



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024

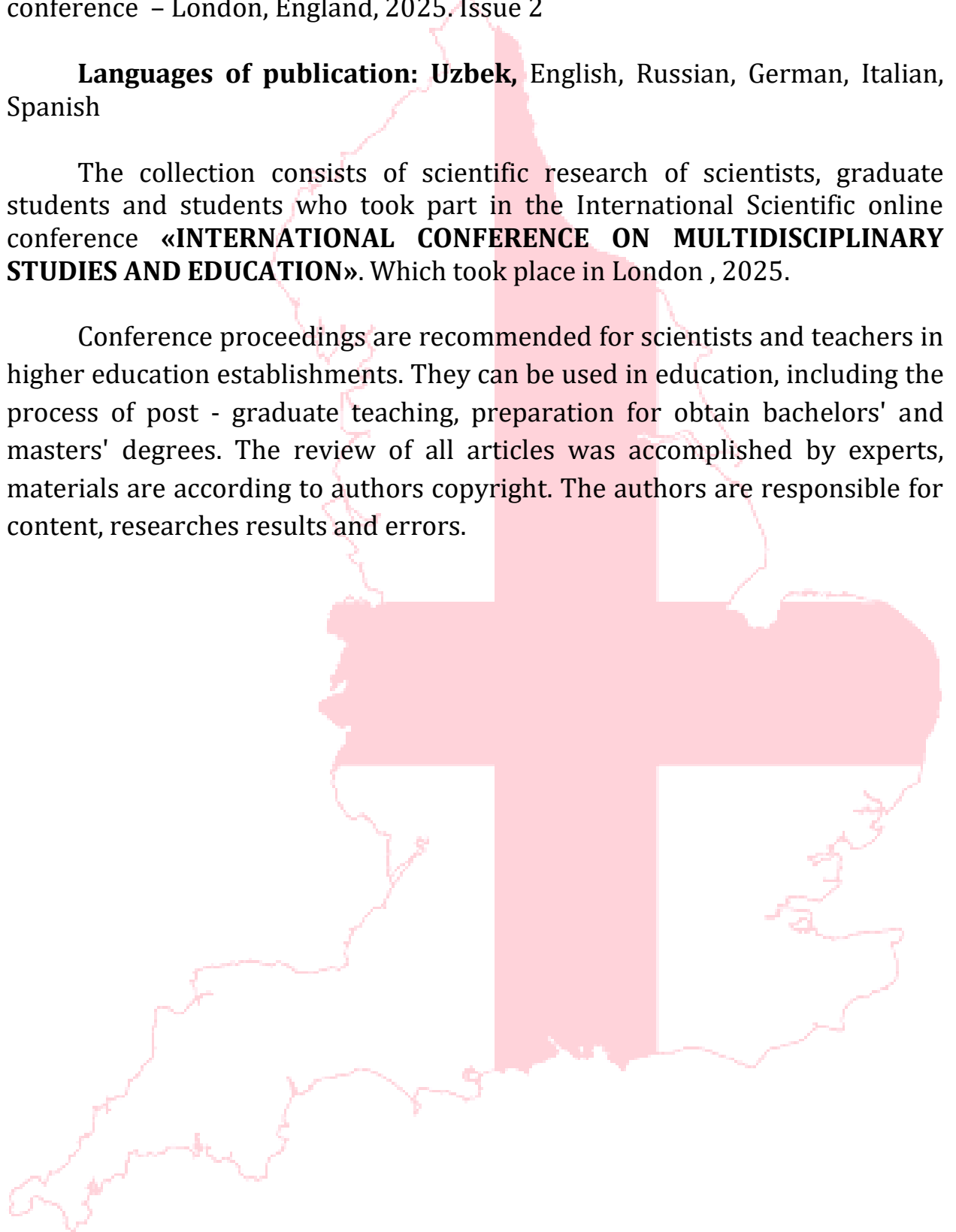


INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2025. Issue 2

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS BASED ON A HUMANITARIAN APPROACH

Tamara Sergeevna Breslavets

Andijan Campus of Turan University 1st year Master's degree

Abstract: pedagogical skills and competence require extraordinary strength, perseverance, diligence, the desire to conduct research in a new situation, flexibility for a new team, sincerity, correctness and honesty, keen intelligence, and the ability to compare one tool with another.

Keywords: educational system, competence, teacher, professional competence, human dignity, educational system

Modernization of the continuing education system is one of the most important tasks of the socio-economic development of Uzbekistan. Therefore, each educational institution of the Republic attaches special importance to improving the quality of its trained personnel. At a time when nanotechnology is being created in science and industry, new generation textbooks are being created, a rating system is being introduced in education, control in various areas, active teaching methods and other similar organizational work are being used, the future presupposes the acquisition of knowledge, skills and qualifications by teaching staff in accordance with the requirements of the time.

On the way to improving the education system in our socio-economically developing society, the training of qualified personnel in academic lyceums, vocational colleges, and schools of general secondary education has increased the need to improve their competence. This indicates that at present, great attention should be paid not only to the in-depth study of the theoretical knowledge of specialists who meet the requirements of the time, but also to the training of specialists with great human qualities who are able to enter into circulation and are proficient in their field. Especially this requirement of the modern era proves once again that teachers need to be trained as a cultured person, armed with high pedagogical skills and modern technologies to enhance competence.

It is known that the modernization of the continuing education system is one of the most important problems of the socio-economic development of Uzbekistan. Therefore, each educational institution of the Republic attaches special importance to improving the quality of its trained personnel.





The strategy of conducting psychological and pedagogical trainings in the training of teaching staff serves to increase the professionalism, spiritual appearance, intellectual potential of teachers, to ensure continuity and continuity between the levels of education, based on the current state of spiritual and educational work. Because pedagogical skills and pedagogical competence serve as a means of determining the individual qualification qualities of a subject, contribute to his creative progressive search, and increase the success of the pedagogical community.

In the modern world, which is developing towards globalization, the rapid adaptation of the state to the conditions of the international competitive process is the main factor for its successful and sustainable development. The main advantage of highly developed countries is that the state of the education system depends on the availability of opportunities for personal development. The factors ensuring sustainable economic growth of the state today and in the future also depend on the development of the educational sphere and the training of teaching staff.

Pedagogical skills and competence are used in determining professional qualities, when performing a specific task in the learning process, when assigning a description of a profession, when acquiring a certain level of skill in the educational process.

Pedagogical skills and competence require teachers to be able to conduct research, apply professional and pedagogical technologies, and organize their activities on a scientific basis. Therefore, since the issue of a teacher's multifaceted activities and abilities, an excellent artist and dedication, as well as educating young people as a harmonious personality is one of the urgent issues at the level of public policy, teachers should acquire pedagogical skills and competence.

Therefore, pedagogical skills and pedagogical competence are not a standard work style for all teachers, but a process that occurs due to the work of each teacher on himself, his creative work.

It is up to the teacher to achieve the goals currently set for education, to organize diverse activities for students, to make them educated, polite, religious, hardworking, free-thinking, conscious, competent people, free-thinking, devoted to the Motherland, free from bad ideas.

Reference:

1. O.Asqarova, M.Nishonov, M.Xayitbaev –Pedagogika. T., –Talqin. 2008 y





2. A.To'xtaboyev, A.Eraliyev –Tashkiliy xatti-xarakatlar. Andijon, - Xayot. 2001 y
3. Combs, A. W. (1986). Person-Centered Education: A Humanistic Approach to Teaching. New York: Holt, Rinehart and Winston.
4. Rogers, C. R., & Freiberg, H. J. (1994). Freedom to Learn (3rd ed.). New York: Merrill.
5. Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

