

THE IMPORTANCE OF ACTIVITY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Abstract. *This article describes the need to rely on the theory of activity, which incorporates the main elements such as the factors in the development of professional knowledge, skills and qualifications of future teachers in the field of social and humanitarian sciences, as well as the solution of problems for the development of this competence. , the processes affecting the development of professional competence and the scientific opinions of pedagogues, psychologists and researchers on its content were analyzed.*

Key words: *professional competence, mathematical education, mathematics, professional competence, activity, consciousness, thinking, motivation, anatomical-physiological characteristics*

In recent years, the main goal of teaching academic subjects is to implement the mutual integration of subjects and to emphasize the development of professional competence in teaching subjects, to develop the intellectual potential, cognitive approaches and abilities of the subjects of the educational process at a high level. is one of the main tasks. In particular, it is important to consider the professional competence of future teachers as a thing related to the success of a certain activity, taking into account the individual and psychological aspects of the individual's capabilities.

At the same time, anatomical-physiological features, that is, talents underlying the development of abilities can be innate, and abilities themselves are always the result of development.

At this point, his opinion is noteworthy." According to O. S. Grebenyuk...the development of abilities does not happen by itself, but occurs due to certain innate talents or characteristics "[2, 6]. In addition to the above opinions, it can be said that the future self focusing on the abilities and talents of teachers, many personal and professional characteristics will develop in them. Ability exists only in development, and this development is carried out only in the process of one or another practical and theoretical activity. It follows that the ability cannot manifest itself outside of the relevant concrete activity, which requires a holistic consideration of the theory of activity. Taking into account the above, in addition to the competence and professional approaches, the activity approach and the psychological-pedagogical basis of the formation of mathematical competence in the higher humanitarian education system are considered.

Professor N.A. Muslimov expressed his opinion about the structure of the future teacher's preparation for professional activity, **and** distinguishes the structure of training

as motivational, knowledge-oriented, operational-behavioral, emotional-volitional and evaluation components [5]. Therefore, the preparation of a future teacher for professional activity is based on the voluntary nature of his motivation, related to orientation.

It allows a new look at many modern issues of training a future teacher, developing his professional competence and using advanced technologies in the course of the lesson, consciously accepting modern requirements for the teaching process, and carrying out creative research.

In general, activity theory was studied in the works of L.S. Vygotsky in the 1940s and analyzed the instrumental (instrumental) activity of the subject's system of relations with other people [1]. L.S.Vygotsky's ideas are reflected in the principle put forward by S.L.Rubinstein regarding consideration of internal conditions and external influences affecting him through the activity of the subject. According to S. L. Rubinstein, "spirit, consciousness is manifested in activity. Activity and consciousness are not two separate aspects looking in different directions. They form a unity, a harmonious whole" [7]. In our opinion, with activity consciousness is a harmoniously evolving psychological process.

In the works of V.V.Davidov and D.B.Elkonin, the most important concept of activity theory - educational issues was introduced [3, 8]. In this way, the theory later finds its development and finally begins to be widely used in practice.

The process of activity is coordinated with mutual relations, worldviews, thinking, consciousness, and memory in the context of events and events happening around.

There are different definitions of the concept of activity. S. L. Rubinstein considers activity to be a set of actions aimed at achieving goals [7]. Also, activity is the activity of the subject that is aimed at knowing and changing the surrounding reality, is forced by needs, directs to a fruitful result, is regulated by consciousness, and can react to reality.

Motivations, incentives, and needs have a positive effect on the development of activity. Needs can be cognitive, social, physiological. A need becomes a motive by finding an object capable of satisfying it. The motive can be material or ideal. The appearance of the same activity can be caused by different motives: independent learning activity can appear due to knowledge, communication and other motives. Any motive gives rise to a different activity. Understands the social importance of education and directs it to teaching, independent study, communication activities. The perceived motive plays the role of the general purpose of the activity. There is no activity without motivation. However, it may or may not be realized. While organizing teaching activities, the teacher accepts the student as a person, gives motivation for future activity, encourages. Motivation is the importance of what is being studied, examples of its practical application, the organization of a problem situation that requires learning something new, and finally, clearly defining the goals of training, that is, the acceptance

of the proposed goals, the manifestation of interest in learning Everything that helps can be done with the help of an initial conversation. It is in this way that respect for the person of the learner, togetherness and appreciation will be reflected. The development of professional competence of future teachers is a long process consisting of defining their goals, understanding them and conducting systematic work in this regard, continuing them and approving them.

Mastering a specific educational material at the level of application is the separation of the appropriate action corresponding to the content being mastered, that is, the sequence of operations consisting of mathematical operations and the possibility of its practical use. The sequence of operations is the first basis of action. In this regard, we emphasize the importance of learning to reorganize the sequence of operations - in the form of programs for the implementation of actions - in order to apply theoretical knowledge in practice. If the learner strives to create such a program in each specific case of learning the theory, we can talk about formed algorithmic thinking. When faced with a specific problem, he widely uses general rules, formulas, and nuances in the sequence of operations in accordance with the conditions of this problem.

The most important principle of the theory of activity is the commonality of external and internal activity in the actions of human thinking, the unity of their structure - the principle of compatibility of external practical and internal mental activity. According to this principle, mental activity goes back to material, practical activity, and then it can only go intellectually. P.Y. Galperin, A.N. Leontyev's research revealed that based on external materialized actions, internal, ideal actions are formed mentally by changing and reducing them consistently. Practical analysis is performed before mental analysis.

A.N. Leontiev, commenting on the role of mental actions they perform during the acquisition of concepts, included "the problem of transformation of external actions into internal mental processes" (interiorization) among the main "problems of genetic psychology" [4].

Internalization of activity is a process in which an internal plan is developed based on external practical activity. Even a person with a highly developed intellect, faced with a new difficult problem for himself, usually always falls to the level of practical, material or materialized actions (the material form of an action is an action with real objects, the materialized form is with their models and drawings).

The new content expands the pedagogical principle of the considered rule. According to the principle of the adequacy of the structure of practical and mental actions for the formation of a specific mental action that students learn with difficulty, it is appropriate to start it from the outside on the basis of relevant materialized actions. In this case, the mental action should be analyzed in detail by the teacher and should be presented in such a way that the corresponding practical action should include all the

necessary operations, which guarantees the possibility of completeness and conscious assimilation of the mathematical expression.

Therefore, focusing on the improvement of a number of processes in the development of professional competence of future teachers and their growth is one of the most necessary issues today. Internalization-exteriorization of mathematical expressions in students and performing these expressions in writing, pronouncing the action aloud - all these are forms of external action.

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