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# Development of Professional and Pedagogical Skills of Future Teachers on the Basis of an Innovative Approach

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***Abstract:*** This article describes the conceptual approaches to improving the methodological competence of future teachers and its specific features. It was emphasized that the individual-oriented, activity-oriented and differentiated approaches to determining the components of methodical competence of future teachers are important.

***Keywords:*** methodological competence, conceptual approach, professional need, teaching quality, teaching effectiveness.

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**INTRODUCTION.** Today, in the world, the need to ensure the quality of activities of general secondary schools and the effectiveness of teaching through the development of professional and pedagogical competence of future teachers is growing. It is important to carry out research on improving the content of the evaluation of the creative abilities, creative and scientific potential of future teachers, and the level of competence. For this, it is necessary to expand the possibilities of the higher education system and improve teaching methods. It is necessary to pay attention to the improvement of methodical competence in meeting the needs of individuals, the state and society for quality education, together with the needs that encourage the development of professional knowledge and skills of future teachers.

**ANALYSIS OF LITERATURE ON THE SUBJECT.** Researchers have carried out a number of scientific works on improving the professional competence of future teachers, improving the system of training.

The work done on the characteristics of professional competence in future teachers, including in the research of O.Musurmanova, B.Kh.Khodjaev, R.J.Turmatov, G.T.Boymurodova, M.A.Umaraliyeva, D.A.Mustafoyeva, K.SH.Kadirov, D.T.Polatova and others in this field system of professional development, specific aspects of professional training of pedagogues in accordance with the requirements of the time are scientifically described [1].

O.Musurmanova and others analyzed the mechanisms of organizing innovative activities of future teachers by optimizing the requirements of professional competence based on the requirements of the social order [2]. Reflexive technologies for the development of professional competence of future teachers have improved the facilitating actions of pedagogues on the basis of mutual transformation in pedagogical practice.

In his research, N.A. Muslimov developed an improved methodology for the development of professional competence of future teachers of specialized subjects based on integrative-differential approaches [3]

D.T. Polatova proposed the factors for the organization of needs-based education and the improvement of professional pedagogical diagnostic methods used in it [4]. The researcher uses variable programs based on needs, the criteria for a step-by-step systematic diagnosis of professional pedagogical needs, the effective use of individual-oriented education in the educational process of future primary education teachers, based on a variable-integrative approach. offers to organize experimental Mini classes.

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The criteria of professional competence of future teachers were proposed in the research conducted by S. Saidmurotova and others [5]. In the criteria of professional competence, active methods of education, game technologies, individualized educational technologies were analyzed in educational technologies, and the effectiveness of these technologies was positively evaluated.

B.Kh.Khodzhaev recommends the use of interactive methods in the organization of education as the main factor for the development of professional-methodical competence in his work [6].

**ANALYSIS AND RESULTS**. From the research process, we can say that there is a need for scientific research on the specific features of improving the methodological competence of students in the higher pedagogical education system. In the system of higher pedagogical education, it is important to develop students' methodical competence in conditions where they can learn new textbooks, electronic information educational resources suitable for the content of these textbooks, modern educational technologies, and the experiences of foreign countries. Because this process requires the use of integrated technologies.

When new textbooks and new standards are introduced in any country, future teachers are required to rapidly and massively change their professional worldview, change their professional position, re-equip technology, reorganize the content of education and methods of its interpretation. . It is necessary for the future teacher to improve the quality of education and ensure the transition to lifelong learning. At the same time, it is necessary to form the cognitive, support and personal qualities of the students in positive features.

In modern conditions, it is important to ensure the following conceptual approaches in the process of implementing tasks related to the development of methodological skills of future pedagogues in the higher education system:

continuity and continuity in education;

person-oriented approach to the training process;

activity-competency approach to the process of development of methodological competence;

invariance and universality;

integration and differentiation of psychological-pedagogical, scientific and methodical knowledge [7].

The continuity of education is that the content of work on the development of methodological competence should be based on previously formed knowledge and skills, and will also be in demand in the future teacher's work. Formation of educational values, provision of conditions for continuous conscious and cultural development in the system of development of methodical competence of future teachers, process of methodical self-education for the teacher to build his own educational direction allows.

Analyzing the above information, we offer our author's definition of methodical competence: Methodical competence is the process of providing detailed knowledge on the specific features of teaching a certain subject. A future teacher should fully master the theoretical information of his subject, learn teaching methods perfectly and apply them to training sessions. The methodical competence of the future teacher is developed in harmony with the professional and pedagogical competence.

The person-oriented approach in the educational system of higher education means that the success of improving the methodical preparation of the future teacher depends on his interest in the educational process. If the teacher is not personally interested in getting new information, then instead of knowledge becoming a system in his mind, it turns into formal, superficial knowledge, which does not give the teacher an opportunity for professional development. An active approach to the process of developing methodological competence implies strengthening the practical direction in the teacher's professional development system.

Without enriching the activity experience, education cannot be practically oriented.

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The modern stage of education development is characterized by the competency-oriented approach methodology and increased requirements for the teacher's professional skill level.

Immutable methodological knowledge and skills that do not depend on specific technologies and educational tools enable the implementation of tasks related to the development of methodological competence of future teachers who demonstrate a high, creative level of pedagogical work [8 ]. In the conditions of multi-level methodological training, it is important to highlight the invariable knowledge and skills related to the chosen qualification for the implementation of different educational trajectories, not to overload the educational programs.

The integration and differentiation of psychological-pedagogical, scientific and methodological knowledge means that the process of developing methodological skills of a future teacher should be aimed at developing the ability to independently integrate knowledge in various fields of science, choosing the most appropriate methods and forming the ability to teach. teaching aids.

Based on the above-mentioned definition of the components of methodological competence, it is appropriate to choose special teaching methods for the purpose of simulating pedagogical situations that require solving specific educational tasks in order to develop their methodological competence. At the same time, a teacher who is faced with the need to solve a specific pedagogical situation, an educational problem, will have the opportunity to demonstrate his creative, non-standard thinking ability. At the same time, the logistics of steps and actions aimed at solving a particular situation help to further develop the teacher's critical thinking. It helps to develop all components of methodical competence: cognitive (cognitive), personal and activity, which are described by the majority of researchers studying the concept of "methodical competence" [7; 8].

The cognitive component is based on the skills that make up the theoretical training of the teacher. These skills include:

analytical and synthetic (ability to analyze programmatic and methodological documents, identify methodological problems and determine ways to solve them, classify and systematize methodological knowledge);

prognostic (the ability to predict the effectiveness of selected tools, forms, methods, methods, the ability to apply methodological knowledge, abilities, skills in new conditions);

constructive and projective (the ability to structure and construct the educational process, the ability to choose the content and forms of conducting lessons, the ability to choose methods and methods, the ability to plan methodological activities).

The personal component of methodological competence is characterized by the skills of thinking, perception and communicative abilities related to the psychological side of the future teacher's personality.

The operational component includes accumulated professional knowledge, skills, the ability to implement them at the right time and use them in the process of performing professional functions.

The above-mentioned components of methodological competence are the basis for planning the educational process in future teacher training courses within the framework of the implementation of the professional module. The successful implementation of the tasks set in the training sessions with the trainees of advanced training courses depends on the implementation of a differentiated approach in determining the content of the activity. It is important for future teachers to study and take into account the level of knowledge and skills, work experience, interest in improving their professional skills. Such a differentiated approach to the preparation and conducting of trainings serves to increase the quality and efficiency of training in advanced training courses.

Therefore, the analysis of the normative and scientific-methodological support of the issue of

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conceptual approaches to the development of methodological competence of future teachers allows us to come to the following conclusion:

has a special place in the development of methodical competence of the future teacher.

the number of future teachers, which is an important factor in improving the quality of education in modern conditions.

This requires further study of the components of methodological competence of future teachers of specific educational subjects and improvement of approaches to its development on the basis of person-oriented, activity-oriented and differentiated approaches.

**CONCLUSION.** Analyzing scientific sources, it can be said that the professionalism of a person depends on the competencies formed in him. Methodological competence is an integral part of professional pedagogical competence, and it combines socio-psychological competences as well as the ability of a teacher to choose the method of learning a certain subject.

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