

## **PEDAGOGICAL ACTIVITY IN THE FORMATION OF PROFESSIONAL COMPETENCE**

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### **Abstract**

The article describes all the components of professional activity, the most complete psychological forms of professional development of a person in the process of professional self-government, the features of the development of professional competence, several types of professional competencies that future educators achieve professional integrity in the educational process of a higher educational institution.

**Keywords:** professional competence, professional activity, motivational, purposeful, content-instrumental, reflexive-Assessment, special competence, social competence, personal competence, individual competence, basic competencies.

### **Introduction**

In the world higher education institutions, scientific research is carried out to ensure the quality of professional training of educators, to model the educational process, design, improve professional training on the basis of integrative approaches, to emphasize professional qualities and personal competence in cultural studies and cultures. In pedagogical science, conditions are seen as external and internal states that contribute to or hinder the influence of Personality Development factors, such as: readiness for activity, environmental stimulation, support of material, educational resources, etc. Broadly interpreted as conditions, causes, development factors, technologies, methods, teaching tools, education, management support, pedagogical support and interaction, etc.

### **Main part**

Humanity has not been able to discover a more effective means of developing society than education, science and craft over the course of many millennia of its development. For this reason, education, science are an important factor that determines the future of any society, nation and state, serving its progress.

The most complete psychological forms of professional development of an individual in the process of professional self-government in modern socio-economic conditions, features of the development of professional competence studied by E.F.Zeyer. It assesses professional competence as one of the main components of the structure of professional activity. Also, the

orientation of the individual, the professionally important qualities, represent professionally important psychophysiological characteristics. In T.M.Sorokina's research, the professional competence of the teacher is interpreted as a unit of theoretical and practical training for the implementation of pedagogical activity. I.A. Zimnyaya argues that personality and activity components in the personality-activity approach to education are inextricably linked with each other, since the individual acts as a subject of organized, purposeful educational activity, which in turn determines his personal development.

The achievement of professional integrity in the educational process of the institution of higher education of future educators is associated with the didactic provision of all components of professional activity.

These components are:

- ✓ motivational (understanding, accepting, mastering the content of competence of future educators);
- ✓ targeted (stimulation of conscious formation, active realization and development of professional competence as a communicative experience);
- ✓ content-instrumental (definition and development of skills, qualifications and methods of knowledge, communicative and professional activities, qualities that characterize a professionally competent person);
- ✓ reflexive-assessment (combining external assessment of professional activity with self-assessment of future teachers). It follows from this that it is necessary to consider the development of the personality of the creator as a continuous process and rely on the development of creative abilities that were previously formed in the conditions of an educational institution. N.A.Muslimov divides professional competencies into several types in his scientific research:
  - ✓ special competence-to occupy its professional activities high enough; to be able to design further professional development;
  - ✓ social competence-acquisition of collaborative professional activities, perception of social responsibility for the results of their labor;
  - ✓ personal competence-independent personal reflection and methods of independent development, acquisition of means of resisting professional changes of personality;
  - ✓ individual competence-acquisition of methods of independent application and development of individuality within the framework of the profession, individual – professional growth, Organization of independent work and readiness for independent rehabilitation;
  - ✓ the main competencies are the intercultural and inter-disciplinary knowledge, abilities and skills of the individual necessary for adaptation and productive activities.

## Conclusion

The diversity and complexity of the current stage of the formation of professional competence obliges higher education to make adjustments to the training of graduates in order to accumulate experience and decision-making abilities.

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