



SPECIFIC CHARACTERISTICS OF THE FORMATION OF PROFESSIONAL COMPETENCE IN EDUCATORS

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Abstract: In this article, the concept of competence, professional competence, competent approach, professionally competent teacher, some things that need to be done if the formation of professional competence of future pedagogues is considered as a pedagogical problem, the concept of competence in professional competence and it is said that future pedagogues need to pay attention to the forms of theoretical training in the formation of professional competence.

Key words: competence, professional competence, competence, future pedagogues, competent approach.

The term competence is "efficiency", "achievement", "success", it is defined using the words "understanding", "effectiveness", "having", "quality", "quantity", while many authors noted the difficulties in diagnosing it. L. Spencer and M. Spencer say that the formation of competencies is delayed by the difficulty of measuring them and determining their characteristics.



J. Raven believes that competence should be assessed by belonging to a field according to a certain object or a class of objects. As a result, an estimate of the intensity of individual motivation of a certain activity is formed. He explains that it makes sense to determine the competence of a person only if he is expected to carry out activities to achieve a certain goal.

To meet the demands of the society, a modern teacher should have a high culture, deep spirituality, a sense of responsibility for the Motherland, responsibility, deep knowledge, pedagogical interest in developing the creative potential of his students, innovative activities, self-reliance requires ability to work, professional activity and a number of other similar qualities. Therefore, along with the issue of educating a perfect person, another main issue, that is, the issue of forming the professional competence of a specialist is considered very important today. Determining what the specialist has competencies, i.e., what method of activity he can master, what he can do, what he is ready for is called a competent approach.

The concept of "competence" entered the field of education as a result of the scientific research of psychologists. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and ownership of a plan of action in complex processes.

Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level.



A professionally competent teacher, firstly, has a positive influence on the formation of creative students in the educational process, secondly, he can achieve positive results in his professional activity, and thirdly, he can realize his personal professional potential.

If formation of professional competence of future pedagogues is considered as a pedagogical problem, it is necessary to carry out the following activities:

1. Fundamentally improving the quality of teacher's professional-pedagogical training is directly related to its content. It is necessary to ensure the synthesis of pedagogical and technical knowledge in order to significantly increase the quality of pedagogical personnel training.

2. Pedagogical competence depends on the concept of pedagogical skill as defined by N.V. Kukharev as follows: "a set of qualities that solve the specific qualities of a teacher's personality and pedagogical issues in the most effective way arising from psychological-pedagogical preparation."

3. A.K. Markova says that a teacher is a teacher with professional competence, when he improves his pedagogical activity, pedagogical behaviour to a sufficiently high level, and achieves high results in teaching and educating young people. A competent teacher should know how to apply his professional knowledge and psychological qualities in his work.

At present, great attention is paid to the teaching technology in the formation of professional competence. The teaching technologies developed and used by the teaching staff of higher education institutions are a component of the educational system for determining and training the professional competence of future pedagogues, and are necessary for the initial creation of the professional-significant base of acquiring the profession, professional helps to gradually form theoretical, practical and motivational preparation and ability to perform activities at a high level.



In addition, the concept of competence is important in the specific features of the formation of professional competence in future pedagogues. Competence requires constantly enriching one's knowledge, learning new information, feeling the demands of this day and age, the ability to search for new knowledge, process it and apply it in one's practical work. A competent specialist knows how to use the methods and methods that he has mastered in solving problems, which are suitable for this particular situation, he can selectively use the methods that are suitable for the current situation, reject those that are not appropriate, acquires skills such as critical thinking.

Since the basis of competence consists of abilities, each of them should correspond to his competence. Abilities in their most general form correspond to competence in physical culture, mental sphere, and general educational, practical, executive, creative, artistic, technical, as well as pedagogical-psychological, social and other skills.

It should not be forgotten that the content of the teacher's theoretical training is often understood as a set of psychological-pedagogical and special knowledge. However, the goal is not only to build knowledge.

In the structure of the teacher's experience, the knowledge that is considered an overload and is not brought to a single system becomes something that no one needs. That is why it is necessary to pay attention to the forms of theoretical training in the formation of professional competence of future pedagogues. Such a theoretical activity is an activity manifested in the generalized knowledge of pedagogical thinking, which implies the presence of analytical, predictive, projecting and reflexive skills in the teacher.

Drawing a conclusion from the above points, it can be said that in the formation of the professional competence of future pedagogues, teachers mainly develop and influence the activity, feelings, behaviours of young people by setting an example in the course of their work must receive, select material for each lesson, complicate it and ensure its



connection with the previous and subsequent ones, plan the pedagogical process using a set of educational tools, covering work with the teaching team and young people.

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