Development Of Universal Competence in Future Teachers

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Abstract: The author brought in the article an analysis of materials on the basis of improving the system for the development of pedagogical competence, paying special attention to the formation of universal competence in future teachers, knowledge, awareness and possession of skills related to Universal competence in future teachers on the basis of information on a foreign language, including English-language materials.

Keywords: Knowledge, Skills, Competence, Competence, Future Teacher, Universal Competence, Universal Competence, Didactic Unity, Orientation To Value.

Introduction

Many new approaches are being developed in the world on the basis of the interpretation of universal competence and competence as didactic units, the traditional three elements of Education (triad) – "knowledge – skills – competence" in six units – "knowledge – skills – competence – experience of practical activity – competence – competence".

Especially in future specialists, the acquisition of cultural skills on the basis of the development of universal competence, knowledge of values of universal importance, respect for IT, improvement of the pedagogical process, aimed at preserving the historical, spiritual and cultural heritage of peoples, remains one of the urgent tasks(Basilotta-Gómez-Pablos, 2022; Falloon, 2020; Ryan, 2020; Starkey, 2020). On the basis of improving the system of development of pedagogical competence in our country, paying special attention to the formation of universal competence in future teachers, on the basis of information in a foreign language, including materials in English(Cook, 2016; Tondeur, 2018; Touron, 2018; Uerz, 2018; van Lankveld, 2017), many research works are being carried out on the basis of knowledge, awareness and possession of skills related to universal competence in future teachers, on the basis of through these studies, the formation of a universal worldview is also aimed at the realization of society, cleansing its thinking from various fictions, highlighting the heroism, patriotism, activity in science, art, religion, management and other

social relations of ideals presented in English-language materials. Relying on such international scientific research, it is important for future teachers to develop proposals and recommendations for the development of universal competence on the basis of materials in English(Angeli, 2020; Bond, 2018; Hsu, 2018; Spiteri, 2020).

Methodology

In the Encyclopedia of pedagogy, "competence" (lot. compete-I am achieving, worthy, worthy) to the term "the scope of powers, rights and duties of a particular public body or official, established by law, charter or other document; knowledge, experiences in one or another area; awareness of one sphere, the degree of knowledge of the same sphere", the pedagogical dictionary states that "the concept of competence is the readiness of the subject to be able to effectively organize external and internal reserves to set a goal and achieve it, in other words, it is the subject's personal ability to cope with certain professional issues."

Universal competence, on the other hand, is competence that involves devotion to the motherland, kindness to people and adherence to universal and national values, possession of cultural skills recognized by humanity, knowledge of values of universal importance, respect for it, and the avarice of the historical, spiritual and cultural heritage of their people. In the classification of competencies developed for higher education students under the project titled "Universal competencies as a component of the personality-oriented educational paradigm", the universal competence is defined as follows:

universal competencies are national and universal culture;

the spiritual and moral foundations of human and human life;

the foundations of family, social phenomena and traditions for cultural studies;

the realization of the role of science and religion in human life and the acquisition of experience of activity.

The requirements for the level of training and the content of necessary knowledge of graduates of the continuous compulsory education system developed as a project by the Republican educational center and partner organizations in 2015 were developed, which established the following universal competencies of students. It defines universal competence as follows:

universal competence-belief in universal and national values;

understanding, being able to be influenced by artistic and artistic works;

having cultural skills recognized by humanity (medical culture, ecological culture, legal culture, speech culture, treatment culture, music culture, dress culture, economic culture, media culture, etc.);

values of universal importance (customs, rituals, national-cultural traditions, etc.) to know, to treat him with respect;

it was considered to preserve the historical, spiritual and cultural heritage of his people avidly, to comply with the rules of etiquette established in society.

Universal competence is an integral view of social and cultural competence. The research scientist Gulnoza Rashidova believes that the values and knowledge, abilities and skills of the subject are consistent with his real social status, corresponding to the level of his culture, morality and law. Educator scientist G.Rashidova divides social competence into the following components:

axiological-in the form of a hierarchy of basic life values;

gnoseological-social knowledge about the fact that a person solves issues of social essence with himself (self-education, self-development), with others;

implies methodological, categorical, reflexive (reflective) and project thinking;

such thinking works with the systemic connections of the Association, which allows the subject to solve social problems in principle, to change the general solution in different ways in relation to general and changing private situations;

subjective - self-determination and self-control, initiative and willingness to produce rules, the ability to independently find new reasons in social reality and a sense of responsibility for the work adopted and done;

praxiological (Technological) - the ability to carry out humanitarian-social technologies and communications in the system of social norms and social relations.

Result and Discussion

In our opinion, universal competence requires the future teacher to have more strength than usual, perseverance, diligence, striving to conduct research, the ability to enter a new situation, a new team, sincerity, correctness and honesty, sharp intelligence, the skill of checking one tool with another, analysis of data. Therefore, in order to carry out quality education in educational institutions and direct the work of teachers who operate ineffectively to innovative activities, to ensure the strengthening of their civic position, it is necessary to focus on the following: first, to improve the competence of the teacher in the introduction of various management, innovation and information technology into education; secondly, the product of the quality of education-the expansion of the scope of research on pedagogy and psychology in achieving the result, their implementation in practice, popularization of advanced results, worthy awarding of novice teachers, etc. Only then is the quality of educational activities of educational institutions determined not by the content of the educational process planning, its implementation, educational plan, programs, but by the quality of the educational result associated with the knowledge, qualifications and skills received by the learners, the knowledge received independently, and is assessed by the teacher's high level of competence. When thinking about universal competence, it is appropriate to talk about critical thinking(Edwards, 2015; Jones, 2015; Koenig, 2014; McGaghie, 2015).

Critical thinking within the framework of the universal culture covers the following aspects in its content:
  - openness to new thoughts and ideas that oppose his own opinion;
  - -to avoid mistakes in one's thoughts and views, to strive to eliminate all that is;
  - seeking to objectively distinguish between different opinions, without biasing the right and wrong;
  - not to comment critically on an issue that he cannot understand, to admit that he does not understand;
  - distinguish between grounded and unsubstantiated errors in thought, etc.

Conclusion

On the basis of the above, the development of universal knowledge and skills in future teachers serves to strengthen the consciousness and memory of the individual, preserve national and cultural values, instill the glory of historical heritage in the realization of the national identity. On the basis of the development of universal competence in future teachers, it will be possible to create a system of research aimed at preserving national values, studying and preserving them. Universal knowledge and skills shape a worldview aimed at studying, understanding, preserving historical, spiritual and cultural values, heritage.

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