



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

PROBLEMS OF USING VITAGENIC EDUCATIONAL
TECHNOLOGIES IN DEVELOPING THE PROFESSIONAL COMPETENCE OF
FUTURE TEACHERS

Ashurova Gulshan Shukhratovna

basic doctoral student of Navoi State University

Abstract. This article examines the problems of training future teachers. Issues regarding the use of vitagenic educational technologies in developing the professional competence of future teachers are also considered.

Keywords: vitagenic educational technology, globalization, professional competence, ability, reflexivity.

The fundamental changes taking place in the higher education system today require the improvement of the content and technologies for training future teachers. In the context of globalization, a modern teacher must not only have a deep knowledge of their subject but also correctly assess pedagogical situations, make independent decisions, take into account the individual characteristics of students, effectively use innovative pedagogical technologies, and regularly analyze their activities [1, 2].

From this perspective, the formation and development of the professional competence of future teachers in the process of education and upbringing in higher educational institutions is one of the important pedagogical problems. Professional competence is not limited to a teacher's knowledge, skills, and abilities; it also encompasses their ability to understand and utilize life and professional experience, their reflexivity, their values, and their capacity for practical activity in pedagogical situations.

In this process, vitagenic educational technology, aimed at the effective use of an individual's previous life and educational experience, is of particular importance. The concept of "vitagenism" is associated with the comprehension, systematization, and use of life experience acquired by an individual in subsequent activities. The main idea of vitagenic educational technology is to direct the educational process not only toward the acquisition of new knowledge but also toward the pedagogical reinterpretation of existing life experience and its integration with new knowledge.

During their student years, future teachers acquire various social, everyday, communicative, and educational experiences. By linking this experience with pedagogical activity, it is possible to enhance the student's readiness for future professional activity. Therefore, the use of vitagenic educational technologies in developing the professional competence of future teachers is considered one of the important problems.

The proposed research is also aimed at these issues, namely improving the methodology for using vitagen technology in developing the professional competence of future teachers.





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

To do this, it is first necessary to clarify the state of training future teachers in higher educational institutions and the existing problems.

Therefore, within the framework of the study, the state of training future teachers at Navoi State University in the 2024-2025 academic year was studied. At the same time, the methodology taught in higher educational institutions and the state of teaching lectures and practical classes on information technology subjects in professional activities were analyzed, and ways to organize independent education for future teachers were studied. Additionally, questionnaires and interviews with future teachers will be conducted.

Based on the results of the analyzed classes, interviews, and questionnaires, it was revealed that there are a number of problems in the training of future teachers:

- clarification of pedagogical conditions for the development of professional competence of future teachers;
- teaching future teachers to design lessons based on vitagenic technology;
- the use of vitagen technology and the integration of digital educational tools in developing the professional competence of future teachers.

By eliminating these problems, it is possible to achieve the development of the professional competence of future teachers.

Thus, it emphasizes the need to select innovative teaching technologies that meet international criteria for developing the professional competence of future teachers. This choice is both the right and the responsibility of the teacher to carry out their professional and pedagogical activities in the best possible way.

REFERENCES

1. Баранова О. В. Формирование информационной и коммуникационной компетентности будущих учителей начальных классов в условиях прикладного бакалавриата // Автореферат диссертации на соискание учёной степени кандидата педагогических наук. – Нижний Новгород, 2018. – 26 с.
2. Мзокова Л.А. Подготовка будущих учителей начальных классов к формированию метапредметных компетенций у младших школьников // Автореферат диссертации на соискание ученой степени кандидата педагогических наук. – Грозный, 2020. – 25 с.

