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TECHNOLOGIES OF FORMING PEDAGOGICAL RESPONSIBILITY THROUGH DEVELOPMENT OF PROFESSIONAL COMPETENCES IN FUTURE TEACHERS

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Abstract: The article provides suggestions for improving knowledge, skills, and qualifications in pedagogical responsibility, teachers' sense of morality, rights and obligations, duty, dignity, and responsibility for social behavior, striving for the intended goal, self-development, and constant self-research and application of the results in practice.

Keywords: Pedagogue, competence, professional ethics, model, education, continuous education, education, responsibility, individual guidance, professional ethics.

In the world, new mechanisms for training future teachers for professional activities, didactic support in accordance with the principles of sustainable education are being created and put into practice. In modern conditions, it is important to systematically develop the professional competence of students by using effective methods of creating a comfortable and innovative learning environment for them in the preparation of future teachers for professional work. Already in 1966, in its "Recommendations on the status of teachers", UNESCO included the requirement to define the principles of teacher culture and professional ethics. It is emphasized that these principles, along with raising the reputation of the specialist, will provide an opportunity to ensure that they feel their professional roles at a high level. Therefore, in modern conditions, special attention is paid to the development of important professional qualities of future teachers, the enrichment and improvement of educational resources for the formation of teacher culture, spirituality and responsibility.

Education is a spiritual and educational sign of the development of society, the pillar and support of New Uzbekistan, which will allow development to soar to new heights based on innovative technology and scientific thinking. It determines the future prospects of society and the specific activities of each person. Because society is perfected by people, education is perfected by people, and education is perfected by excellent teachers.

An important factor in improving the educational process is closely related to the development of professional competence of teachers in the higher education system. Therefore, the urgency of the problem is to create theoretical and practical foundations for the process of forming pedagogical responsibility through the development of professional competence of teachers based on the effective use of the achievements and opportunities of advanced educational technologies.

Responsibility as a personal factor was studied by B.G. Sakharova, and various aspects and features of the problem of (deviant) behavior in adolescence were studied by O. Tenyaeva. In her opinion, responsibility is the need for a person to respond to unacceptable actions on his part.

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The formation of social responsibility is a characteristic feature of the student period. During the study period, responsibility manifests itself depending on the correctness of the person's demands on himself. Because in the process of education, the student has to fulfill a number of social tasks. At the same time, the future teacher feels a sense of professional responsibility to society and is able to correctly direct his activities.

Therefore, it is urgent to further enrich the professional activities of professors and teachers, create the necessary conditions, and at the same time create a scientifically based foundation for progressive concepts that reveal the true essence of professional competence and pedagogical responsibility.

As is known, education and the teacher who implements it must develop in step with the times. Any future teacher whose activity is properly directed will master the secrets of the profession and improve through the knowledge and experience gained in the pedagogical process.

As a result of the follow-up, our scientists have provided a scientific basis for the continuous, systematic approaches of teachers to the faculty of Samarali. The results of these studies have determined the implementation of such methods in a number of models. The model includes mechanisms of reflexive guidance to the pedagogical faculty and tasks that require improvement in practice in each situation. The tasks that were required to be achieved in one step created the opportunity to reach the next step.

As a result of our research, we came to the conclusion that in order to form pedagogical responsibility in future teachers through the development of professional competence, teachers need to create their own “Individual Development Program” and establish pedagogical activities based on it. Because this program is the “Action Strategy” of future teachers. In our opinion, it is advisable for each teacher to analyze the “Individual Development Program” based on the following table. In the table below, future teachers should check the state of their professional competence level in “Individual Development”, improve it through development methods, methods and tools, and as a result, whether there are any gaps in knowledge and quality efficiency. The deadline is also of great importance. Deficiencies that are not eliminated in a timely manner can lead to a number of pedagogically problematic situations.

In our opinion, it is also advisable to add the function of an “implementation mechanism” to the model of a teacher's work on himself, that is, the teacher becomes aware of his shortcomings before achieving the result and takes measures to eliminate them so that the result is even more effective. We also consider it advisable to implement this at each stage.

Indeed , teaching profession chosen every one human national and universal to their values relatively unlimited respectfully to be , to be of nationality pedagogical , historical , national , religious , artistic legacy good mastered in case to the activity active implementation this to take necessary After all, in our national pedagogy, the spiritual values that reflect the teacher's achievement of pedagogical perfection have been expressed. By studying axiological approaches, the professional competences of future teachers will be further developed, and their pedagogical responsibility will increase.

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