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TO’PLAMI

Eng katta boylik – bu aql-zakovat va ilm,
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EDUCATION OF TEACHERS TO ENSURE THE APPLICATION OF INTERACTIVE METHODS IN THE FORMATION OF COMPETENCY AND PROVIDE THE COMMUNITY

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Abstract: This article provides the actual problem of forming the content of professional training of future teachers and its implementation on the basis of a competency based and interactive approach. Information about application of interactive methods in the formation of competency and provide the community are expressed.

Keywords: professional training, education, interactive methods, competency based, teaching, research, distance education.

In the context of modernization of higher education competence approach is considered one of the important conceptual provisions of updating the content of professional education, the purpose of which is to improve the quality of the educational process. Over the years, the main professional educational programs continue to be focused on the further implementation of the competence approach in the educational process. It is known that the modern state educational standard of the higher education is directed on formation of general cultural, all-professional and professional competences of the teacher. A graduate of a university is expected to become a specialist able to solve complex professional problems and to use modern technologies, possessing basic scientific knowledge and skills, focused on continuous self-development and self-improvement, ready to engage in innovative processes and responding to changes in society adequately. However, the implementation of the competence approach in the educational process of universities, in our opinion, is still having problems of first-rate importance. Among them are the creation of the necessary conditions for the active

inclusion of students in practical activities, the formation of a positive motivation of students to participate in vocationally orientated activities, the readiness of the teacher to use the priorities and potential of education and to create a sociocultural environment of a university. Our research is aimed at solving these problems. In development conditions it is necessary to improve the organization of the educational process in higher education institutions, to review the existing experience from the standpoint of the competence approach, which is one of the most important conceptual provisions of updating the content and technology of higher education. It is crucial to pay special attention to the individualization and differentiation of the development of the personality of each student. The country educational standard of higher education emphasizes that working out basic professional educational programs must include defining pedagogical conditions and opportunities provided by a university for the successful formation of the competences of students. For example, a graduate of a master's program, on the one hand, must have professional competences corresponding to the following types of professional activities: teaching, research, design, methodological. That is, a graduate of a university over the years of study should form the ability to develop and implement the latest techniques and technologies for the organization of the educational process (education, training and development), to be ready to analysis and self-analysis of the results of the process, their use in educational institutions. On the other hand, a graduate of a university should become a competitive specialist, ready for self-realization in professional activity. In this regard, it is important to talk about applying the technological approach in education, which is based on teachers' mastery of pedagogical technologies and their use in the educational process to achieve high efficiency of pedagogical activity. Pedagogical technologies of higher education make a field of Pedagogy connected with professional training and formation of the future specialist possessing competence, creative abilities, developed thinking, professional culture and mobility. The use of pedagogical technologies helps to improve the efficiency and quality of education, the formation of

the competences of students - future specialists. At the same time the level of proficiency in pedagogical technologies characterizes the professional competence and pedagogical skills of a university teacher. The task of higher education is to train specialists with high professional potential and personal integrity, capable of going beyond the normative activities, ready for continuous creative endeavor, professional growth and self-development, easy to adapt to modern fast changing life. In this regard, it is necessary to focus not only on educational standards, but also on the peculiarities of the socio-economic situation, to have experience in public life. A university should form a socio-cultural environment and create the conditions necessary for the comprehensive personal development of students. A university must facilitate the development of social and educational component of the educational process, including the development of student government, participation of students in public organizations, sports and creative clubs, student scientific communities, volunteer activities, etc. The distinctive feature of functioning of a modern university should be the students' involvement into the educational process, achieving the subjective position by the student. Turning to the results of the study. We can note that students call learning the main activity and try to show their abilities, especially while in-class learning. Regarding the leading motive for the use of additional educational resources in training, most of the respondents reported that they consider the study material important for the future profession (86%). 34% of respondents thought it was essential to get a new interesting experience. 17% of respondents reported that the main motive for them was to fill in the portfolio of educational achievements, 26% of respondents studied to pass the credit. However, activity, initiative and energy do not allow students to become obsessed with studies. They find it interesting to take part in volunteer activities (37.3%), as well as attend classes in creative studios, sports sections, clubs (38.5%), of which the University has a large choice. Equally (29.4% each), students are interested in scientific research and extracurricular activities. These circumstances are important for a teacher to consider

while organizing pedagogical interaction in a higher education institution. Innovative education is designed to adjust the main differences between traditional training and upbringing, which lie in underestimation of the leading role of the subjects of pedagogical activity, the priority of knowledge over the skills, underestimation of the impact personal attitude has on the performing activities and their effectiveness. In our opinion, it would be interesting to study the experience of curator activity in Nowadays, attention has been focused on the use of interactive technologies. 'Interactive' means involving communication between people, designed to involve a person into interaction. Interaction in education is considered a way of cognition, carried out in the forms of joint activity of students. All participants of the educational process interact with each other, exchange information, solve problems together, simulate situations, evaluate the actions of colleagues and their own behavior, immerse in a real atmosphere of business cooperation to solve problems. The teacher develops the plan of an interactive lesson, its course, thereby building the student's way to achieve a certain goal in education and upbringing. Interactive learning is learning with well-organized feedback, based on the active student-teacher interaction. Interactive upbringing involves interaction, joint activity and humane relations of the teacher with students in the holistic pedagogical process of a university in order to form a harmoniously developed personality of a prospective specialist. In modern conditions, the importance of interactive technologies in the educational process is steadily increasing, and this proves the feasibility of their use in the training of specialists with different specialization. Interactive technologies are based on broad cooperation and collaboration between teachers and students, as well as their more active interaction with each other. The use of interactive technologies allows not only to reproduce in the educational process a variety of job and personal roles, but also to grow into them, creating a future innovative model of communication of people at work. All this allows to bring students as close as possible to active collective actions, to let them experience success, motivate their behavior and be ready for interaction in their profession. To resort

to interactive technologies as a means implies modeling of life situations, using role plays, collective solving problems on the basis of the analysis of the proposed circumstances and practical tasks. The needs, interests, ideals, values of the student's personality and creation of necessary conditions in which its propensity, abilities and talents would be most fully revealed are brought to the forefront. Scientists of the pedagogical scientific school believes that the successful application of pedagogical technologies depends on the adequate choice and integration of educational technologies: the technology of organization of students' independent work on the content and new forms of higher education (organizational technology, technology of module-rating training); the technology of students' inclusion in various activities (project work, creative activity and scientific research); the technology of work with different sources of information (information technologies, distance learning, problem based learning, technology of critical thinking); technology of group interaction (technology of group work modeling, technologies of interactive forms of education, etc.); technology of meta-cognitive activities of students (technology of reflexive learning, technology of achievements assessment (portfolio), the technology of self-control, the technology of self-education activity); the technologies of context-based learning (analysis of specific situations and solving pedagogical tasks, simulation games etc.) Let's consider the feasibility of using such technologies on the example of the traditional annual contest «The Curator of the Year» held in our university. In 2021 educational programs of the contestants included working out and public defense of programs of interaction and group activities of the curator and students using the technologies of project work, creative and research work. The selected topics of the projects, in our opinion, were relevant («Ecology in the Soul», «Traditions of the Faculty», «To Manage Time Is to Manage Life», «Get to Know Your Teacher», etc.), and provide the formation of key competencies of future professionals aimed at identifying and developing professional and personal qualities of students and improving the professional skills of the curator. The programs of the contestants include

arranging and running a variety of collective and individual forms of educational activities for students: dialogues, discussions, round tables, master classes, case-studies, solving educational problems, games, etc. The curator, working with the study group of students during their first and second years in a university, is to perform most difficult tasks of former schoolchildren's adaptation to the educational process in high school, of formation their positive motivation for the future profession. The experience described above shows that it is necessary to use pedagogical technologies that form the subjective position of students and give them a possibility of inclusion in social practice. In innovative training and education these technologies include interactive forms of work.

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