



Interpretation And Qualities Of The Concepts Of Competence, History/Geographic Competence And Graphic Competence

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Abstract: In this article, the interpretation, qualities, analysis, approaches of the concepts of competence, history and geographic competency and graphic competency are highlighted. Pedagogical laws have also been defined, pedagogical-graphic skills have been analyzed, competence-based qualities and schemes for the development of professional graphic competence of future pedagogues have been developed.

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Introduction.

The context of deepening globalization and integration processes in the world, the need to improve the professional graphic competence of teachers through the development of information and communication skills is increasing. That is why it is urgent to conduct scientific research on the use of 3D digital technologies, the development of effective ICT skills, and the development of professional graphic competence, based on the norms and international standards established in the strategic projects of UNESCO "Structural Structure of Teacher ICT Competence", "Qualified Teachers for All Education" is gaining importance [13].

The preparation of future geography teachers for professional graphic work is carried out on the basis of teaching subjects that promote graphic knowledge organized in family institutions. By its essence, the preparation of future geography teachers for graphic work in higher educational institutions is one of the important directions of technological education, a holistic process and the end of pedagogical activity aimed at a specific goal [1].

Literature analysis.

The analysis of the research problem shows that Sh.S.Sharipov, N.A.Muslimov, U.Q.Tolipov,

O.A.Koyysinov, M.M.Kadyrov and others among the pedagogic scientists of our country are interested in improving the training of future history and geography teachers research work has been carried out. Also, in pedagogical studies, ideas related to personality development are expressed as a theory of developmental education, they are based on the research works of V.A.Slastenin, I.F.Isaev, Ye.N.Shyanov and others.

Research methodology.

This article describes the principles, pedagogical conditions and factors influencing the development of future history and geography teachers' competence, graphic competence, and pedagogical skills.

Analysis and results.

According to the results of familiarization with the information recorded in the literature and electronic sources related to the article, there are abstractions in the interpretation of the concepts of "competence" and "competence". There is confusion among researchers in clarifying the essence of both concepts, and there is no consensus on which of the concepts is primary.

The concepts of "competence" and "competence" were first used in psychology in 1955 by

psychologist Daniel Katz as functional competencies (knowledge and skills related to technical expertise required to perform a specific job); management competencies (knowledge and skills necessary for planning, organizing and using resources); communicative competence (knowledge and skills required to organize interaction with others); conceptual competence (knowledge and skills necessary for planning and observing activities according to ideas at the level of abstraction) [12]. In the pedagogical lexicon, these concepts were used for the first time in 1957.

Also, D.Petrov's approach requires to express that "competency" is "scope of knowledge". That is, competence is a well-mastered range of knowledge by a specialist, which is based on well-mastered skills, competences and experience and, in turn, is manifested as the ability to perform appropriate activities or perform assigned tasks. The author's opinion is fundamentally correct, but it also needs to be clarified [2]. In this place, the essence of the concept of "competence" can be clarified from the point of view of the important structural elements of pedagogical competence - methodical competence. Every teacher must have pedagogical competence as a specialist. While organizing pedagogical activity, the teacher must be able to demonstrate individual, personal, social, leadership, management, methodical competence.

First of all, it should be noted that the specialist's field, direction or type of activity performed by him is appropriately named in terms of the issues to be solved and serves to mean general or private competence [11]. For example, pedagogical competence is a general competence that all teachers working in this field need to have, and a geography teacher has a geographical one, a music teacher has a musical one, a biology teacher has a biological one, etc.

It should be noted that, as a result of familiarization with printed and electronic literature and scientific research, the term "geographical competence" is not directly explained as an independent concept in the sources, but similar types of competence are highlighted on its basis, for example, cartographic competence, history and socio-economic geographical competence, the essence of such things as ethnogeographical competence is explained. The

definition of the concepts of "competence", "competence" is "geographical" and the concept of "geographical competence" allows to explain [3].

In our opinion, geographical competence is the ability of geography teachers (or future teachers) to effectively apply geographical knowledge, skills, skills and experiences in accordance with the requirements of educational standards, and to successfully solve tasks of various complexity related to the field. Including V.V.Barabanov geographical competence:

- the sum of the graduate's personal qualities (value-meaning orientation, knowledge, skills, qualifications and abilities);
- "Geography" is defined as the ability to solve environmental problems with the help of knowledge provided by the educational subject.

In his research, V.V.Barabanov also divides the subject competences of "Geography" into the following five groups:

- Ability to identify and express problems to be solved in specific situations using geography tools.
- The "language" of geography (understanding geographic terms and concepts, "reading" geographic maps, getting acquainted with special sources that provide information on the field).
- Ability to acquire geographic information needed to solve a specific problem.

In the process of conducting the research, it was made sure that the qualities that form the basis of geographic competence, the competencies, are as follows (Figure 1).

These competencies essentially mean the following [4]:

- *Knowledge competence* - awareness of geographic terminology (practical geographic, history and natural geographic, socio-economic geographic, ethnogeographic, demographic terms) and geographic knowledge; Comprehension Competence – history and geographical Objects: Understanding the uniqueness of different geographical regions and territories.

Analytical competence is a mutual comparison of natural, social and economic processes in different geographical regions and regions.

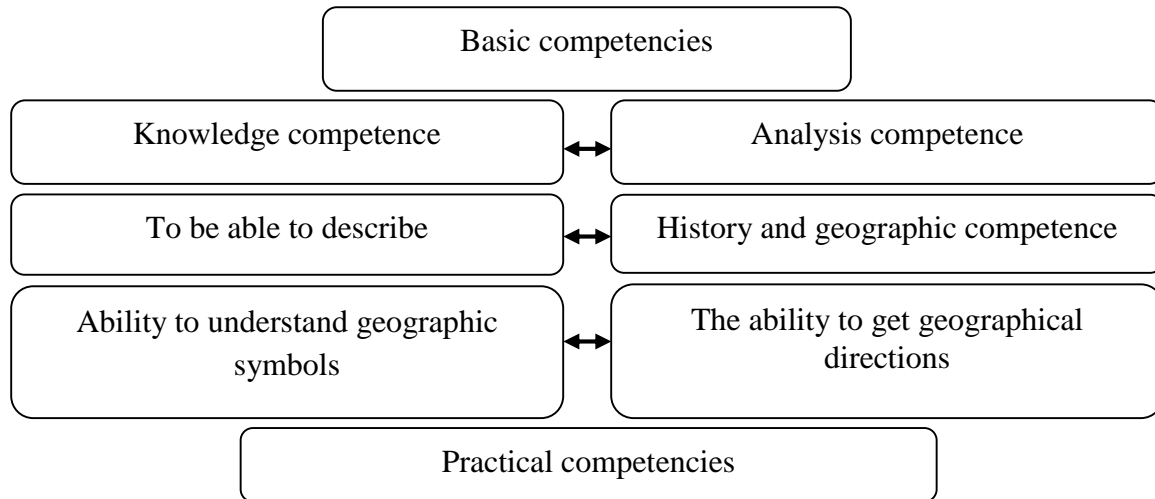


Figure 1. Basic qualities (competencies) reflected on the basis of history and geographical competence

– *Descriptive competence* is the ability to describe geographical regions and territories according to their natural, socio-economic, demographic and ethnic characteristics.

– *Competence to understand geographical symbols* - possession of geographical "language" (awareness of geographical symbols);

– *Cartographic competence* - ability to work with geographic maps.

– *Geographic Orientation Competence* - the ability to navigate through different regions and regions of the geographic space unique to the globe.

– *Practical competence* is the ability to organize educational and informational and scientific-research activities.

At the same time, according to G.A. Galenyuk, SVJilich, students of graphic sciences should be able to form graphic and professional competence, the necessary knowledge and skills to master the basics of theoretical and practical knowledge based on the consistency of the sciences in the geography direction [5].

As one of the important areas of history and geography education, the preparation of future teachers for geographic graphic activity in higher education institutions means that future history and geography teachers must meet certain professional-qualification requirements in accordance with the state educational standards in the relevant field of education [14].

Appearing as a holistic process, the preparation of future teachers for professional graphic work in higher education requires the unity and interrelationship of many structural elements. Theoretical, legal, theoretical-methodological, organizational, practical-methodical, diagnosis-evaluation foundations, important laws, laws, priority principles, leading ideas, terminology, methodology, pedagogical technology and control-evaluation system of vocational graphic education will be included in the future in the higher educational institution. geography ensures the integrity of the process of preparing teachers for professional graphic activity [10].

M.H.Usmonboeva draws attention to the fact that general dialectical laws are also an important basis for pedagogical laws [3]. According to the author, the pedagogical laws are:

– the formation of pedagogically important views on the basis of many and sometimes conflicting ideas;

– quality improvement of knowledge, skills, qualifications, personal qualities acquired by learners, increase of life and professional experience;

– the rejection of periodical and ideologically outdated ideas by new, modern, scientifically improved views;

– The viability of pedagogical ideas and views depends on their ability to fully satisfy the spiritual needs of people living in different times and places, as well as their life aspirations and values.

Close foreign in the states graph competence and him expert in the form of reflection reach and I'm sorry in specialists this quality formation, consistent development of the problem research to be done separately attention directed. In particular O.S.Bikova, Ye.P.Vox, G.A.Galenyuk, S.V.Jilich, G.M.Klochkova, T.P.Petlina, T.K.Musalimov, A.V.Petukhova, N.V.Fedotovakabi researchers by take went scientific in research object reach "graphic competence", "graphics - construction such as "competence" of concepts theoretical interpretation to determine, as well as the future processes of effective development of this competence in specialists acceptance done [5].

To him according to N.V.Fedotova's scientific in the work "graphic the concept of "competence". As follows described: future technical of the specialist professional in the direction to perfection achieved to go and special to knowledge, graphic qualification, practical skills illuminant personal feature being, u informed in society personal and professional development strong in taste to competition based on in the environment construction - design activity organize to do impulse giver strong motivation and wide to thinking ownership, to the field concerned new technologies to master readiness to lighting service does [9].

One of the important structural elements of professional graphic competence is graphic competence. Therefore, in some studies, the issue of graphic competence and its development in a person is studied.

Sh.N.Muslimov, J.Dixon's structure of engineering activity - determined the structure of active components that make up graphic competence based on the analytical scheme of engineering and adapted them pedagogically to educational graphic activities for students [3]:

1. Intellectual planning skills: formulating (explaining) a task, problem, all its components, developing a general algorithm; clarifying auxiliary tasks as the main means of solving; determining novelty,

comparing with classes of known tasks; reasoning with engineering solutions; Graphical skills, including those related to recommendations (tables, graphs, algorithmic forms, etc.) in a convenient form.

2. Making and drawing product construction drawings. Perform the necessary mathematical measurements. Use of GOST, references and technical literature.

3. Skills requiring the use of computing techniques and other technical tools and systems: use of certain algorithms to solve auxiliary tasks; creating algorithms and block diagrams for solving any design problems, computing techniques and using a computer.

4. Skills related to the rational search and use of information in the performance of creative graphic tasks: the use of problem-algorithmic forms of information presentation as information literature in solving problems.

Higher education institutions, the quality components such as their design, construction, practical training in the preparation of graphic competences analyzed above are interrelated and are the structural elements of geotextism [8].

In researching the process of forming the graphic competence of the future geography teacher, the graphic competence components analyzed above reflect the system of professional-pedagogical knowledge and skills [15].

The analysis of studies showed that the term "competence" is necessary in any field of professional activity and life activity, which emphasizes personal qualities, a wide range of knowledge and skills, such as the development of certain forms of thinking and activity. A.V.Khutorskoy in his research gives the content of the main competencies, their list consists of the following: general cultural, educational-cognitive, informational, communicative, social and labor, personal [6] universal knowledge that provides adaptation and skills).

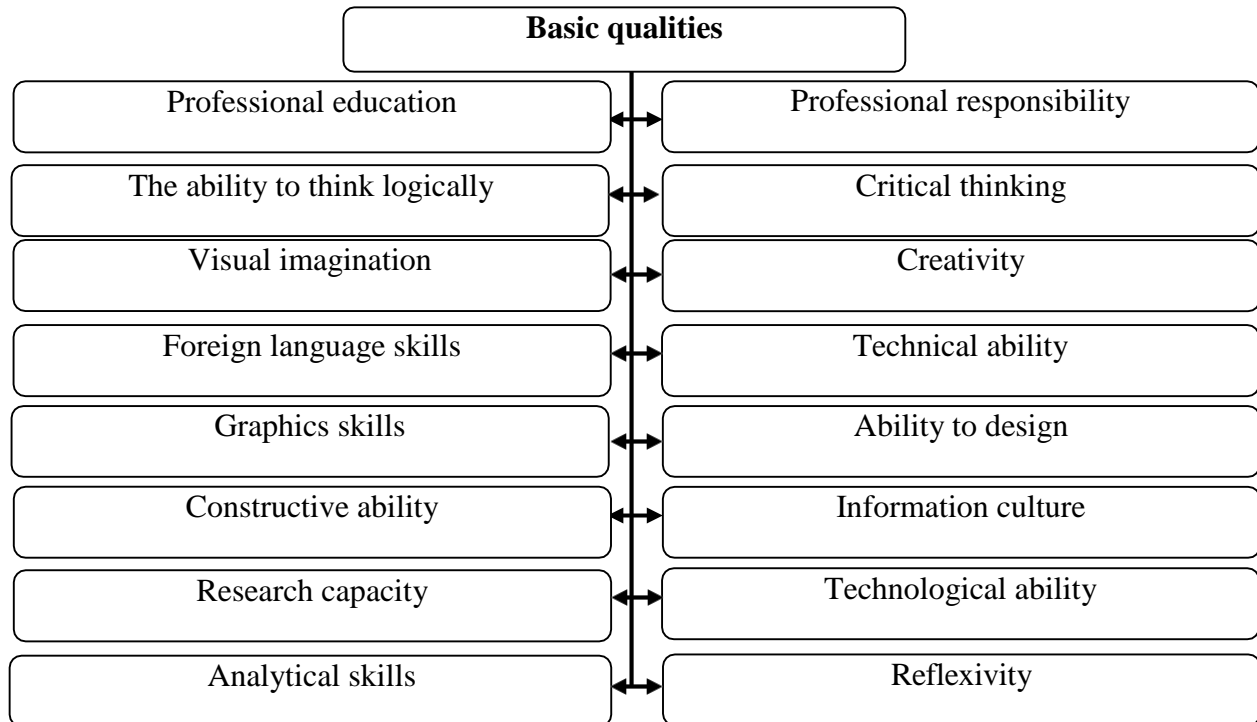


Figure 2. Qualities reflected on the basis of professional graphic competence of future technological education teachers

The development of competence includes the development of the ability to get ideas about the consequences of professional activity and take responsibility for the variety of complex and unpredictable production situations. Maturity is recognized as the leading criterion for preparing graduates of modern technological education to work in unstable, rapidly changing conditions of professional activity and social life [7].

Conclusions. Thus, it is required to reorganize the graphic education system of students. It should be based on the logical basis of the design and development of educational materials, which requires the organization of blocks of educational materials in a different order. The orientation of students to construction works in the organization of educational programs and graphics of educational materials corresponds to the main ideas of the history and geographical program for educational institutions.

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