



## Some Aspects Of Improving The Professional Competences Of Future Teachers

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### ABSTRACT

This article discusses in detail some aspects of improving the professional competencies of future teachers in the process of continuing education. Enriched with suggestions and feedback.

### KEYWORDS

Uzbekistan, ecotourism, Fergana, geography, nature, opportunity, evaluation.

### INTRODUCTION

The concept of development is the most general concept within which the other concepts mentioned above can be analyzed. The very concept of "development" began to take shape in antiquity, but it received significant development only in the 18th century, thanks to the works of a number of scientists [1].

For example: I. Kant tried on the idea of development to explain the origin of the solar system, J.L. Buffon - in connection with the history of the Earth, J.B. Lamarck - to explain the evolution of living things, I.G. Herder - to describe the history of culture.

Charles Darwin extended the concept of "development" to all living things, including humans, and became the basic principle of biology.

- In the philosophy of German idealism, development was presented as the self-development of the divine in the world. As a general theory of development, G.V.F.

Hegel proposed dialectics, elements of which were contained in the philosophy of Heraclitus and in medieval philosophy. The basic principle of dialectics, which affirms the changeable and transient nature of all finite things, corresponds, according to Hegel, to the idea of the omnipotence of God.

By the way, we have to admit that attempts to create a universal theory of development describing the mechanism of development in any arbitrarily chosen area, starting with the evolution of living beings and ending with the evolution of time and the Universe, have so far been unsuccessful.

It should be noted that most generalized reference books view the category from two perspectives: as a process and as an end state. For example, in the dictionary of the Russian language SI. Ozhegova [2] development is considered:

- As a process of transition from one state to another, more perfect, transition from an old qualitative state to a new qualitative state, from simple to complex, from lower to higher;
- As a degree of consciousness, enlightenment, culture.

In the encyclopedic dictionary edited by A.A. Ivina [1] development is viewed as "forward motion, evolution, transition from one state to

another" and is opposed to such terms as "creation", "explosion", emergence from nothing, etc., suggesting a sudden, one-time replacement of existing objects with completely new.

In the philosophical encyclopedic dictionary of L.F. Ilyichev [3] "development" is considered as a process, "... an early reversible, directed, regular change of material and ideal objects." However, it is emphasized that only the simultaneous presence of all three of these properties distinguishes development processes from other changes: the reversal of changes characterizes the functioning processes (the cyclical reproduction of a constant system of functions); the absence of regularity is characteristic of catastrophic random processes; in the absence of direction, changes cannot accumulate, and therefore the process loses a single, internally interrelated line characteristic of development.

When considering the psychological and pedagogical aspects of the concept of "development", the opinions of scientists are not so unanimous. For example, the dictionary of a practical psychologist [5] provides six options for interpreting this concept: 1. Strengthening, strengthening. 2. Bringing to a certain degree of spiritual, mental maturity, consciousness, culture, etc. 3. Bringing to a certain degree of strength, power, perfection; raising the level of something. 4. Deploying something wide, with full energy. 5. Expanding, distributing, deepening the content or application of something. 6. The process and result of the transition to a new, more perfect quality state, from simple to complex, from lower to higher.

## MATERIALS AND METHODS

Most of these reference publications [1, 2] do not provide a generalized interpretation of the term development. It is concretized on the basis of a specific field of research and is inextricably linked with the category of "personality". It is the well-grounded choice of one of the interpretations of "personality" that ultimately determines the concept of "personality development".

In foreign psychology, the definitions of the concept of "personality" vary significantly among different authors [2], respectively, there is a significant discrepancy in the understanding of the construct "personality development". Most of the authors (3. Freud, C. Jung, A. Adler, E. Erickson, D. Kelly and others) agree that personal development is due to many external and internal determinants. They refer to external determinants: belonging of an individual to a certain culture, socio-economic system and a family environment unique to each. Internal determinants include genetic, biological and physiological factors. However, this is where their "unanimity" ends. The lively debate over the role of genetic and environmental factors in development has not ended with an understanding of how they must interact to lead to specific behavioral characteristics.

Authors, gravitating towards a sociocentric position (A. Bandura, B. Skinner, E. Erickson, D. Kelly and others), consider personality as a product of human socialization, in fact reducing personality to a socio-psychological characteristic: a person as a carrier of roles, social relations, a member of a group or collective, etc.

For supporters of biologic concepts (3. Freud, A. Maslow, K. Rogers), a person, to a large

extent, is the result of congenital, genetically inherited factors. But, despite the fact that these authors did not question the biological nature of man, they noted that people are rational and free by nature, they can overcome constitutional influences and shape their destiny.

However, in most works (A. Adler, G. Allport and others), human behavior is considered as the result of the interaction of biological and social. They indicate that the biological factor manifests itself in different ways in different environmental conditions, and the influence of the environment will give a different effect depending on the constitution of a given person:

"Don't forget the most important fact: neither heredity nor environment are the determining factors. Both of them only provide the initial basis for development and the influence to which the individual responds using his creative power" [3, p. 24];

- Neither heredity, nor the environment separately determine the direction of personality formation. Mental abilities, interests, attitudes, values and other personal characteristics are formed precisely due to the mutual influence of heredity and the environment [4].

The views on personality and its development of domestic scientists are just as ambiguous. For example, V.M. Bekhterev believes that "a person ... is a psychic individual with all its distinctive features - an individual who seems to be an independent being in relation to the surrounding external conditions" [5, p. 16]. V.N. Myasishchev adheres to the conviction that personality "... is characterized, for

everything, as a system of human relations to the surrounding reality" [2, p. 34].

## RESULT AND DISCUSSION

In works based on the ideas of L.S. Vygotsky (cultural-historical theory of development of PSIHRIKI), the personality is presented as a relatively stable psychological system of the highest integrative level: "... a person who has achieved full personality development acquires the ability to set vital goals for himself and achieve them, he develops his own views and attitudes, their own moral requirements and assessments that make this person relatively stable and independent of the situational influences of the environment "[4, p. 75].

L.I. Bozovic in his works defines a person as a person "who has reached a certain sufficiently high level of his mental development. The most essential characteristic of him, when he really becomes a person, is that he is able to dominate accidents and change the circumstances of life in accordance with his goals and objectives, he is also able to consciously control himself "[2, p. 56].

It should be admitted that the majority of Russian scientists of the 20th century still emphasize the priority of the social component in the development of personality (B.G. Ananiev, A.N. Leont'ev, V.N. Myasishchev, etc.): "the dominant influence ... always remains behind the social side of the personality ... "[5, p. 93]; personality "... is directly determined by the influence and requirements of the social environment and the socio-historical process ... the more this or that manifestation characterizes the personality, the less it is associated with vital biological relations and the more clearly its dependence on the history of personality formation appears" [4, pp. 97-99].

However, while investigating the problem of professional self-development, in our opinion, it is advisable to focus on "moderate" views, on the relationship between the biological and the social in a person. From this perspective, the works of B.I. Dodonov, K.K. Platonov and a number of modern Russian philosophers and psychologists (A.G. Asmolov, B. B. Kosov, A. V. Petrovsky, N. I. Reinvald, and others). Their studies point to the need to overcome the two-factor interpretation of personality determination and assert that "a person's personality is the most generalized mental system of his life ...

## CONCLUSION

The natural and the acquired in the personality are one and are normally inseparable.

Focusing on the works of the above domestic and foreign authors in relation to the research topic, we consider the personality as the inner essence of a person, which determines the nature of his interaction.

The world and believe that: - the personality is formed by genetic and biological factors and there are certain (laid down at the genetic level) programs of physical and neuropsychic development, the modern and correct deployment of which determines the stage of human mental development and his involvement in the social environment;

- People are rational creatures capable of managing their own actions and overcoming the influence of the environment, self-improvement, salute development;
- A person is initially motivated by the desire for personal growth and self-realization.

We find confirmation of these grounds both in the works of foreign authors[2] and in the works of Russian psychologists P.K. Anokhina, L.S. Vygotsky [3], S.L. Rubinstein, A.A. Ukhtomsky. According to the results of their practical and theoretical studies, human activity is aimed at his constant development, improvement, achievement of the highest level of competence: “it is in the ability to self-development that the activity of a person as a person is manifested» [5].

This understanding of the personality and the characteristics of its development allows us to proceed to the consideration of the category “personality self-development».

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