

Formation Of The Professional Competence Of The Teacher As An Important Factor In The Development Of The Educational Process

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Abstract: This article explains the essence and significance of the pedagogical competence, the essence of the concept of competence, the qualifications of professional competence, and the professional competence of the pedagogue in the process of implementing and development the current system of educational.

Keywords: competence, professional, competence, competence, competence, pedagogy, persuasion, simplification, program, system, reform, self-assessment.

As the President of our country Sh. Mirziyoyev noted, "We believe that it is our highest priority to improve the activities of all levels of education and training systems on the basis of modern requirements."¹ Currently, improving the effectiveness of education, development of professional competence of specialists, orientation of pedagogical personnel in innovative activity, implementation of innovative education and information and communication technologies in the educational process at higher educational institutions, mastering and targeting of advanced foreign experience are identified as priority tasks of modernization of higher education. . Education is the key to reforming society and making it a more open and new technology and knowledge society for the outside world. It defines and defines not only the prospects for the development of society, but the individual activities of each individual.

The Republic of Uzbekistan is developing dynamically to compete globally in terms of training. The most important indicator is the development of creativity and innovative thinking and competence. These have created the need to improve the pedagogical skills of future teachers based on the requirements of the globalization process. In the Strategy of Action for the five priority areas of the Republic of Uzbekistan for 2017-2021, one of the most important priorities for the comprehensive development of the higher education system is "continuous improvement of the quality and level of professionalism of the teaching staff"².

For future teachers, it is important to differentiate sharply the concepts of 'competence' and 'competence'. Despite the fact that the terms used are widely

¹ Mirziyoyev Sh. M. Rule of law and ensuring human interests - country development the guarantee of prosperity. - T.: "Uzbekistan", 2017. -22-6.

² Decree of the President of the Republic of Uzbekistan dated February 7, 2017 № PF-4947 "On the strategy of further development of the Republic of Uzbekistan". www.uza.uz

used in pedagogical and psychological activities, so far there is no single approach to discovering their content in the existing scientific and methodological literature.

Scientists have conducted a number of research related to competence and its classification. While some scholars have used the concepts of "competence" and "competence" to describe the end results of education, some scholars have used different expressions of the personality of a developing person.

Competence is a set of problems in which a person must be fully informed, possess experience and knowledge, as well as have the competence and competence in the field of knowledge and skills that are relevant to their field to acquire skills³.

The definition of competence in a foreign language dictionary (from Latin: competere - to achieve, to be worthy, to be worthy) is as follows:

1) The scope of authority established by law, regulations, acts for a particular agency or official;

2) A set of industry-specific knowledge and experiences.⁴

AA Olegov's Russian Dictionary defines competence as "the complete awareness of a person of the nature of particular problems."

With L.V. Zanina and N.P. Menchikova recommends differentiating between "competence" and "competence", which are often used as synonyms:

Capacity - the essence of such important qualities of a person as knowledge, skills, skills, methods of activity;

ability - the existence of a certain ability in a person and their attitude to it and the subject of its activity.

According to E.V. Artytishevskaya and M.A. Kabardov, modern literature on psychology and psycholinguistics is expressed as a classification of behavior in "psychology" or "competence" (linguistics) as a form of personality activity, for example, the level of speech. In this context, competence refers to learning, knowledge, and ability. In other words, competence is the ability to integrate the notion of ability as the end result of learning. Therefore, just as there is no ability, there is no end result.

In the scientific-methodological literature the following classifications are traditionally presented:

- to be able to work in a democratic institution and to contribute directly to its development and to take on a range of political and social objectives;
- be able to promote a broad, inter-ethnic harmony that is adapted to live in a multicultural society and can see other religions and cultures as well;
- Excellent knowledge of several foreign languages in social life, professional activity, interpersonal relationships;
- be able to critically analyze the information available in the Internet and the

³ The encyclopedic dictionary. –M. 1981.

⁴ Dictionary of foreign words and phrases./Aut. E.S. Zenovich. - M., 2000.

media in the context of an informed society;

- be able to maintain a lifelong interest in reading, not only from a professional point of view, but as an individual and as an active member of society.

S. Shishov and V.A. Calney are often found in different situations and contexts where the capacity of a person is not always determined by the amount of his / her knowledge or skills. Being decent requires a person to use his knowledge and skills in such situations.

When discussing the bill, it is necessary to pay attention to specific situations that appear. One can only talk about the project when it does occur. The abilities that do not appear in the appropriate circumstances are considered unacceptable and are often viewed as untapped opportunities. Therefore, to become a competent specialist, a teacher needs to have both pedagogical and supportive skills in the teaching process.

A.V. Tryapitsin's research notes that the main competencies are the general ability of every modern specialist to be required in his or her socially productive work. The ability of an expert is manifested in a particular field of professional activity, and the special ability is the ability to be expressed in a variety of situations and situations in the pedagogical process. The notion of "worthiness" serves to describe the subjective qualities of an individual in his or her professional activities that cover all the components.

A. Markova proposes to define competence based on the individual characteristics of profession and to distinguish between the following types:

- special ability - a relatively high level of professionalism in the professional activity, ability to design his or her more advanced professional activity;

- social competence - ability to communicate in a collective manner, to feel social responsibility for the results of their professional activities;

- personal capacity - having the means to develop self-esteem, self-expression and the means to withstand the negative effects of professional activity;

- personal competence - systematic development of individual characteristics within the profession, achievement of professional maturity, self-preservation in any conditions.

Skills are sometimes substituted for the skill of the teacher, which is reflected in the skillful performance of the functions of the teacher in his professional activities. The qualifications of the employee are determined by the qualification level, the category as defined by the higher organizations within the relevant specialty. And flexibility is radically different from skill.

Professional competence is the ability of a teacher to use his or her individual traits to create an effective model of student development in the educational process.

Teacher competence (under established conditions) develops over a long period of pedagogical activity. The direction of professional development in the individual determines the direction of development of the teacher's abilities.

The notion of “professional competence of a teacher” refers to the personal qualities of a tutor or teacher, provided by the administration of an educational institution and aimed at the independent and effective resolution of pedagogical tasks formed by teachers themselves. The pedagogical competence of a teacher means that his or her theoretical and practical training in the process of practical activity is subject to a single purpose.

An important factor in improving the educational process is related to the high level of professional competence of higher education teachers in the system of higher education. Therefore, it is important to create theoretical and practical foundations for the process of forming the professional competence of teachers based on the effective use of modern educational technologies.

In this regard, the activation of pedagogical activity in higher education institutions is an urgent task to scientifically justify new approaches to the professional competence required today.

Various approaches to the notion of professional competence are suggested in the scientific context. It is applied to the subject of labor as a specific, descriptive activity, or as a characteristic of the subject's attitude to specific aspects of the particular activity. For example, research scientist EF Zeer has shown that functional competence development integrates different forms of competence as they reach professional maturity, and their relationship with the qualities of a professionally important personality.

In particular, the main levels of professional competence include personality traits that determine professional development and experience, self-awareness, self-reliance, the ability to properly address the shortcomings expressed by others, and so on.

Competence is characterized by the following features:

- the ability to apply knowledge correctly in a given situation, in a particular situation, taking into account its various aspects;
- ability and willingness to make decisions, including the ability to choose the best solution for the situation;
- the ability to organize social movements and do everything possible to do so;
- communicative skills that allow them to establish and interact effectively with other people within the framework of activities;
- the presence of certain spiritual values, worldview, cultural and moral qualities, a sense of aspiration for activity;
- to develop their creative abilities, to seek new ways of working.

In conclusion, the professional competence of the teacher in the development of the educational process ensures an effective, successful organization of the teaching (learning and upbringing) process. In order to have professional competence, an educator should focus on self-development.

It is possible to make the following suggestions for building professional competence of teachers:

- clear professional orientation, active acquisition of knowledge, expressed in the process of development of social experiences, search and creativity;
- development of scientific thinking, which allows to independently make decisions in any non-standard situations, which are common in professional activity, as well as to analyze all the events and events of the whole process;
- organization of independent education, which includes a wide range of national and world culture, understanding of educational process, improvement of pedagogical skills, self-development, development of research activity;

and the organization of education that enables individual students to develop their own mental and practical skills through the individualization of students' professional training.

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