

USE OF VITAGENIC EDUCATIONAL TECHNOLOGIES IN DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

Ashurova Gulshan Shukhratovna

basic doctoral student of Navoi State University

Abstract. This article presents proposals and recommendations for using vitagenic educational technologies in developing the professional competence of future teachers.

Keywords: scientific competence, vitagenic education technology, cognitive, creative, digitalization.

In today's digitalization environment, modernizing the educational and upbringing process in higher education institutions remains one of the important issues. Therefore, education in higher educational institutions should focus not only on the acquisition of a specific set of knowledge by students but also on the development of their personality, cognitive, and creative abilities. In higher education institutions, it is necessary to develop a holistic system of universal knowledge, skills, and abilities among students, as well as independent activity and personal responsibility—that is, the core abilities that determine the quality of modern education.

One of the approaches to understanding the content of modern education in our country is based on the concept of "experience." Accordingly, the main elements of higher education content are: knowledge of nature, society, and humanity; experience in working with specific methods; experience in creative activity; and experience in emotional and value-based relationships.

At the same time, one of the main contradictions in the educational process is the discrepancy between students' life experience and academic (scientific) knowledge. Among the positions related to the activation of students' cognitive activity and personality development, data were collected on the study of their personal experience and its use in the educational process.

Learning is the realization of individual cognitive activity that develops very early, often spontaneously, due to the nature of the student's activity, even before they are admitted to systemic higher education institutions. A student admitted to higher educational institutions is already a carrier of their life experience, that is, a subject of the educational process that develops and manifests itself. The primary task of an educational institution is not to neutralize or reject students' experience as insignificant, but to maximize its development, utilization, and professional competence by enriching it with the results of socio-historical experience [1,2 3].

Relying on the positive content of life experience in developing the professional competence of students in higher educational institutions contributes to a more complete and deeper assimilation of educational material and, on the other hand, helps students become aware of this personal experience, as in the process of analysis, events familiar

from daily practice acquire a different, often unexpected aspect. The use of previous knowledge essentially turns into the acquisition of new knowledge, as what happens is not the simple application of past knowledge to new factors, but its use to understand and discover something new, as K.A. Slavskaya wrote [4].

In many pedagogical textbooks, the essence of the learning process is reduced to "transfer of knowledge," i.e., "transfer of socio-historical experience," which violates one of the most important principles of human life: experience is not transmitted. One person can convey the idea of one person's experience so that another can follow their own path of understanding themselves and the world around them. Explaining the concept of assimilation, I.M. Sechenov wrote that assimilation means combining the products of another's experience with one's own arguments (i.e., processing them from the perspective of one's own experience) [5].

The student is a subject of their own activity and should not be viewed merely as an object of adult influence. One method of individualizing learning from the perspective of collaborative pedagogy is vitagenic learning, which relies on the vitagenic life experience of learners.

Let's clarify the basic concepts. Life experience should be understood as information that has become a person's property, is stored in long-term memory reserves, and is always ready to be remembered in appropriate situations. It is a unique combination of thoughts, knowledge, feelings, and actions accumulated by a person and having a specific (usually very important) value for them. This information is related to the memory of consciousness, emotions, and behavior—that is, what a person has experienced.

Vitagenic life experience is the result of the process of accumulating life experience that has become personally significant for a person. Vitagenic experience is socially significant and allows us to predict and shape the future. Its basis is information that is strictly individual in content and volume for each discipline.

In conclusion, one of the important issues in developing the professional competence of future teachers is the use of vitagenic educational technologies. Therefore, it is necessary to develop modern approaches to the use of vitagenic educational technologies in developing the professional competence of future teachers.

References

1. Бичева И. Б., Китов А. Г. Витагенная технология обучения студентов инженерных направлений подготовки // Профессиональное образование в России и за рубежом 3 (19) 2015. – С.106-111.
2. Белкин А. С., Жукова Н. К. Витагенное образование: многогомерный голографический подход: технология XXI в. — Екатеринбург : Изд-во УрГУ, 2001. — 106 с.
3. Белкин А. С., Вербицкая Н. О. Витагенное образование в системе педагогического знания (витагенная концепция личности) // Педагогическое

образование в Рос сии. — 2007. — № 1. — URL: <http://cyberleninka.ru/article/n/vitagennoe-obrazovanie-v-sisteme-pedagogi-cheskogo-znaniya-vitagennaya-kontseptsiya-lichnosti>.

4. Славская К.А. Мысль в действии. – М.: Просвещение, 1968. 510 с.

5. Менчинская Н.А. Проблемы учения и умственного раз-вития школьников. – М.: Педагогика, 1989. – 420 с.

