

**PROFESSIONAL COMPETENCE IMPROVEMENT OF FUTURE
BIOLOGICAL SCIENCE TEACHERS IN HIGHER EDUCATION
INSTITUTIONS**

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Abstract

In this article, the introduction of the competence approach to the professional training of future biology teachers in higher education institutions, the need to develop the professional competence of students, and the opinions of pedagogues-scientists who studied the content of the concept of competence are highlighted.

Keywords: content of education, biology education, competence, competence, future teachers of biology, competence approach, knowledge acquisition, skill, competence, activity content.

Education is recognized as the main factor that ensures sustainable development on a global scale, and in the new concept of education until 2030, "creating the opportunity to receive quality education throughout life" is defined as an urgent task. In the framework of this conceptual approach, the professional skills of students are increased due to the use of modern educational and innovative technologies, the use of advanced foreign experiences, the wide application of information and communication technologies in the educational process of biology education in pedagogical higher educational institutions. and the task of regularly

improving the competences of quality organization of educational and methodological activities is also of urgent importance.

When considering the problems of modernization of education, the term "professional competence" is widely used to define the requirements for graduates of higher education institutions. Below we will focus on the content of this concept.

The concept of "competence" was first used in 1965 by N. Chomsky. In his work "Aspects of Syntax Theory", he proposed to apply this concept, which serves to describe some idealized objects that are expressed in ideal conditions of activity.

T.Yu.Bazarov considers the category of "professional competence" to be a specialist's readiness and ability to make effective decisions in the course of his professional activities. "Professional competence" is a whole, integrated sum of knowledge, skills and experience, as well as personal qualities, which allows a person to effectively design and implement his professional activities in relation to the environment.

Considering professional competencies, most researchers emphasize the following:

- 1) simple (basic) competencies (formed on the basis of knowledge, skills and abilities that are manifested in certain types of activity and can be easily strengthened);
- 2) basic competencies are very difficult to consider and measure, they are manifested in all types of activity, in all relationships of a person with the environment, reflect the spiritual world of a person and the content of his activity.

As a result of observing the activities of the most effective pedagogues and modeling the future needs, a number of types of competence based on the three main links of the pedagogue's activity and personality have been identified: "to know, to perform, to have". Since then, the impact of the teacher's personal qualities on his professional competence has been recognized by all researchers.

I.L.Zimnyaya made a great contribution to the development of competence approaches to the professional training of future teachers. He divided all qualities of a pedagogue into objective and subjective qualities: objective qualities are the teacher's level of knowledge of his subject, mastery of the methodology of the subject and the depth of his scientific knowledge, mastery of general didactic and specific methodical principles, child psychology good knowledge and full acceptance of its characteristics; subjective: pedagogical art, pedagogical talent, creativity, etc.

N.I. When studying the professional competence of a pedagogue, Almazova divided the skills and personal qualities of a pedagogue into groups, which allow to increase the effectiveness of teaching, and made the following conclusion: "The professional competence of a pedagogue is the work of a pedagogue, in which pedagogical activity, pedagogical communication is sufficient is carried out at a high level, the personality of the teacher is revealed, good results are achieved in teaching and educating students".

In the current era of globalization, improving the content of education based on the competency approach, developing and improving the competence of teachers and students is one of the urgent issues of the education system. Therefore, in our country, a number of scientists have conducted scientific research on the methodology of biology education and its improvement based on the competency approach. In particular, according to the biologist J.O. Tolipova, the competence approach in education means teaching students to effectively use various types of skills acquired in situations encountered in their personal, professional and social lives. The following definition of competence approach is given in the scientific literature of I.T. Azimov aimed at increasing the efficiency of biology education: "Competence approach is the formation of all-round competence in human activity, which is the main condition of modern society and education. This requirement directly affects the activity of teachers and pedagogues". Today, effective approaches have been developed by foreign scientists to solve the problem of developing the knowledge, skills, and competencies of students in the teaching of biological science.

In the study of professional competence, the following groups of professional competences are considered necessary for the formation of professional competence of future biology teachers:

- gnostic - the ability to acquire new knowledge about production, to generalize and systematize one's own personal experience and the experience of the pioneers and innovators of production;
- design - creation of technical and technological systems, sewing objects, current and prospective planning of professional activities, design of a management and control system of technological processes;
- organization - being able to put engineering ideas into practice, being able to lead a team;
- technological - to be able to organize technological processes, to read drawings and technological maps, to be able to determine the possibilities and conditions

necessary for the performance of assigned tasks, technical specifications of equipment and devices;

- design - to be able to perform calculation and graphic work on the preparation of products, to be able to perform sketches and drawings, to be able to establish a technological process in accordance with technical conditions, to be able to determine a system of actions to eliminate malfunctions.

In conclusion, it can be said that the introduction of a competency-based approach to educational processes and the development of their professional competence are important in improving the professional training of future biology teachers in higher educational institutions.

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