

THEORETICAL JUSTIFICATION OF THE DEVELOPMENT OF THE PROFESSIONAL COMPONENT OF FUTURE TEACHERS BASED ON THE CONTEXTUAL APPROACH

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ABSTRACT

This article describes the process of developing the professional knowledge and skills of students in the field of social and humanitarian sciences, the need to rely on the theory of activity, which incorporates the main rules of the methodology, pedagogy, teaching principles and methods of psychology, and problems of developing this competence. In particular, the scientific views of pedagogues, psychologists and researchers on the content of the processes affecting the development of professional competence were analyzed.

Keywords: professional competence, mathematical education, mathematics, professional competence, activity, consciousness, thinking, motivation, anatomical-physiological characteristics.

It is known that the main goal of teaching academic subjects is to develop the intellectual potential, cognitive approaches and abilities of the subjects of the educational process at a high level. In particular, it is important to consider the professional competence of future teachers as the capabilities of a person, which is related to the success of a certain activity, taking into account the individual-psychological aspects.

In psychology, when expressing an opinion about the subject of consciousness, it is stated that external factors - the properties of these objects, their influence, intensity, and internal factors - interest in this subject, volitional factors that help the object to become an object of awareness. The research work of A.N. Leontyev [6] discusses the mechanism of interaction between the object and the mind: in order for the received content to be understood, it must occupy the structural place of the direct action goal in the activity of the subject and thus enter into the appropriate relationship with the motive of this activity. Only what is included in the activity as the subject of this or that action, as its direct goal, is actually understood. Simply paying attention to something when the subject is not being engaged with is less likely to focus the subject's attention. If an action is being performed on an object, the object takes the place of the target and remains the focus of attention throughout the action. Thus, in order to master a certain content, it is necessary to organize an appropriate (suitable) activity, so that the entire content includes a number of goals and actions.

S. L. Rubinstein defines the essence of the active approach as follows: "The subject is not only known and manifested in his actions, in his creative initiatives; but is created and defined in them" [1].

Any activity has the following characteristics:

- its subjectivity, that is, it is always carried out by a person as a subject or subjects (for example, reading as "joint learning" of the object being studied by the teacher and students);
- its content, authenticity, objectivity;
- its creative and personality-developing feature.

It is for this reason that an active approach should be expressed on the basis of the design of mathematical education of humanities education directions, which, in turn, is an education that goes hand in hand with their solving specially selected educational problems of different levels of complexity and problems. allows to implement the subject-oriented organization of the educational activities of the recipients. The educational process organized in this way helps students to develop not only subject competence, but also themselves as individuals. In addition, it allows education to be nurtured in the spirit of humanism, as it aims to develop students' motivation, thinking, consciousness and personality.

The content of the development of professional competence in the future teacher is a set of information on contextual education. Its essence is the following factors that ensure the activity of directing the learner to personal and professional activities:

- 1) formation of a wide range of in-depth knowledge and skills;
- 2) get acquainted with sources and scientific literature related to the development of professional competence;
- 3) to organize training sessions with students in an interactive way related to the development of professional competence.

Context in the "Annotated Dictionary of the Uzbek Language" - [lat. contextus – connection, connection, connection] - q. text. It is stated that only the context clarifies the specific meaning of each word. From this point of view, based on the lexical-semantic nature of the word context, it is possible to say that the concept of "context" is a term related to logic and linguistics, and it is understood to explain mathematical expressions based on a specific informational text. the context of the situation provides the theoretical conceptual framework for the situation. Therefore, the contextual approach plays an important role in the development of the future teacher's professional competence.

A contextual approach to education is implemented by creating a holistic model of the future teacher's professional competence and professional activity, and the knowledge, skills and experiences acquired by them in the educational process are not only the result of cognitive activities, but also a means of solving professional competence tasks of the specialist. is also Professor N.A. Muslimov expressed his opinion about the structure of the preparation of the future teacher for professional activity and distinguished the structure of this preparation into motivational, knowledge-oriented, operational-behavioral, emotional-volitional and evaluation components. shows [7]. Therefore, the future teacher's preparation for professional activity is related to the fact that his motivation is oriented towards knowledge.

Contextual approach allows to maximize the learning process and the professional activity of future teachers, as a result of which the process of development and improvement of future graduates will be more effective.

The following "main forms of activity of future teachers" are distinguished in contextual education:

- educational activity of academic type (informative lecture);
- situational professional activity (business game);
- educational and professional activity, in which the future teacher performs real research or practical functions "[3]. It is characterized by lectures, educational games related to the development of professional competence, and the teacher is the main necessary person in this process.

Designing the content of the academic subject, developing logical thinking in future teachers, at the same time, takes into account the requirements for the quality implementation of the educational system from the point of view of pedagogical technologies, didactic principles.

In contextual education, a problem-based lecture should be an educational model of problem-solving activities.

In the process of developing his own views on the problems discussed in the seminar, every future teacher should realize the possibility of practical use of theoretical concepts in speech. Practical training encourages future teachers to justify the scientific significance of the theory learned in the lectures, to arouse the research interest of future specialists.

The business game allows you to organize the knowledge, abilities and skills acquired at all previous stages of education.

Contextual education "includes the growth potential of the future teacher's activity: from the level of perception to the level of social activity on joint decision-making" [2]. One of the important characteristics of a teacher is perception and independent decision-making.

According to the basic rules of contextual education technology, the subject and social content of professional activity should be modeled in the educational process, which implies the fulfillment of a number of requirements:

- appropriate reflection of the content of the future professional activity, which will be carried out in all forms and types of educational activity of the future teacher;
- educational methods and forms should be chosen only taking into account didactic principles;
- modularity in the construction of the educational process, adapting it to the general educational process and future teachers;
- making various connections between forms of education;
- to ensure that the content of education becomes more and more complex in relation to the forms of contextual education [4].

The contextual approach is aimed at designing educational content as a learning activity. Therefore, the emphasis in the educational process is not on acquiring a certain set of data or

mastering standard methods of solving problems, but on using technologies that contain professional content and problem situations.

According to its structure and content, the problem of professional orientation of education is complex, and as a result, it is difficult to implement it in practice. This also applies to the mathematics course, and its professional orientation is still an actual issue that has been partially resolved by some researchers based on their own perspectives and experiences [5]. Structural aspect and educational content development of professional competence is a complex process. requires it to be implemented step by step in consistency.

So, the contextual approach is fundamental in the development of professional competence of future teachers, it improves their creative thinking and logical approach with the help of mathematical expressions.

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