UDK 37.02

Istamova Dilnoza Sadullaevna,
Teacher of Navoi State Pedagogical Institute
Uzbekistan, Navoi

IMPROVEMENT OF PRAGMATIC COMPETENCE OF STUDENTS OF PEDAGOGICAL UNIVERSITY IN SKETCHNOTING TECHNOLOGY

Abstract: The article discusses the need to improve the pragmatic competence of future teachers in Sketchnoting technology and is one of the issues that has come to the fore in recent years as an integral part of competence. The article is intended to provide information about professional and pragmatic competence, the pedagogical significance of pragmatic competence, and to highlight the relevant theoretical components of pragmatics.

Keywords: pragmatic competence foreign language teaching, communicative competence, teaching pragmatics, future teacher.

The most pressing issue is improving the quality of training in education. The special place of education in the world and it's becoming one of the most important areas of human activity makes the problem of training specialists one of the priorities.

There is an objective need for qualified personnel who are able to creatively organize the educational process in certain socio-economic conditions, move quickly in the field of information, and improve and develop independently. In the requirements of professional activity, the first priority is to develop the professional competence of the future teacher using Sketchnoting technology.

Sketching - often referred to as visual recording, is a creative and graphic process in which a person can write their thoughts using pictures, symbols, structures, and text. Combining graphics with traditional ways of using text produces information that is visually and artistically described and conveyed.

Sketchout can be used in a variety of settings and scenarios, such as conferences, business meetings, school classes, and sporting events. Some of the elements associated with sketch methods include the use of text, selections, basic shapes, containers, connectors, icons and symbols, sketches, and drawings.

The use of Sketchnoting in future foreign language teacher classes is, in fact, a new fashion name that we, foreign language teachers, have been using for years without any symbols or names.

The professional and pragmatic competence of a future teacher is an integral characteristic of the business and personal qualities of a specialist, which reflects not only the level of knowledge, skills and experience sufficient to achieve professional goals, but also the social and moral position of the individual.

If we share the approach of professional and pragmatic competence developed in the field of science, the professional and pragmatic competence of a technology teacher is an integral quality of the person determined by his project activity and readiness for future professional activity in the study of science.

It can be said that professional competence develops and is formed in society and is social in its content, which is reflected in the social and professional activities of the individual in his interactions with other people, and the knowledge, skills formed in the educational process and based on abilities.

Social competence is an indicator of the social significance of the teaching profession. It describes the moral culture, ideals, and spiritual values.

Professional competence is the competence that is formed after graduating from university (his professional knowledge, skills and initial experience in his subsequent pedagogical activity). It includes the following main (special) competencies: targeted, organizational, meaningful, design, and monitoring.

The targeted competence of a technology teacher means the ability to set and implement learning objectives at different levels and areas.

The organizational competence of a technology teacher is the ability to solve the tasks of carrying out the planned work.

Content competence includes the teacher's knowledge of the subject, the ability to work creatively with the curriculum, the development of a work program that reflects the specifics of the region, the educational institution, as well as their methodological potential, information, and technical skills. describes the capabilities of the minute and, of course, the level of readiness of the students.

Design competence includes the ability of a teacher to anticipate the results of his or her work and to determine the sequence of his or her actions in achieving a goal.

Teacher monitoring competencies describe a teacher’s ability to monitor the learning process and link actual results to planned outcomes, ensuring the quality of teaching. Pedagogical diagnostic is an integral part of monitoring, which includes monitoring, inspection, evaluation, collection of statistical data, their analysis, identification of dynamics, and data forecasting.

The professional competence of a technology teacher is also influenced by a person's readiness for professional activity, and psychological and pedagogical competence.

An analysis of the psychological and pedagogical literature has shown that the professional competence of a teacher is a complex, multifactorial phenomenon, while at the same time representing a single, integrated structure.

Conclusion: Psychological and pedagogical competence in the field of education includes pedagogical diagnostics, the ability to establish pedagogically appropriate relationships with students, the ability to carry out individual work on the results of pedagogical diagnostics; knowledge of developmental psychology, psychology of interpersonal and pedagogical communication; is the ability to arouse and develop in students a constant interest in the chosen speciality, the science taught.

Based on the study and analysis of this issue, we proposed a model for the formation of professional competence of a future technology and entrepreneurship teacher, which can be seen that it includes the following components: primary, psychological-pedagogical and basic professional competence. These components are interrelated, depend on the pedagogical context, and have their own competencies specific to the future technology and entrepreneurship teacher.

Thus, we can say that the professional competence of a technology teacher is not only the formation of an individual's readiness for professional activity but also the individual's readiness as a necessary condition for the effectiveness of any activity, including professional (pedagogical) activity. A person may have the necessary knowledge, skills, education and life experience, valuable attitude to the activity, motives for the activity, and important professional qualities formed to carry out this activity, but only if he is not psychologically ready to perform this activity, there is no inner confidence, mood to carry out professional activities, then we can not consider him a professionally qualified teacher.

Bibliography:

1. D.S.Istamova Technology of development of socio-cultural competences in students in preparation for pedagogical activity 2021// Philadelphia, USA

2. D.S. Istamova Technology of Development of Pragmatic Competence of Future Teachers (On the Example of Scamper Technology)

3. M. Kh.Lutfillaev & Sh. A.Abdullaeva, (2019). Issues of development and implementation of software for pedagogical diagnostics (on the example of higher educational institutions of the Republic of Uzbekistan). Educational resources and technologies, (3 (28)).

4. S.T.Ruzmetova, , & Sh. A.Abdullaeva, (2021). The use of digital technologies in education. Problems of modern science and education, (3(160)), 33-35.

5. Sh.A.Abdullaeva, (2018). Improving the mechanisms of preventive and rehabilitation work to reduce the growth of delinquency among minors. Lifelong learning: continuing education for sustainable development (pp. 459-464).

6. Sh.A.Abdullaeva, & M.A.Zainitdinova, (2018). Improving the quality of education in the system of retraining and advanced training of teaching staff. scientific result. Pedagogy and Educational Psychology,4(3).

7. Bazarova U. M. THE ROLE OF SPIRITUAL AND MORAL EDUCATION OF STUDENTS OF TECHNICAL UNIVERSITY IN THE LESSONS OF FOREIGN LANGUAGES //Theoretical & Applied Science. – 2019. – №. 11. – С. 614-616.

8. Bazarova U. M. The state of the problem of moral and aesthetic education of students by means of a foreign language at the present stage //International scientific journal" Scientific Horizons" no. – Т. 1.

9. Muhabbat H., Bazarova U. M., Mirzaeva M. N. Opportunities for innovation technologies in higher education //International journal on integrated education (IJIE) Indonesia. – 2020. – №. 12.

10. Bazarova U. M. Improvement of mechanisms of moral and aesthetic education of students in foreign language lessons of a technical university //Asian Journal of Research in Social Sciences and Humanities. – 2021. – Т. 11. – №. 11. – С. 7-9.

11. Istamova D. S. ANALYSIS AND EXPERIMENTS ON TECHNOLOGY FOR THE DEVELOPMENT OF PRAGMATIC COMPETENCE OF FUTURE TEACHERS //Herald pedagogiki. Nauka i Praktyka. – 2022. – Т. 2. – №. 2.