionally mobile and competitive teacher, creating conditions for revealing his personal potential, providing opportunities to satisfy interests and inclinations, developing one's own trajectory of development, awareness of personal responsibility for the results of activities, etc.

KEYWORDS: Education, educator, competence, development, pedagogical and psychological characteristics.

INTRODUCTION

A comparative analysis of the practice of training a vocational teacher conducted from these positions allows us to state that the goal, objectives, content and process have not found proper theoretical justification, and the existing approaches to solving this problem are largely subjective and significantly hinder the practical implementation of the program provisions. According to a sociological survey, 66.8% of future vocational teachers demonstrate an imitative level of competence during their pedagogical practice and only 7.2% of respondents are ready to implement innovative models of interaction, which is due to the focus of traditional training on mastering a set of subject knowledge. Such training does not contribute to the formation of professionally significant competencies of a future teacher due to its focus on a knowledge-based approach, where forms, methods and means of reproducing social experience prevail.

The main results and findings

An analysis of philosophical, sociological, psychological, pedagogical and other literature shows that the problem of preparing a specialist for professional activity has been studied in the works of D. M. Abdurazakova, G. A. Karakhanova, E. P. Belozertsev, M. Ya. Vilensky, L. N. Granovskaya, A. A. Derkach, Z. F. Esareva, I. F. Isaev, N. E. Mazhar; N. F. Maslova, A. I. Mishchenko, P. I. Obratsov, L. S. Podymova, T. I. Solomatov; L. F. Spirin, E. N. Shiyanov, D. S. Yakovleva and others, where organizational, psychological, pedagogical and other aspects of readiness for professional activity, methods and means of formation of the corresponding culture and skills of a teacher, etc. are presented. The works of Yu.V. Vardanyan, G.M. Gadzhiev, E.F. Zeer, N.V. Kuzmina; A.K. Markova, C.G. Mutsynov, G.N. Podchalimova, V.G. Pishchulin, V.A. Slastenin, O.M. Shiyan and others are devoted to the study of the professional competence of the teacher, in which the essence and features of the preparation of the future teacher are considered from the standpoint

of the formation of competence, possession of skills and abilities, etc. Studying the role and function of didactic (G.I. Arkhangelsky; T.Shaidenko, etc.), psychological and pedagogical (A.N. Iiskunov, D.M. Mallaev, etc.), general pedagogical (O.A. Abdullina, A.N. Nyurgormagomedov, etc.), innovative (G.M. Gadzhiev, V.A. Slastenin, JI.C. Podymova, etc.): (V.I. Zagvyazinsky V.A. Kan-Kalik, V.V. Kraevsky, N.D. Nikandrov and others) components of training, as well as special abilities (A.A. Derkach, N.V. Kuzmina, etc.) personality traits (K.A. Abulkhanova-Slavskaya, V.A. Krutetskiy and others) teachers point out the relevance of the problems of training future teachers in the history of pedagogical thought.

Some aspects of the formation of economic competence of future teachers of vocational training remain poorly studied, as a result of which it is important to search for a mechanism to ensure the readiness of a graduate through mastering the appropriate set of skills and abilities, the absence of which is associated with contradictions between:

- the requirements imposed by the social environment in terms of the competence of a graduate of a pedagogical university, and the level of his training in the existing educational system;
- the increasing volume of educational material, constant and high-speed updating of economic knowledge and training practice, where the content of education and educational programs based on the knowledge approach are implemented;
- insufficient attention to innovative, productive technologies and the importance of their application in the educational process; the transition of vocational education to a competence-based approach requiring practical training of a graduate in the framework of studying economic disciplines using active forms and methods that contribute to the acquisition of skills and abilities, professionally significant qualities of a teacher.

The need to resolve objectively existing contradictions in the formation of economic competence of future teachers of vocational education and the limited capabilities of the traditional model in its implementation actualizes the research problem, the essence of which is to substantiate the conditions for the formation of economic competence of the future teacher of vocational education.

In accordance with the goal and hypothesis, the objectives of the study are formulated:

To identify the essence and structure of the economic competence of the teacher of vocational education.

2. To analyze the practice of forming the economic competence of the future teacher of vocational education.
3. To substantiate the conditions for the formation of the economic competence of the future teacher of vocational education.
4. To experimentally test the practice-oriented technology for the formation of the economic competence of the future teacher of vocational education.

Methodological basis of the study. The methodological basis of the study is: systemic (S.I. Arkhangelsky, A.B. Barabanshchikov, M.A. Veit, V.N. Gerasimov, V.P. Davydov, V.V. Kraevsky, N.V. Kuzmina, M.N. Skatkin, etc.); personality-oriented (V.V. Davydov, I.A. Zimnyaya, V.P. Zinchenko, A.N. Leontyev, S.B. Panyu'kova, S.L. Rubinshtein, etc.); contextual (A.A. Verbitsky, B.S. Lednev,

A.M. Matyushkin, M.I. Makhmutov, I.Ya. Lerner, V.D. Shadrikov, etc.); technological (V.P. Beshpal'ko, M.V. Klarin, V.A. Slastenin, P.I. Obratsov, V.L. Shatunovsky, L.I. Fishman, etc.) approaches, as well as concepts about the nature and essence of activity, the unity of theory and practice, the special role of information in the pedagogical process, its general and advanced practice nature, etc. Theoretical foundations of the study. The theoretical foundation of the study is the theories of organizing the educational process in higher education (S.I. Arkhangelsky, Yu.M. Dubinsky, V.P. Bogolyubov, O.A. Kozlov, P.I. Obratsov, O.P. Okolelov, I.V. Robert, A.A. Slobodanyuk, V.F. Sholokhov, etc.); modeling of educational systems (A.A. Andreev, V.P. Beshpal'ko, Yu.K. Babansky, N.F. Maslova, A.I. Subetto, etc.); professional development of the teacher's personality (A.V. Barabanshchikov, V.I. Vdovyuk, V.N. Gerasimov, P.N. Gorodov, V.P. Davydov, L.F. Zheleznyak, V.N. Ivanov, P.A. Korchemny, I.D. Ladanov, M.A. Lyamzin, V.G. Mikhailovsky, N.P. Rapokhin, P.V. Sergienko, etc.). Research methods. To achieve the goal and solve the problems, the following research methods were used: general-theoretical (analysis, synthesis, comparison, juxtaposition, generalization, classification, systematization, modeling, etc.); general pedagogical (conversation, survey, interviewing, questionnaire, analysis of activity results, generalization of experience and independent characteristics, pedagogical experiment, etc.); prognostic-verification (expert assessments, individual examination, discussion, etc.); as well as methods of processing the results of scientific research in the field of statistical analysis.

Research stages. The research was conducted within the framework of inter- • related stages:

- 1 the first stage (2014-2016) was aimed at studying the state of the problem of developing individual competence, defining the conceptual and categorical apparatus (goal, objectives, object, subject, hypothesis, methodology and methods, etc.) of the research, identifying the main directions and developing the structure of economic competence of a vocational teacher;
- the second stage (2016-2018) was focused on substantiating the organizational and pedagogical conditions for developing the economic competence of a future vocational teacher, studying the problems of his readiness to use productive forms of methods and means that contribute to the informational (creation of a didactic complex of information support) and technological (description of teaching technology) development of economic competence;
- the third stage (2018-2020) was aimed at experimental testing of a practice-oriented technology for developing the economic competence of a vocational teacher at a university; interpretation of the results of the pedagogical experiment, generalization and systematization of experimental data, correction and clarification of the main provisions of the study, as well as the design of the dissertation.
- specification of the essence and content of the economic competence of the future teacher of vocational education, characterizing his readiness for activity and possession of the relevant skills and abilities;
- identification and justification of the conditions contributing to the formation of the economic competence of the teacher of vocational education in the framework of the study of special disciplines;

- development of a model for the formation of the economic competence of the future teacher of vocational education in a university through the implementation of the goal, content, forms, methods and means of productive interaction of subjects;
- design and testing of a practice-oriented technology that contributes to the formation of the economic competence of the future teacher.

The theoretical significance of the study lies in clarifying the concept of "economic competence of a teacher", substantiating the model for the formation of the economic competence of a future teacher in a university; pedagogical design and application of a practice-oriented technology in the educational process (functions, composition and structure).

CONCLUSION

The practical significance of the study consists in testing the model and practice-oriented technology of training specialists,¹ based on the application of a didactic complex of conditions that contribute to the provision of information and technological components of professional training.

The reliability and validity of the research results are determined by the clarity of the initial methodological principles and methods of cognition of the process under study; the use of a methodology adequate to the goals, objectives and logic of the study; the representativeness of the empirical results, experimental confirmation of the validity of theoretical conclusions and practical recommendations; reproducibility and use of the obtained results in the pedagogical practice of university training.

- economic competence of a vocational teacher, including theoretical and practical readiness to solve economic problems, a system of professionally significant qualities and positions necessary for the successful performance of the functions of a vocational teacher, determined by the goal, objectives and nature of the economic training of the student's personality; conditions; formation of economic competence of future teachers within the framework of studying special disciplines, including professionally-oriented training technology, implemented on the basis of modeling the professional activity of a teacher; monitoring the level of: economic competence of a teacher; management of cognitive activity of students both at the stage of classes and during independent work; creation of information and technological infrastructure in the university for the use of productive forms, methods and means of preparation for management activities;
- professionally-oriented technology; representing a step-by-step, phased sequence of actions of a teacher and students indicating the order of application of the corresponding elements of the didactic complex, as well as a system of control, assessment and correction, etc.

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