EMPHASIS ON CAREER PREPARATION OF FUTURE STUDENTS BY USING FULL EDUCATIONAL RESOURCES

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Annotation. Integrating new digital technologies and platforms into the educational system will help us take a leading position in the educational process. Transformation and modernization are primarily related to changes in the way of thinking, working and managing the education system. The concept of integrated education includes not only the use of digital technologies, but also various other aspects, including the pagination of the education system.

Key words: teacher, science, technology, development, activity, innovation, resource, knowledge, skill, mastery, efficiency, profession, education, digitization.

Introduction

Science and education are important in raising the intellectual and spiritual potential of the young generation. President of Uzbekistan Sh. M. Mirziyoev in "Application form to the Oliy majlis": "Where science is not developed, there will be a certain degree of backwardness in society. Acquiring modern knowledge, aspiring to be enlightened and highly cultured is our father's vital need". In fact, the task set by the state authorities requires the formation and improvement of the teacher's professional skills, the ability to solve pedagogical problems in the current conditions.

In today's modern society, there are many options and opportunities to complete a comprehensive education system. At the same time, the term "integrating" is becoming more and more popular. Integrating new digital technologies and platforms into the educational system will help us take a leading position in the educational process. Integration and modernization are primarily related to changes in the way of thinking, working and managing the education system. A comprehensive education

policy includes not only the implementation of digital technologies, but also many other aspects, including the separation of education pages.

From the first day of the opening of the higher and secondary educational institution, a proposal was put forward to terminate the single rule that allows for a complete change of the higher education system of our country and accelerates the comprehensive reform of the education system. system is an example of implementation of a plan supported by the state government. Fundamental changes are expected in the structure of personnel training and the organization of the education system. As a result, the pedagogue and future teacher will have the opportunity to create an educational environment, and the modern quality base of this educational system will be revealed.

The promising trend of development and application of digital communication technology in the field of education has increased the problem of developing digital communication skills of teachers. Enrichment of the educational environment ensured the formation of a new type of higher education teacher. Therefore, the higher education system is a set of interrelated and interrelated scientific and research activities in the higher education system, which includes material, technical, organizational and professional systems. includes an academic with the ability to design complex learning environments.

As a result of a systematic study of scientific and pedagogical literature, it can be said that today the improvement of the educational environment is being implemented in a complex direction. In modern education in Japan, the problem of learning to use educational materials (lectures, presentations, notebooks, sets of individual creative tasks, clinical knowledge) and integrated educational tools in the modern education system is one of the most important pedagogical problems.

Teachers and prospective tutors faced difficulties in the educational environment include: Designing an interactive electronic learning environment for teachers and students, ensuring the use of electronic information and educational tools of higher education institutions, developing innovative educational tools (electronic notebooks, video textbooks, electronic problem books, etc.) output, create innovative forms for users educational environment, use of electronic tools and participation in educational activities by using the smell of intellect resources and others. Based on the analysis of scientific literature, the essence of the concept of "Knowledge and communicative competence" is determined as a set of pedagogical skills of the general user, pedagogue and science teacher, which ensure adequate understanding, processing and development of knowledge.

The assessment of the pedagogic scientist and researcher is that, in accordance with the leading direction of improving the educational environment, the educational system allows to systematize the information and communication skills of the future

teacher studying in higher educational institutions. Information and communication skills of a future teacher studying at a higher educational institution in order to enrich the educational environment:

the ability to use digital technologies to provide educational materials and pedagogical work;

use of internet pecupclap for educational purposes; using synchron and asynchron internet communication vocitalap;

preparation of electronic notebooks with elements of interactive technology;

implementation of the training program online and (or) on the web page;

working in an online pedagogical team;

work in video conference format;

such as the use of artificial intelligence technology in education.

It can be noted that the future teacher's ability to improve his communication skills is mainly ensured by activating the professional component of the higher education environment.

Multidisciplinary competence has been progressively incorporated into higher education curriculum, assessment curriculum and classroom practice over the past decade. At the same time, the term began to be used as a new term for education, and as a result, comprehensive skills were identified as five important skills that should be mastered in the education system. The term has also been the subject of several academic Japanese publications. A common difference between education and science is that it is understood as the conceptualized end product of the learner's comprehensive competence.

There are several researches that describe the unique power of the teacher's qualitative competence, that is, the competence that allows the teacher to build students' qualitative skills by working with the subject.

Academicians Bapton, Haydn, Dextep and Piedel, Tomt, Kay, Enochccon, Pizza, Tondeup and others presented a comprehensive strategy for teaching students to use ICT in future educational activities by the educational institution.

The use of ICT in science emphasizes the importance of strengthening theoretical and practical knowledge and the use of modeling by the teacher. But scientists identified interdependence between subjects. As a result, the content of a didactic book designed to use technology should be carefully considered in order to successfully prepare future teachers.

Scientific research works of U.N. Nishonaliev, A.P. Khodjaboev, N.Sh. Shodiev, N.A. Muslimov, O'.Q. Tolipov, Sh.C. Sharipov, P.T. Magzumov, B. U. Olimov, F. Torabekov, M. Shomirzaev, P. Carcenboeva, I. T. Choriev, C. Akhmadaliev, B. Kadirov, N. I. Tailakov, A. Rapmonov, L. P. Zaripov, B. Doniev, P. Kholmatov and others were carried out by the scientists of our country.

Pedagogical scientist A.P. Khojaboyev developed a scientific-pedagogical system of completing the educational-methodological complex of general education, special education, higher pedagogical education, technology education and general engineering teacher training. The structure and content of the curriculum, providing the optimal model, were determined. A set of complex factors providing the basis for the formation and development of a teacher's personality in technological education has been carefully identified and analyzed.

The formation of a handcraft education teacher is studied in a traditional way, and the innovative character of the education teacher is researched in the work of U.N. Nishonaliev,

In the works of N.Sh.Shodiyev, choosing a profession, arousing interest in a profession, directing students to a profession, taking students from class and school, organizing a profession, preparing students for a profession, orienting students to a profession is one of the important aspects of vocational education and research has been researched.

Sh.S. Sharipov prepared the scientific-methodical, pedagogical-psychological, organizational foundations of the creative activity of the future teacher of labor and social education. The concept of creative work was defined and a plan for its implementation was developed. The new information technologist has created an automated educational system that serves to increase intellectual labor activity and develop creative ideas - information, including the content of the knowledge bank. A criterion for selecting the content of a multi-level computerized educational program has been developed for the formation of students' creative abilities.

The professional formation of the future teacher of secondary education of N.A. Muslumov is closed as a scientific problem, and its theoretical and methodological approach and research structure are discussed. A systematic approach was studied as a general method of studying the problem of professional formation of technologist students. He studied the integration of pedagogical and technical knowledge, the training of a future vocational education teacher, the modeling of his professional and pedagogical activity, the methodical approach to the training of a Japanese vocational education teacher, the methodology of assessing the level of professional pedagogical formation includes: training of the future teacher of vocational education; possibilities of pedagogy in the professional formation of the future handcraft education teacher.

In the system of higher pedagogical education, the criteria and systematic approaches for improving general work and professional skills and qualifications of future teachers, full use of pedagogical technology were determined in the works of O.Q. Tolipov. A multiplier and a criterion of pedagogical technology of quality

control of the development of general labor and professional skills and qualifications have been developed.

R. Sarsenboyeva spoke about the importance of organizing a personnel training program in the field of labor education, improving the quality and efficiency of education in her scientific articles.

F. Torabekov expressed his opinion about the scientific-methodical concept of full use of computer technologies in the training of future labor education teachers and the important factor of personnel training.

R. Kholmatov directs students to make the right choice when doing homework, to teach homework in his scientific research. There are three types: 1- practice; 2- teaching from the mass form of the lesson; The work paper of the 3rd grader was developed through practice, that is, in the classroom.

I. T. Choriev explained the content, form and methodology of organizing student work, the content, form and methodology of student work in a village school in the textbook "Students' work in an Uzbek village school".

B. U. Olimov's scientific research work developed a non-traditional method of teaching the science of labor education, a method used in teaching and a method of applying the method in practice.

In the scientific research works of N.I. Tailokov, the creation of new generation educational literature, pedagogical requirements of educational literature as a whole system, criteria, structure, form and content of the general education school, education from a scientific-pedagogical point of view were analyzed. In general, the strong influence of science and information technology education on the educational level of the higher educational institution was determined, the mechanism of the creation of new generation educational literature was improved, and the concept of integration of the educational institution was determined. developed. a single database area, creation of electronic notebooks for educational level, pedagogical approach of computer use in advanced education was developed.

S. Ahmadaliyev expressed his opinion about the scientific-methodical approach of preparing the future handcraft education teacher for professional and pedagogical activities and the important factor of personnel training in Japan.

A. Parmonov worked on the problem of formation of knowledge, skills and qualifications of the students of the general education school of the teacher of handcraft education.

L.R. Zaripov developed an innovative approach to scientific research, the purpose, task and content of forming technological competence in students, an organizational-structural model of forming technological competence in students and revealed the methodology of forming technological competence of students of 5-7th grades.

B. Doniev carried out his scientific research work on the methodology of evaluating the pedagogical activity of the teacher of handcraft education, the formation of educational foundations.

The full integration of multidisciplinary competence in teacher education in Japanese higher education institutions has certain advantages. Even after completing the educational process, the student-future teacher tries to form the necessary professional competence in teaching his subject. Thus, digital competence is often overlooked or limited to simple and intuitive activities such as learning to use a computer or surfing the Internet. On the other hand, it is important to ensure that students have a clear quality level for future teachers to use. Even this can be a very important factor, since most authorities do not specify that only one alarm signal should be used.

It is no exaggeration to say that developing the competence of the future technology teacher in the field of communication technologies through the analysis of scientific literature and practical works in order to form the competence of the future teacher in using the educational complex. not exaggerating our problems today.

In defining the unique strength of digital competence in the Norwegian school, digital skills are divided into three sub-categories: research and communication, development, communication and digital didactic activities. A skill is defined as the ability to master a subject by itself:

The development of digital technologies has revolutionized many forms of communication for reading, writing and speaking. Therefore, using multiple skills is a natural way to learn in both field integration and across domains, and field use provides opportunities to identify and apply new learning strategies. Thus, it requires the implementation of a new and expanded concept of education (Nipwegian Department of Education and Training, 2012).

The term "skills of integration" can be a little misleading, since the text clearly indicates the interpretation of the text.

Professional competence refers to the specific competence of the future teacher. In order to further develop the professional competence of future teachers, it is important to discuss the specific skills of teachers in using ICT in their work and discuss it as an important aspect of its implementation.

The most difficult task facing any educational institution is to improve the quality of education. The teacher's professional skills play a big role in solving this problem. The socio-economic and spiritual development of the society directly depends on the professional level of the teacher. In the modern education system, the need to improve the qualifications and skills of teachers is increasing.

A competent approach to the education system began to take shape in the 60s of the 20th century, and the term "Competence" has been used by scientists for many years in the field of psychological-pedagogical literature.

Competence: secondly, the authority, right and ability of a specific state (local self-governing body) or a foreign person as defined by law, regulatory documents or other documents; secondly, knowledge and knowledge in one or another field are questioned.

The dictionary meaning of the English concept of "competence" is "ability", the term "competence" serves to express knowledge, skill, knowledge and ability in the didactic dictation of N.A. Muslumov on the topic "Professional training of secondary education teacher".

The word competence comes from the word "competition" and means "competition". It is given concepts such as 'competitiveness', 'adaptability', 'achievement', 'success', 'understanding', 'efficiency', 'teachability', 'quality', 'ability' similar concepts are explained here.

The dictionary meaning of the concept of competence is explained as follows: qualified (in French language) - qualified; perfect (in Latin) - capable; Competence (in English) - capable.

The English concept of "Competence" literally means "ability". The content serves to cover "the full use of practical knowledge in activities, the ability to demonstrate high-level professional skills, competence and creativity".

The concept of "competence" entered the field of education as a result of psychological research. Such competence is "how the client behaves in unconventional situations, unexpected situations, how to communicate, take a new way of communicating with others, perform ambiguous tasks, use information full of contradictions, communicate consistently and successfully to do means to have style.

Professional competence – the applicant's acquisition of knowledge, skills and abilities necessary for the implementation of professional activities and their practical application at a high level.

Professional competence is not the student's acquisition of specific knowledge and skills, but the acquisition of integrated knowledge and skills in an independent direction. Also, competence requires the ability to constantly enrich knowledge about tourism, learn new information, understand important social requirements, search for new information, process information and apply it in one's work. Professional competence is manifested in the following cases:

- in complex progress;
- performing uncertain tasks;
- in the use of tasks contrary;
- being able to have an emergency plan;

A specialist with professional qualifications:

- constantly enriches his knowledge;
- learns new skills;
- fully understands the needs of students;
- seeks new knowledge;
- Processes information and uses it widely in practical activities.

Quality of professional competence. The following qualifications are used based on professional competence:

Quality of professional competence. The following qualities are distinguished based on professional competence:

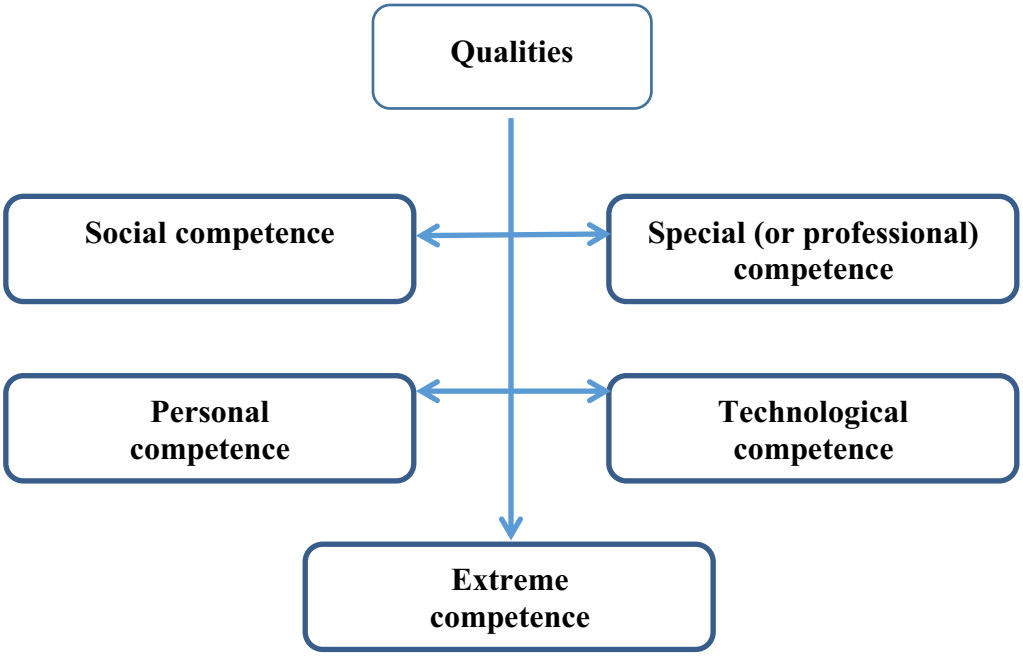

Fig 1. **Quality of work based on professional competence**

According to A.P. Joraev, competence is not only the presence of acquired knowledge and knowledge, but also the ability to use the language in a timely manner and perform one's duties.

This concept is explained by S.I. Ojegov in the explanatory dictionary of the Russian language as follows: "Competence - 1. Person is a word that a person knows very well or knows very well." 2. It is a human duty and right.

In the research conducted by V.S. Yelegina and S.M. Pokhleboev, he noted the following: "In the process of individual education, the student receives a positive result from his work and thereby learns the method, method and approach to success." The creative result created by the student is the creative result of the cooperation between the student and the teacher. Assessing the development of student knowledge, determining the level of knowledge obtained and, finally, knowing the relative level of knowledge obtained at school; secondly, it accelerates the formation of competence, all-round activity in the process of practice.

Professional competence – the individual ability of a person to meet the requirements of the profession. However, we try to define the purpose of the professional qualification system, which is the goal of efficiency and excellence. The general aspect of the student's maturity and the general level of professional competence in the development of professional competence: personal, social, personal and individual. If we reveal competence, then we increase the number of its specific functions: cognitive, adaptive, control and evaluation function, self-evaluation. According to the scientist, professional competence is the highest level of pedagogical competence. It is a unique symbol of creativity and innovation. In general, it can be described as a person who adheres to high requirements while mastering the profession thoroughly, and who enriches the world with his unique creative talent.

The analysis of large-scale scientific and educational works on the studied problem allowed us to reveal the concept and structure of competence, as well as the actual competence of a modern teacher. Pedagogical activity is carried out in the classroom, the role of the teacher is required to achieve good results in the student's learning. The highest inventive power of man is professional ability.

The professional qualification of a teacher is a clear inclination to pedagogical activity, his attitude to work, personal qualities, as well as his desire to understand his work in a new, creative way. This is a beautiful and multi-layered hodika. It is determined not only by the teacher's professional knowledge and skills, but also by the direction of his work motivation, his understanding of himself and the world around him, and his relations with the people he works with.

The concept of "competence" was used by the American economist R. Boysis. In his research, he found that a successful professional differs from a less successful professional by the emac factor, but by many factors. Thus, competence can be defined as individual behavior that can be measured or reliably measured and that is important to determine whether or not a job is being performed effectively.

The main objective of professional competence is based on the following:

- socio-legal competence - acquisition of knowledge and skills in the field of public affairs and personal relations with people, as well as professional communication and behavioral skills;

- personal competence - the ability to continuously learn and develop professionally, as well as self-awareness in professional work;

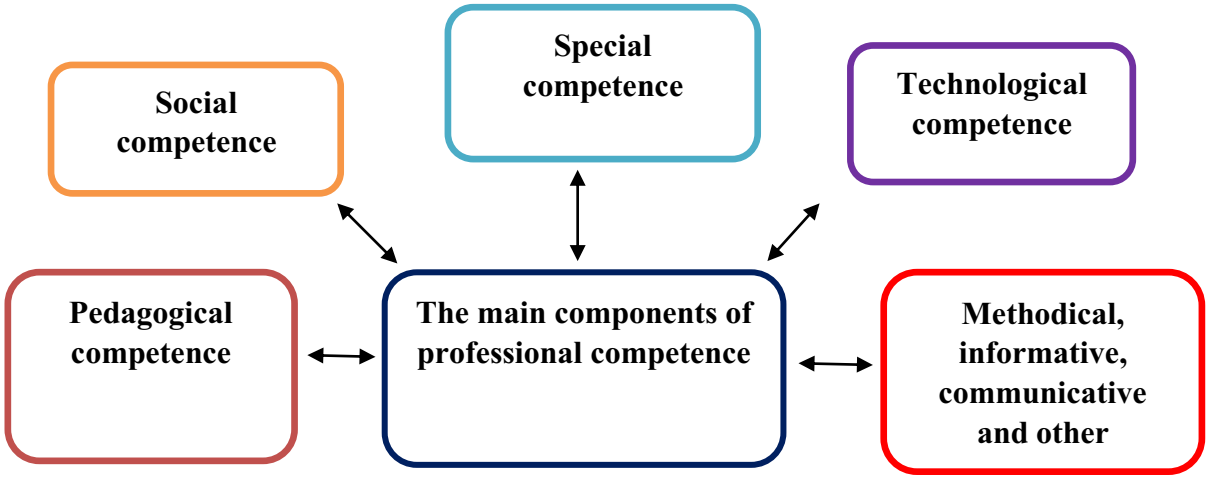

Fig 2. The main scientific aspect of professional competence

- Competence is the ability to independently perform a specific task, the ability to solve typical professional tasks and evaluate the results of one's work, the ability to independently acquire new knowledge and skills;

- self-empowerment – step-by-step understanding of your social and personal power and mastering disaster management technology;

- extreme competence - the ability to work quickly in a perfect environment, in a happy situation, in a technologically disrupted environment.

- information-communicative competence is the teacher's ability and ability to use computer technologies in independent education and professional activities.

- Digital competence involves more than knowing how to use specific computers and software. It is closely related to ICT communication skills and computer skills. Wise and healthy use of ICT requires special knowledge and attitudes in terms of legal and ethical aspects, privacy and risk, as well as an understanding of the role of ICT in society and a proportionate attitude towards technology.

Professional competence is evaluated by the level of formation of professional and pedagogical skills. Several aspects of professional-pedagogical psychology are considered from the point of view of the operative function of the future "Technology" teacher.

Important qualities of a future teacher - important qualities of a future teacher. V.D. Shadrikov understands the important quality from a professional point of view as an individual quality of a unit of activity that affects the efficiency of activity and the success of its mastery. He also considers ability to be of great importance. Productivity of pedagogical activity also depends on the formation of the most important qualities of the future teacher.

Three virtues in professional pedagogical activity - personal activity, dedication, perseverance, desire to work with teachers, not to be mistaken in special situations, attractiveness, honesty, fairness, modernity, pedagogical innovation, knowledge,

pedagogical tact, patience, discipline, pedagogical. optimism. It should also include qualities such as demandingness, responsibility and communication skills.

Important pedagogical qualities - the ability to direct and use one's personal qualities to satisfy the given pedagogical qualities, perseverance - the ability to stand up from one's mistakes in any pedagogical situation is important. It is important for the teacher to be attractive, that is, to be able to combine spirituality, charm and taste. The fact that the external growth of the teacher is expressed aesthetically is bran. It is important that the teacher's clothes, dress, jewelry serve to form the student's personality.

The personality of a modern teacher is largely determined by his knowledge and high culture. In today's world, anyone trying to make quick decisions needs to know a lot. A knowledgeable teacher should be a carrier of high personal culture, because he is always a demonstrative example for students. The professional quality of the teacher's personality, in terms of intellectual and emotional aspects of life, significantly increases the result of professional and pedagogical activity and determines the individual quality of the teacher. The development of the educational environment ensures the formation of the modern phenomenon of the teacher of higher education. Thus, the higher education system is a complex complex of creative activities that include material, technical, organizational and professional components, which are interrelated and interrelated in the higher education system. able to design the learning environment. The analysis of the scientific and research works conducted in our country and independent countries, the scientific and research works of the above-mentioned scientists show the development of the professional competence of the future "Technology" teacher and the full use of electronic didactic educational tools. equipment. is of great importance.

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