

## PEDAGOGICAL PROFESSIONAL COMPETENCIES

Zamonova Sohiba Shoniyoz qizi

Mamarajabova Dildora

Termiz davlat pedagogika instituti talabasi

Zamonovasohiba@gmail.com

### Abstract

This article covers the concept of pedagogical professional competencies, their components and their role in the modern educational process. Professional competence of a teacher is a combination of theoretical knowledge, practical skills, methodological skills, communicative potential and personal qualities of the teacher. The article analyzes general, professional, methodological, information, communication and reflexive competencies and gives an effective way of their development. In addition, the current aspects of training pedagogical personnel and their role in improving the quality of education are substantiated on the basis of a competency approach. The results of the study confirm that strengthening the professional competence of teachers is one of the main factors in modern education.

**Keywords:** Pedagogical competence, professional competencies, pedagogical skills, methodological competence, communicative competence, reflexive competence, information and communication competence, quality of education, pedagogical activity, competence approach, training of pedagogical personnel, modern education.

### Introduction

Today, every specialist is required to have professional competence, to consistently improve it. "Competency" (visually) "Competence" is the ability to effectively use theoretical knowledge in activities, demonstrate a high level of professional competence, skills and talent. "Competency" as a pedagogical category entered the field of education as a result of psychological scientific research. From a psychological point of view, competence means "how a specialist behaves in non-traditional situations, unforeseen (non-standard) situations, enters into communication, takes a new path in interaction with opponents, has a plan for performing ambiguous tasks, using information full of contradictions, having a plan for moving through consistently developing and complex processes". In this regard, the category of professional competence is explained as follows. Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their application in practice at a high level. Professional competence implies not the acquisition of separate knowledge, qualifications by a specialist, but the mastery of integrative knowledge and actions in each independent direction. At the same time, "competency" means constantly improving the knowledge of the specialty, the study of new information, the ability to understand important social requirements, the ability to search for new information, process them and apply them in their activities.



Professional competence is evident in the following situations: in complex processes; in the performance of vague tasks; use of contradictory information; in having a plan of action in case of contingencies. Specialist with professional competence: is constantly enriching his knowledge; absorbs new information; has a deep understanding of the demands of the times; searches for new knowledge, processes it and effectively applies it in their practical activities. On the basis of professional competence, the following qualities are reflected: 1. Social competence - the possession of skills, qualifications, ability to communicate with subjects in professional activities.

2. Special competence - preparation for the organization of professional and pedagogical activities, rational solution of professional and pedagogical tasks, realistic assessment of the results of activities. On the basis of this competence, psychological, methodological, informational, creative, innovative and communicative competence are distinguished. They represent the following content: a) psychological competence - the ability to create a healthy psychological environment in the pedagogical process, organize positive communication with students and other participants in the educational process, timely perceive and eliminate various negative psychological contradictions; b) methodological competence - methodologically rational organization of the pedagogical process, the correct definition of the forms of educational or upbringing activities, the ability to choose methods and tools in accordance with their purpose, the effective use of methods, the successful use of tools; c) information competence - the search, collection, sorting, processing of necessary, essential, necessary, useful information in the information environment and their targeted, appropriate and effective use;

d) creative competence - a critical and creative approach to pedagogical activities, the ability to demonstrate their creative competence;

e) innovative competence - improvement of the pedagogical process, improvement of the quality of education, the effectiveness of the educational process, the advancement of new ideas and their successful implementation in practice;

f) communicative competence - the ability to communicate with all participants in the educational process, including students, listen to them, and have a positive influence on them.

d) Personal competence – consistent professional growth, improvement of qualification level, manifestation of internal capabilities in professional activities. h) Technological competence – mastering professional and pedagogical advanced technologies, the ability to use modern tools, techniques and technologies. i) Ethical competence – the ability to make rational decisions and correct action in emergency situations (natural disasters, failure of the technological process), pedagogical conflicts. A number of studies have investigated the professional competence and its features directly specific to the teacher.

These studies include the research of A.K. Markova and B. Nazarova. A.K. Markova's research indicates that the professional competence of a teacher consists of the following structural pillars: Special or professional competence (organization of professional activity at a high level); Social competence (co-organization of additional activities); Personal competence (self-development, self-expression); Individual competence (self-management, professional development and innovation). The implementation of a competency approach in educational practice requires an in-depth and comprehensive scientific study of all aspects of this process.



At the same time, it should be noted that it is difficult to interpret competence as a pedagogical phenomenon because the category of competence is different from that of other disciplines. Competence means not only the availability and significant volume of acquired knowledge and experience, but also the ability to use them at the right time and in the performance of their official duties.

In this sense, competence is a description of a person, a person, a professional, at the same time, it is the sum of a person's personal capabilities, his ability to effectively apply his professional knowledge and experience in practical activities.

- 1) Integrative competence – the ability to accumulate knowledge and skills and use them in the rapidly changing conditions of the external environment.
- 2) Social and psychological competence – intelligence, knowledge and skills to understand the behavior of people, motivation for their activities, a high level of entrepreneurship and communication culture.
- 3) competence in certain areas of management - decision-making, information gathering, methods of working with people, etc.

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