

**FORMATION OF TRANSVERSAL-METHODOLOGICAL COMPETENCE OF
FUTURE EDUCATORS***Barno Ergasheva Ziyavitdin kizi**Teacher of the Tashkent State Pedagogical University named after Nizami,
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Abstract:In this article, the professional competence of future educators is reflected in their thinking processes and activity in education, such as the ability to see and distinguish problems, set tasks, formulate hypotheses aimed at solving problems, and find solutions.

Аннотация:В данной статье профессиональная компетентность будущих педагогов отражается в их мыслительных процессах и деятельности в образовании, таких как умение видеть и различать проблемы, ставить задачи, формулировать гипотезы, направленные на решение проблем, и находить решения.

Annotatsiya. Mazkur maqolada bo'ljak tarbiyachilarning kasbiy kompetentligi ularning fikrlash jarayonlari va ta'limdagi faolligi, muammolarni ko'ra bilish va ajrata olish, vazifalarni qo'ya olish, muammo yechimiga qaratilgan farazlarni shakllantirish va yechimlarni yechim topa olish kabi vazifalar aksini topgan.

Many reforms implemented in our country, including in the process of developing a civil society based on democratic principles, emphasize the need for further improvement of the professional competencies of teachers in order to improve the quality of professional training of students in their specialty in higher education. education system. In the conditions of market relations, withstanding tough competition, occupying a leading place in the labor market, there is a need for each specialist to acquire professional competence and consistently improve it. The implementation of these tasks requires the creation of effective innovative models based on the principles of multi-stage, continuity and systemic nature in education, the development of professional competencies of teachers.

The issues of professional training of teaching staff have been widely studied by such Russian scientists as Yu. I. Artamonova, Yu. V. Andrienko, V. I. Baydenko, Yu. V. Berezhnova, A. A. Verbsky, I. A. Zimnyaya, V. V. Kraevsky, N. V. Kuzmina, V. V. Serikov, V. A. Slastenin, Yu. G. Tatur. , A. V. Khutorskoy, Yu. N. Shiyanov. 'learned. Various aspects of teacher training and the social essence of the profession A. V. Mudrik, F. R. This was reflected in the studies of Yuzlikaev, E. R. Yuzlikaeva, N. M. Urinova.

The axiological aspects of professional pedagogical activity are covered in the works of V.A. Slastyonin, E.N. Shiyanov, O. Musurmonova, Sh. Mardonov. Scientists such as Z.T. Rakhimov, R.Kh. Jo'rayev, O. Musurmonova, S. Nishonova, U.I. Mahkamov, M. Inomova, M. Kuronov, S. Ochilov, N.O. Ortikov, Sh.T. Khalilova, N.M. Yegamberdiyeva, Sh.S. Shodmonova, Q. Kuronov, Sh. Olimov, G. Makhmutova, have developed pedagogical foundations for the spiritual and moral education of young people at various stages of education.

By forming the methodological competence of educators in the upbringing of the younger generation, a certain impact can be made on human life, personal development, and the development of social relationships.

Indeed, creativity is one of the most important factors influencing the development of the individual and society. A person's creative thinking, in turn, is the basis for professional and

innovative research that contributes to the development of new ideas, discoveries and inventions, the expansion of knowledge, and the development of science and technology.

When analyzing the methodological foundations of the formation of research competence of teaching staff of higher education institutions, we can see that various unique views and concepts have been formed in this regard. For example, I.A. Zimnyaya includes research competence as a set of basic competencies necessary for human activity, while T.A. Voronova interprets research competence as a set of skills related to the need for teachers to process theoretical knowledge in practice, mastery of pedagogical research methods, analysis of empirical data, their use, and formulation of conclusions. A.V. Khutorsky describes research competence in relation to the system of personal values (axiology) and internal motivation, while V.V. Dumin associates research competence with the high effectiveness of a teacher in his scientific activity, his scientific thinking style, needs and abilities, promotion of his own views, and goodwill towards innovations. In Sh.S. Sharipov's scientific research, the concepts of research and invention are a process that increases and strengthens the level of knowledge of a specialist, leads to a significant increase in the qualities of active and independent thinking, and the spiritual and educational level. It is thought that .

The literature analysis shows the motivational, cognitive and technological aspects as the main components of the research competence of pedagogical personnel. Here, the motivational aspect is interpreted as a manifestation of the uniqueness and importance of research competence in professional activity, the cognitive aspect is interpreted as the acquisition of knowledge necessary for studying scientific information and performing research tasks and applying its results in professional activities, and the technological aspect is interpreted as a set of skills and qualifications necessary for performing the tasks set.

Therefore, in the context of today's modernization of education, we believe that it is appropriate to develop the competence of leadership and teaching staff of higher education institutions and pay special attention to the following areas in this process:

- develop motivation among teaching staff to actively master new competencies and skills related to professional activity and the field;
- develop a creative approach and innovation to the pedagogical process by emphasizing quality in the educational process;
- widely implement the concept of "education through research", which includes elements of collaborative learning, project-based and problem-based learning;
- developing collaborative research activities of teachers and students through the organization of creative seminars, castings, master classes and developing the necessary skills and qualifications in the field of organization and management of research activities among teachers;
- developing and implementing special courses that serve to develop innovative ideas and research skills of teachers are important areas.

If we conclude from the above points, the orientation of future teachers to transversal-methodological competencies is an important component of professional competence, which is openness to innovations, analytical thinking, creativity and research skills and competencies, and the level of readiness for their effective use in professional activities, as well as personal qualities. Research competencies, in turn, serve the comprehensive professional development of

a specialist based on the mastery of modern trends in science and advanced pedagogical experiences, and the full manifestation of their potential

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