

Professional competence of the future lecturer

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Abstract. The research paper provides the main directions in which the professional training of teachers should be carried out. This is not only improving the knowledge of teachers in the discipline that he will lead, but also the development of the teacher's communication skills, as well as the development of his ability to assess the qualities and shortcomings of his own activities. Particular attention is constantly given to the need for a deeper psychological preparation of a professional teacher. So, at present, the search for ways of effective professional training and retraining of teachers remains relevant.

Keywords: educational process, future lecturer, improving technology, professional competence, teaching profession, professional competence of the lecturer, students of schools.

Introduction.

Professionally significant qualities of teachers have been considered by scientists for a long time and determined the content of professional competence, revealing the pedagogical, psychological, social conditions for its formation.

Pedagogical skills here are grouped into four groups:

1. The ability to "translate" the content of the objective process of education into specific pedagogical tasks: the study of the individual and the team to determine their preparedness for the active mastery of new knowledge and design on this basis the development of the team and individual students; allocation of a complex of educational, upbringing and developing tasks, their concretization and determination of the dominant task.

2. Ability to build and set in motion a logically completed pedagogical system: integrated planning of educational tasks; reasonable choice of forms, methods and means of its organization.

3. The ability to identify and establish relationships between the components and factors of education, to put them into action: the creation of the necessary conditions (material, moral, mental, organizational, etc.); activation of the student's personality, development of his activities; and etc.

4. Skills for accounting and evaluating the results of pedagogical activity: introspection and analysis of the educational process and the results of the teacher's activity; definition of a new set of dominant and subordinate tasks.

One of the most important qualities that characterizes competence is initiative. This is an inner awakening to new forms of activity, a leading role in any action. The initiative is a kind of social activity, social creativity undertaken by a person. The initiative is characterized by the fact that a person takes on a greater measure of responsibility than simply observance of social norms requires [1-3].

Another important component of competence is cooperation. This is a humanistic idea of the joint developmental activity of children and adults, sealed by mutual understanding, penetration into the spiritual world, a collective analysis of the progress and results of activities.

Methods of research.

The teacher must have professional qualities that will allow him to generate fruitful ideas and provide positive pedagogical results. These qualities include the following:

ability to develop and form personal creative traits;
 high level of communicative, professional, ethical and reflective culture;
 knowledge of the functioning of mental states, processes, personality traits, creative improvement
 of a person;

the ability to predict the results of their own activities;
 the ability to form an individual pedagogical style;
 knowledge of the basics of modeling and designing health-saving technologies.

The effectiveness of the use of methods and means of health-saving methods in the educational process is influenced by various skills of the teacher, namely:

- analysis of pedagogical situations in the aspect of recovery;
- establishing contact with a group of students;
- mastering the basics of a healthy lifestyle;
- forecasting the development of schoolchildren;
- modeling of the system of relationships in the conditions of health-improving pedagogy.

The teacher should show students by personal example how to take care of their own health and the health of others. In the event that a healthy lifestyle is the norm for a teacher, students will properly accept health-saving technologies at school. Problem Solving In order to effectively introduce healthy lifestyle ideas into teacher practice, three problems need to be solved:

Change the attitude of the teacher towards the students - he must accept them as they are. Change the teacher's worldview, his attitude to his own life experience. The teacher must learn to be aware of their experiences and feelings from the standpoint of health saving.

To change the attitude of the teacher to the educational process - it is required not only to achieve didactic goals, but also to develop schoolchildren with the maximum preserved health.

Health-saving educational technologies in a modern school (HTE) are all technologies, the use of which in the learning process benefits students. If HTE is associated with the solution of narrower tasks, then they include pedagogical methods and techniques that provide students with safety during their stay in an educational institution.

All forms of health-saving technologies at school are linked into a single system and are based on the desire of teachers themselves to improve. If during the implementation of pedagogical functions the task of maintaining the health of teachers and students is solved, then we can say that the implementation of the educational process is carried out in accordance with the HTE.

The main task of the school is to prepare the child for an independent life by obtaining the necessary education.

They are aimed at achieving the following goals:

- develop and implement ideas about the essence of health;
- to form motivation for the correction of a person's lifestyle to improve health; to acquire competence in the field of sports and recreation;
- develop and build monitoring and diagnostic models for predicting and assessing the level of health;
- to know the individual characteristics of the organism;
- be able to use HTE in independent studies;
- create conditions for increasing the level of mastery of theoretical and practical knowledge in the field of health-saving support, child protection;
- to introduce health-saving pedagogical technologies at school;
- to form the ability to adapt some HTE to a specific children's audience and the conditions of their subject.

The use of health-saving technologies in school began relatively recently, before that, the concept of sanitary and hygienic measures existed in the pedagogical lexicon. Many people still identify these two terms, but this is a primitive view of the content of the work to preserve and strengthen the health of schoolchildren, which should be carried out in an educational institution. Pedagogy aimed at improving the health of children cannot be expressed by any one educational technology. These are all areas of activity in the school for health protection, taking into account the living conditions of the child and the

most important characteristics of the educational environment. Children at school should receive knowledge that they will be in demand in later life. And achieving this goal is impossible without health-saving pedagogy, which is a set of methods and techniques for organizing the educational process without compromising the health of teachers and students.

Having pedagogical knowledge and working closely with schoolchildren, their parents, medical professionals and colleagues, the teacher plans his activities taking into account the priorities of strengthening and preserving the health of participants in the educational process.

Health-saving technologies in school according to the Federal State Educational Standards imply a set of psychological, medical, and pedagogical influences that are aimed at ensuring and protecting health, and forming the right attitude towards it. There is no single unique health technology.

Such a process can have a medical and hygienic orientation (close contact between a teacher, a health worker and a student), a physical education and health improvement (physical education is a priority), an environmental one (the formation of harmonious relationships with nature), etc.

Health-saving technologies and health psychology at school include many psychological and pedagogical methods of work and approaches to solving possible problems that are familiar to most teachers. For example, the educational process, which has a medical and hygienic orientation, involves the use of preventive programs, the implementation of activities to educate students about sanitary standards, the provision of hygienic learning conditions, etc.

Environmental health-saving technologies have slightly different directions. Activities at the school with such an orientation of the educational process will be reduced to educating schoolchildren of the need to take care of nature, involving them in research work in the field of ecology.

As for physical culture and health technologies, the main tasks here are to train willpower and endurance, hardening, forming healthy and trained personalities out of physically weak people.

Each educational institution has specific obligations both for educational, educational and health protection of children. After all, already from the first grade, children are taught the habits of a healthy lifestyle.

There are many challenges facing the teaching staff:

- promotion of a culture of health, improvement of methods and forms of work to preserve and further strengthen the health of schoolchildren;

the formation of students' needs and qualities that contribute to the development of health. Each primary school class should be assigned a separate classroom equipped with technical teaching aids. In the office, the air-thermal regime must be observed.

Health-saving technologies at school are classified not only by approaches to health protection, but also depending on the nature of the action. So, there are protective-preventive, stimulating, information-training, compensatory-neutralizing and other technologies.

Health-saving educational technologies in a modern school have a number of functions that are presented in Table 1.

Table 1. Functions of health-saving educational technologies in modern school

Formative	Reflective	Diagnostic	Informative and communicative	Integrative
It is implemented on the basis of social and biological patterns of personality formation. Individual mental and physical properties of a person are predetermined by hereditary qualities.	It consists in rethinking past personal experience, in increasing and maintaining health, which makes it possible to measure the results achieved	It consists in monitoring the development of schoolchildren on the basis of predictive control, due to which it is possible to measure the direction of the actions and efforts of the teacher in	Health-saving educational technologies provide a broadcast of the experience of forming a caring attitude to one's own health.	Health-saving technologies at school combine various education systems and scientific concepts, folk experience, guiding them along the path of increasing the

	with the available prospects.	accordance with the child's capabilities given to him by nature. Health-saving technologies at school provide an individual passage of the educational route for each child, an instrumentally verified analysis of the factors and prerequisites for the future development of the educational process.	health of the younger generation.
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Health-saving teaching technologies in primary school involve the use of various forms of work with students and their parents, implemented by class teachers and school medical staff.

Here are some of them:

- health monitoring;
- prevention and prevention of diseases;
- design of information stands;
- timely information about upcoming vaccinations;
- speeches at parent meetings, etc.

In the primary grades, conversations should be held with students on the topic of personal hygiene, prevention of colds, schoolchildren's regimen, proper nutrition, etc. It is recommended that the "Full Day School" model be used in the work of an educational institution, in which an individual regimen is drawn up for each student, including the ability to "switch" from one activity to another, the development of independence and individual abilities, preventive measures aimed at organizing students' free time.

Results.

Above all sensitive in primary school students is the nervous system, so during the lesson it is important to change activities and modes of work through physical education minutes, listening to relaxing songs.

Pupils of the middle and senior levels are already more thoroughly and seriously studying everything related to health protection. They get acquainted with the problems of the interdependence of maintaining the body in good physical shape and proper nutrition, learn about how amateur and professional sports affect life expectancy, comprehensively discuss the bad habits of young people (drinking alcohol, smoking, drug addiction) and their impact on mental and physical the state of a fragile organism, childbearing, and so on.

Conclusion.

School students talk about the above problems in groups, at conferences, prepare reports, projects, abstracts on relevant topics, creatively process information of interest, thereby also developing educational competence and creative abilities.

Most of the modern problems that reflect the complexity of the situations that have developed in the system of general education and need to be resolved as soon as possible are somehow related to the health of the younger generation. This encourages teachers to contribute to the formation and preservation of the health of students through the use of health-improving pedagogy.

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