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Cover Page Footnote

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Erratum

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THE ROLE OF THE COMPETENCE APPROACH IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract: *this scientific article describes the concept of "communicative approach", its three stages in the history of pedagogical activity, and the role in the formation of professional competence of future teachers.*

Key words: *communicative approach, professional competence, self-education, pedagogical activity, professional activity, skills.*

РОЛЬ КОМПЕТЕНТНОСТНОГО ПОДХОДА В ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация: *в данной научной статье раскрывается понятие «коммуникативного подхода», три его этапа в истории педагогической деятельности, и роль в формировании профессиональной компетенции будущих учителей.*

Ключевые слова: *коммуникативный подход, профессиональная компетенция, самообразование, педагогическая деятельность, профессиональная деятельность, умения, навыки.*

КЕЛАЖАК ЎҚИТУВЧИЛАРНИНГ КАСБИЙ КОМПЕТЕНЦИЯНИ ШАКЛЛАНТИРИШДА КОММУНИКАТИВ КОМПЕТЕНЦИЯНИНГ ЎРНИ

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Аннотация: *Мазкур илмий мақолада "коммуникатив компетенция" тушунчаси, касбий компетенциядаги ўрни ва коммуникатив ёндашувнинг педагогика фаолиятидаги ўрни босқичи ёритилган.*

Калит сўзлар: *коммуникатив ёндашув, касбий компетенция, мустақил таълим, педагогик фаолият, касбий фаолият, қобилият, кўникма.*

The question of the structure of the competence of the future specialist organically intertwined in the range of tasks to improve the quality of education, fills the new content of the purpose of higher education. Defining the goals and results of education, researchers in recent decades, pay more and more attention to the unity of motivational, cognitive and behavioral components in the structure of the personality of the graduate of the specialized University.

The most important factor that currently determines the improvement of training for professional activities, was that the dynamics of knowledge and technology update is largely ahead of the processes of modernization of the content of training, advanced training and retraining. In order to maintain the necessary level of readiness for the successful implementation of professional activities, the education system must move to continuing education, of which self-education will become an increasingly important part. The necessity of introduction of new forms and methods of pedagogical activities derived from the needs of continuous professional development and the rapid pace of development education. The main reasons hindering the compliance of the system of advanced training with the modern requirements of the development of education are:

- regulated temporary nature of the training process;
- low efficiency and resource cost of traditional forms and models of training;
- the complexity of the organization of retraining and advanced training of teachers with a complete separation from professional activity;
- lagging behind pedagogical technologies from the requirements of modern education; unified character of professional development programs that do not reflect the needs of specific teachers [1, p. 30].

We are in solidarity with Mamatonova T. S., who argues that the self-Regulating nature of self-education is manifested in the fact that the management of the activity is carried out by the subject itself, that is, a person who carries out self-educational activities in relation to himself is both an object and a subject of management (organizes and analyzes his own actions) [2, p. 67].

At the same time, the formation of self-education skills, in our study, is considered as an activity that will consist of a series of actions in self-education activities based on certain motives or motives and aimed at a specific goal. In professional education, the problem of activity serves as the basis for the formation of personal qualities and abilities of future specialists.

As the study shows, the formation of professional competence is associated with the implementation of the competence approach in the training of qualified specialists of the appropriate level and profile, competitive in the labor market, oriented in related fields, capable of effective work in the specialty at the level of international standards, ready for continuous professional growth, social and professional mobility. It is assumed that with this approach, future teachers of the Russian language will learn how to independently set goals and plan activities, its organization and regulation, control, self-analysis and evaluation of performance.

The competence approach is clearly indicated in the works of Russian psychologists V. V. Davydov, P. Ya. Galperin, V. D. Shadrikov, P. M. Erdniev, I. S. Yakimanskaya. Orientation on development of the generalized knowledge, abilities and ways of activity was leading in their works.

In the domestic literature of recent years, attention is also paid to the problems of formation of various components of foreign language communicative competence of students at different levels of education (I. L. BIM, N. D. Galskova, I. A. Zimnaya, N. In. Elukhina, R. P. Milrud, V. V. Safonova, etc.). The authors note that the competence-based approach to teaching foreign languages is developing as an alternative to the

traditional formation of knowledge, skills and abilities, and language education can meet the requirements of life, if a narrowly understood communicative competence (as a willingness to communicate in the classroom) will be supplemented by training for real life/professional communication. It should be noted that the content of educational materials and technologies for the formation of these generalized units of training were also presented in their developing models of training. Summarizing the research on this problem, I.A. Zimnyaya identified three stages in the development of the competence approach.

Table №1

Three stages in the history of pedagogical activity

№	Stage/Year	Description of stage
1	The first approach (1960-1970)	it is characterized by the introduction to the scientific apparatus of the category "competence", the creation of prerequisites for the differentiation of the concepts of competence / competence.
2	The second stage (1970-1990)	it is characterized by the use of competence / competence categories in the theory and practice of teaching mainly the native language, as well as in the field of management and management. Foreign and native researchers for different activities emit different competence / competence. So, John. Raven identified 37 competencies in demand in modern society.
3	The third phase (1990 to 2001)	approval of the competence approach is characterized by the active use of the category of competence / competence in education. The UNESCO materials provide a range of competencies that are considered as the desired result of education. In 1996, the Council of Europe introduced the concept of "core competencies", which should contribute to the preservation of a democratic society, multilingualism, meet the new requirements of the labor market and economic transformation [3, p. 145].

Competence-based approach is a priority focus on the goals – vectors of education: learning, self-determination (self-determination), self-actualization, socialization and development of individuality. Fundamentally new educational constructs, such as competence, competence and meta-professional qualities, serve as tools to achieve these goals. The last three constructs are combined by us into meta educational concept – key qualifications [4, p. 96].

The competence-based approach is based on students' mastery of competencies – the ability of students to solve professional problems, applying the knowledge, skills and personal qualities in a professional environment [5, p. 256].

The implementation of the competence approach in the preparation of bachelor students involves:

1) mastering their systemic psychological and pedagogical knowledge, experience, consistent development of properties and personal qualities that allow to effectively carry out educational activities;

2) the introduction in educational process of theatre pedagogy focused on the common cultural values of the learners, humanistic, equitable relationships of subjects of educational activities, including the personality-role approach to the construction of education and represents one of the forms of organization of educational process. During the implementation of the competence approach, in the formation of self-education skills, future teachers will be formed independently implemented the ability to practice in a constant and changing conditions [6, p. 148].

Summing up, we can say that traditionally the goals of higher education were determined by a set of knowledge, skills, which should master the graduate. Today, this approach has proved insufficient. The society, and first of all the employer, needs graduates who are ready to be included in further activities, able to practically solve the life and professional problems facing them. And this largely depends not on the acquired knowledge and skills, but on some additional qualities, for which the concept of "competence" is used," more appropriate to the understanding of modern educational goals and are the basic categories of the competence approach.

The considered communicative approach makes it possible to bring to the fore not the awareness of the student, but the experience of solving the problems of professional tasks, in accordance with personal development in the course of self-educational activities.

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