БЎЛАЖАК ПЕДАГОГЛАРДА ВАТАНПАРВАРЛИК ТУЙҒУСИНИ РИВОЖЛАНТИРИШНИНГ ПЕДАГОГИК ШАРТ-ШАРОИТЛАРИ

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Аннотация. Ушбу мақола бўлажак ўқитувчиларда фуқаролик ва ватанпарварлик компетенсиясини ривожлантириш мезонлари ва кўрсаткичларидан “Узлюксиз маънавий тарбия консепсияси”ни жорий этишда тарбияланганликни баҳолаш индикаторлари сифатида фойдаланилган. Натижада бўлажак педагогларни талабаларда Ватанга садоқат компетенсиясини шакллантиришга тайёргарлигини ташхис этиш имконияти ошган.

Тадқиқот доирасида ишлаб чиқилган ватнпарварлик туйғусини ривожлантиришнинг компетенсиявий ёндашувга асосланган интерфаол шакл, метод ва воситаларидан “Тарбия фанини ўқитиш технологияси” қўлланмасини ишлаб чиқишда фойдаланилган.

Мазкур таклифлар бўлажак педагогларни тарбиявий фаолиятга тайёрлаш, уларда фаол фуқаролик позитсиясини ривожлантиришга имкон яратган.

Калит сўзлар: Ватанпарварлик онги, ватанпарварлик дунёқараши, маънавий-ахлоқий, фуқаролик-ватанпарварлик, ҳарбий-ватанпарварлик, спорт ва ватанпарварлик, педагогика, бўлажак ўқитувчилар, тарбиявий фаолият, таълим, тарбия, компетенсия, модернизатсия.

Аннотация. В данной статье использованы критерии и показатели развития гражданско-патриотической компетентности у будущих учителей в качестве показателей оценки воспитания при внедрении "концепции непрерывного духовного образования". В результате возросла возможность диагностики будущими педагогами у студентов их готовности к формированию компетентности верности Родине.

Интерактивные формы, методы и инструменты, основанные на компетентностном подходе к развитию чувства патриотизма, разработанные в рамках исследования, были использованы при разработке учебного пособия "Технология преподавания педагогических наук".

Эти предложения позволили подготовить будущих педагогов к образовательной деятельности, развить в них активную гражданскую позицию.

Ключевые слова: патриотическое сознание, патриотическое мировоззрение, духовно-нравственное, гражданско-патриотическое, военно-патриотическое, спорт и патриотизм, педагогика, будущие учителя, образовательная деятельность, просвещение, воспитание, компетентность, модернизация.

Annotation. This article used the criteria and indicators for the development of civil and patriotic competence in future teachers as indicators of the assessment of upbringing in the introduction of the "concept of continuous spiritual education". As a result, the possibility of diagnosing future educators in students their readiness to form a competence of loyalty to the motherland has increased.

Interactive forms, methods and tools based on a competency approach to the development of a sense of patriotism, developed within the framework of the study, were used in the development of the manual "technology for teaching educational science".

These proposals made it possible to prepare future educators for educational activities, to develop an active civic position in them.

Keywords: patriotic consciousness, patriotic worldview, spiritual-moral, civil-patriotic, military-patriotic, sports and patriotism, pedagogy, future teachers, educational activities, education, upbringing, competence, modernization.

The competency approach is used in the higher education system to determine the content of upbringing and the quality of specialist training, reveals an integrated description of the quality of the finality of education and the readiness of a graduate as mutually interconnected qualities of a person .

In particular, as one of the main directions of further development of educational and educational and scientific fields in the new development period of Uzbekistan, it is necessary to recognize in particular that the task of "forming the necessary skills and knowledge in them is defined so that graduates of educational organizations become modern professional people, who are able to take the field and implement

According to our point of view, a competency approach in terms of the content of universal, professional, universal competencies is the interpretation of the professional competency of students and educators as the basis of professional and personal growth; the identification of universal competencies by their interaction with other groups of competencies successfully formed in a specially organized educational process, interdependence, complementarity and enrichment.

In the scientific and pedagogical literature, the terms" competence "and" competence " are interpreted in different ways. Until recently, there were two points of view on their content, while some authors viewed these terms separately from each other, while others considered them the same. Today, researchers argue that these concepts have their own identity and the need to distinguish them.

When we define the concepts of" competence "and" competence", N.Muslimov, B.Khodzhaev, J.Otepbergenov [3], I.Zimnyaya [5], O.We paid special attention to the views of the yarigins.

N.Muslimov believes that the lexical meaning of the English concept of "competence" means "ability", but the term competence serves to express knowledge, skills, skills and abilities; competence expresses in itself the set of personal qualities of students as well as the basic requirements of the professional sphere .

B.Khodzhaev concluded that competence also exceeds the social requirements (norms)for the previously established educational training of a student, which are necessary for effective productive activity in a particular field; competence is the appropriation of competencies in the base, general and science .

J., who has done scientific research in the field of cognitive competence.Otepbergenov noted in his scientific study that it is necessary to distinguish between the categories of "competence" and "competence" as a personal experience of mastering a common, objective and particular type of activity, adding to the opinions of most authors. As a result, competency has advanced the view that competency is understood as its integrative personal dynamic description, which expresses a person's willingness and ability to carry out effective activities in a particular area .

I.A.Zimnyaya has noted the idea that competencies are some internal, potential, hidden knowledge, visions, algorithms of actions, systems of values, which then manifest themselves in human competence. Competence, in his opinion, is an actual, forming personal quality based on Knowledge, an intellectual and personal defined socio-professional description of a person, his personal quality .

O.N.Yarigin considers competence to be a series of problems that must be solved in conjunction with the criteria for achieving the goal of activity, while competence is a dynamic unit of motivation, intellectual abilities, reflection, creativity and hidden knowledge .

From the above points, it can be noted that when describing the concept of "competence", one often emphasizes the concepts of aspiration, ability, readiness, while competence manifests itself as an integrative personal quality or sum of qualities.

In the most general sense, competence can be understood as the sum of aspirations, willingness and abilities to realize their knowledge, competence, experience, personal qualities. Competencies successfully implemented in an activity determine competency in a particular area.

In modern research, there is a view that competence and competence are defined in correlation with each other, and that the degree of competence depends on its compliance with the requirements of competence. Competence is determined on the basis of social order, requirements imposed by employers, while competence is formed in the educational process and is carried out and developed throughout professional activities.

One of the main problems of modern education is the selection of basic competencies, which are divided into general and subject groups. In modern research, great attention is paid to the problems of distinguishing the psychological and pedagogical foundations of basic competencies, determining their content, characteristics and structural foundations.

Analyzing the content of the definitions given by the authors, the names of which are noted, to the concept of "base competencies", emphasizing the commonality in their points of view, the following conclusion was reached: base competencies are a certain set of important structural foundations, which are expressed in the system of successful assimilation of competencies, necessary for vital activity, knowledge, qualifications, skills, personal qualities, worldview and perception of the world. Within the framework of our research, an important place is occupied by the study of the feeling of patriotism, which is considered the structural basis of civil competence as a spiritual quality.

The problem of the formation of civil competency of students of the OSM V.G.Jurova, A.Akramov, aryim issues of the formation of civil competence of upper-class students E.V.Mitina, V.A.Glady, M.Usmanboeva was studied by lar.

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