



PEDAGOGICAL NECESSITY AND PEDAGOGICAL-PSYCHOLOGICAL DIRECTIONS OF THE METHOD OF DEVELOPING THE CREATIVE COMPETENCE OF FUTURE CHEMISTRY TEACHERS IN THE EDUCATIONAL CLUSTER ENVIRONMENT

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Article history:	Abstract:
<p>Received: 2nd March 2023 Accepted: 18th March 2023 Published: 26th March 2023</p>	<p>One of the main tasks of modern education is the formation of a creative person, and in the process of higher education, this task finds its expression in the formation of a scientific worldview in young people. This article describes the creative and practical factors of the formation of professional competence in a future chemistry teacher.</p>
<p>Keywords: education, competence, research competence, creative approach of the future teacher, future chemistry teacher.</p>	

The concept of the development of the higher education system of the Republic of Uzbekistan until 2030 aims to improve the quality of education, train competitive personnel, effectively organize scientific and innovative activities, international cooperation based on the needs of the social sphere and economic sectors. developed for the purpose of development, as well as in connection with the implementation of the decision of the President of the Republic of Uzbekistan No. PQ-4391 of July 11, 2019 "On measures to introduce new principles of management in the system of higher and secondary special education" today is a proof of recognition by the world community. From this point of view, in our country, attention is paid to the development of science and education at the level of state policy, and special attention is paid to the fundamental reform of education. [1].

The formation of a person as a qualified, highly skilled specialist in the chosen field is a complex process, which can be achieved only as a result of many years of effective work and creative research. However, the ground for the formation of these qualities is created during the educational process in higher educational institutions. Juiladan, in the process of improving the professional competence of future chemistry teachers, in addition to mastering the knowledge, skills and qualifications of the specialty, the formation of theoretical and practical knowledge in pedagogical and psychological sciences is also important. In order to solve social and economic problems in various sectors of the national economy, it is appropriate to pay attention to the formation of professional competence of this specialist.

Organization and development of students' educational activities in the higher education system is one of the important issues. Because the main purpose of higher education is to prepare mature personnel with high scientific and creative abilities and high spirituality in accordance with the requirements of the time. [1]

One of the important tasks facing the higher pedagogical education system is the preparation of highly capable mature specialists who are able to solve professional problems among future chemistry teachers.

It is appropriate to explain the main concepts as follows:

*The concept of **competence** comes from the Latin word "competentia", which in the explanatory dictionary means "legally possessed", "entitled", and is close to the commonly used concepts "ability", "skill", "talent".*

*The term "**competent**" means "someone who has a certain type of competence, is capable, knows his field, and is able to convey it to others."*

Based on the continuity of education, membership, stability of the student's personality and interests, in accordance with age characteristics, the system of general competences for the subject and subject was determined as follows:

Communicative competence means the ability to interact in social situations in one's native language and in any foreign language, to follow the culture of communication, social flexibility, and the ability to work effectively in a team.

Competence in working with information means finding the necessary information from media sources, processing it, using it effectively, forming media communication skills.

The competence of self-development means the acquisition of competences for continuous physical, spiritual, mental, intellectual and creative self-development, striving for perfection, ability to make independent decisions, and learning.

Socially active citizenship competence means the formation of the ability to be relevant to the problems of the society in which one lives, to know the duties and rights of the citizen, to comply with them, to have social dialogue and legal culture.

National and universal cultural competence means the ability to be loyal to the motherland, be kind to people and believe in universal and national values, to understand works of art, to dress well, and to practice a healthy lifestyle.

Mathematical literacy, awareness of scientific and technical news and competence in using it - means to create a personal plan based on accurate calculations, to read diagrams, drawings and models, to use innovative technologies related to science. These competencies are taught to students through the subject of the mother tongue. [3]

The following principles of education are mostly used in the organization of competent education in higher education:

The scientific principle guarantees the study of theoretical knowledge, facts, concepts, rules and scientific competences of practical importance.

The principle of systematicity - involves imagining and using the purpose, tasks, content, methods, means and forms of teaching, the language itself in the form of a single system, as well as achieving consistent, systematic, logical formation of texts created by students.

The principle of consistency - requires consistent assimilation of language concepts by students, formation of speech competences in a step-by-step sequence, purposeful use of language capabilities based on subject requirements.

The principle of presentation means effective use of natural, visual, distributional, didactic, audio-video materials, multimedia, Internet and electronic educational tools in independent text creation by students.

The principle of membership of education and training provides for the content, consistency and logical connection of education, ensuring membership in the process of text creation by students, forming and developing cultural communication among students.

The principle of consciousness requires the ability to consciously increase the level of competence that corresponds to the age characteristics of students in acquiring the competences of independent text creation.

The principle of comprehensibility means the use of terms and concepts that facilitate the acquisition of new knowledge and the understanding of the main idea.

The principle of the unity of theory and practice - students are required to assimilate theoretical and practical knowledge in harmony, acquire professional competences, and accustom them to their correct application in various situations.

The principle of coherence - it is assumed that the inter-level connection between the previously acquired knowledge of the students and the newly studied topics is maintained, as well as the knowledge of spelling, punctuation and methodology is also improved in coherence with text creation.

The principles of training envisage the training of a new generation of enterprising, competitive young professionals capable of performing the tasks envisaged in the "National Personnel Training Program". In order to fulfill this task, it is necessary to systematically study the language, strengthen the professional competence of future chemistry teachers, and increase their level of competence by intensifying their education. [3]

The future chemistry teacher is a pedagogical specialist who in the future will carry out teaching and educational work in secondary general education, academic lyceums and vocational colleges, and will lead the educational process.

Professional competence is a person's ability to perform tasks related to professional activity and the ability to use it effectively, which requires the possession of many psychological characteristics of a person. According to A.A. Derkach, professional competence can include competence in professional activity, competence in professional communication, competence in the ability of a specialist to express his personality.

The professional competence of a teacher is to have knowledge of pedagogy and psychology, to work on oneself, to plan the educational process, to evaluate and establish feedback, to form the motivation of educational activities in students, to know information and communication technologies well, to introduce innovations to the educational environment, to have excellent knowledge of one's own subject, foreign requires a good knowledge of one of the languages.

Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and their practical application at a high level. Professional competence is clearly visible in the following situations:

Specialist with professional competence:

Qualities of professional competence. The following qualities are reflected in the basis of professional competence. Below is a brief description of the qualities reflected in the basis of professional competence.

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

2. Special competence is preparation for organizing professional-pedagogical activity, rational solution of professional-pedagogical tasks, consistent development of real assessment of the results of activities, psychological, methodical, informational, creative, innovative and communicative competence is highlighted on the basis of this competence.

They contain the following content:

Qualities:

Social competence, personal competence, technological competence, special (or professional) competence, qualities reflected in the basis of professional competence, extreme competence. Psychological, methodical, informational, creative, innovative, communicative and other competence.

- in complex processes;
 - performing unclear tasks;
 - using conflicting information;
 - being able to have a plan of action in an unexpected situation
 - continuously enriches his knowledge;
 - assimilation of new information;
 - deeply understands the demands of the era;
 - seeks new knowledge;
 - processes them and uses them effectively in their practical activities
- 1) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in time;
 - 2) methodical competence - methodically rational organization of the pedagogical process, correct determination of the forms of educational and educational activity, ability to choose methods and tools in accordance with the purpose, ability to use methods effectively, use tools successfully;
 - 3) information competence - searching, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using them purposefully, appropriately, effectively;
 - 4) creative competence - critical, creative approach to pedagogical activities, ability to demonstrate one's own creative skills;
 - 5) innovative competence - putting forward new ideas on improving the pedagogical process, improving the quality of education, increasing the effectiveness of the educational process, and effectively implementing them
- implementation;
- 6) communicative competence - to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them.
3. Personal competence - consistently achieving professional growth, increasing the level of competence, demonstrating one's inner capabilities in professional activity.

Technological competence - mastering advanced technologies that enrich professional and pedagogical, ability to use modern tools, techniques and technologies.

Extreme competence is the ability to make rational decisions and move correctly in emergency situations (natural disasters, technological process failure), when pedagogical conflicts arise. [2]

A number of studies have directly studied the professional competence of a pedagogue and its specific aspects. Among such studies, it is possible to include the research conducted by A.K. Markova and B. Nazarova. [2,3]

In her research, A.K. Markova says that the professional competence of a teacher consists of the following components.

The content of education consists of five important components according to modern requirements, and the scope of knowledge and speech-practical competences acquired in each part has been determined.

1. The system of theoretical knowledge that the student needs to acquire is determined.
2. A system of practical competence and skills in accordance with the selected theoretical knowledge. In this case, **knowledge** is remembering and re-explaining the learned information; **skill** - ability to apply learned knowledge in familiar situations; **capability** - the ability to apply the learned knowledge and developed skills in unfamiliar situations and create new knowledge; **competence** - the ability to effectively use the integration of existing speech knowledge, skills and abilities in social activities.
3. The system of teaching students creative activity methods can be re-remembering, partially searching, scientific-creative. *Re-memorization* is the activity of working and practicing according to the example shown by the teacher or given in the textbook. In this method, the student's level of activity is limited, he does not feel the need to search and discover. In the activity of partial research, the student can think about the similar and different aspects of language phenomena, find and partially apply previously acquired knowledge in certain conditions with the help of guiding tasks. In *scientific and creative activity*, it is required that the student be able to apply the acquired knowledge in a new environment, to find the necessary source of knowledge without any external help, and to acquire the competencies of their correct use. The higher the student's creative search, the higher the level of effectiveness of his education.

4. The system of mutual relations between the student and the teacher should be based on mutual cooperation, unanimity in pursuit of the goal, priority of the student subject. The educational content consists of freely moving language and speech units, a reserve of creative-practical competences and ways of forming it in the student's mind. [2.] In the 21st century, the rapid growth of socio-economic relations remains the main factor in the development of human intelligence and spirituality. This creates ample opportunities for a person to realize his identity and creates conditions for his spiritual and intellectual development. After all, the development, spirituality

and enlightenment of the nation depends on a well-rounded generation that has high potential, is educated, thinks independently, and is an example to others with its morals.

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