

Educational Mastery: Harnessing the Pedagogical Insights of Great Minds for Student Competence

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Abstract

This article meticulously examines the multifaceted concept of competence, elucidating its core constituents comprising knowledge, skills, attitudes, and capabilities essential for effective real-world application. It navigates through the intrinsic role of pedagogical perspectives, delineating their profound impact on shaping individual trajectories and educational frameworks. Additionally, it explores the historical evolution of national education, meticulously tracing the integration of pedagogical viewpoints in fostering student competence. A distinctive focus is placed on the enduring significance of pedagogical views rooted in Uzbek folklore and Eastern philosophical traditions, emphasizing their contemporary relevance in cultivating competence amidst current educational paradigms. This comprehensive analysis advocates for a symbiotic fusion of traditional wisdom and modern educational imperatives to enrich pedagogical practices and facilitate holistic competence development in students.

Keywords: competence, personality, creativity, competence.

Introduction

Comprehensive education of the individual has been an urgent problem in all periods of society's development. The Uzbek people have a rich historical experience in educating young people to become well-rounded individuals

Competence (lat. competo - I am achieving, I am worthy, I am worthy) - knowledge, experience in one or another field.

From time immemorial, attention has been paid to the personal social qualities of teachers, and based on the demands of each time, the demands placed on pedagogues have been improving and becoming more complex [1-4].

Methodology

Working on oneself, self-development is important in acquiring professional pedagogical competence. Self-development tasks are determined by self-analysis and self-assessment. It is important to work on oneself - the pedagogue organizes practical actions in order to consistently develop his professional knowledge, skills, competencies and personal qualities.

Working on yourself can be seen in:

- improving professional BKM;
- critical and creative approach to activity;
- achieve professional and creative cooperation;
- development of workability;
- eliminating negative habits;



– mastering positive qualities.

It is important to have the ability to think independently in the development of students' competence. Therefore, in the educational system, it is necessary to teach students to think, and to observe the acquired knowledge.

In the works of thinkers, pedagogical ideas about the formation of high spiritual and moral qualities in the young generation, their upbringing as a mature person, the content, form and methods of personality education are reflected, and they have an important pedagogical value even today. In these works, the issues of the development of human thinking, mental and moral maturity physical maturity, formation of aesthetic culture have their solution both scientifically and practically.

The acmeological views of Yusuf Khos Hajib, Kaikovus, Ahmad Yugnaki, Muslihiddin Sa'di, Abdurahman Jami, Alisher Navoi, Husayn Vaiz Koshifi and other thinkers have not lost their importance even today in epics, tales, proverbs and folk songs, which are examples of folk art. The great thinker Alisher Navoi became a great poet and statesman of his time due to his love for learning from his youth. Alloma emphasizes that the study of all available sciences is extremely useful for a person and organizes practical actions in this regard. For example, he opens a school next to the "Ikhlosiya" madrasa, which he founded, and provides it with funds from his foundation. Students are required to be disciplined in learning science. Also, failure to educate a capable person and failure to develop his abilities is equated with oppression: "Not to educate the capable is oppression, education to the incapable is a shame. Do not destroy him by not educating him, do not destroy your education because of it" [5-8].

Results and Discussion

In the past educational experience, teaching methods have helped to reveal the abilities of each student, sharpen his mind, and develop his thinking. As a result, excellent, good, and average students were separated, and training was conducted with them in a unique individual way.

The amount of knowledge given to gifted children has been increased, and more attention has been paid to their independent engagement with literature. Gifted students are those who master the amount of knowledge required in schools or madrasas, and after passing a certain test, have the opportunity to graduate early.

Each teacher not only imparts general knowledge to students but also introduces them to art and the secrets of problem-solving.

In the past, teachers and madrasa mudarris organized more discussions and debates and paid more attention to the methods of interpreting and explaining the text.

In the discussions, it is envisaged to make judgments about known events first, and then to discuss unknown events and incidents. Students are first given information, and then the ability to distinguish between true and false information is developed.

Madrasahs have a tradition of inviting famous scientists to teach. This tradition was also used in Samarkand madrasas in the XIV-XV centuries [9-13].

Madrasah students are introduced to the problems given in advance and conditions are created for them to master the discussed problem in depth on the basis of intense discussion.



In order to educate students' minds, strengthen their knowledge, strengthen their thinking skills, solve puzzles (riddles), write puzzles, interpret and interpret the studied problem, etc. methods were used.

These methods motivated students and increased their interest in studying and learning.

Abdurauf Fitrat worked as a scientist, pedagogue, writer and dramatist, especially concerned about nationalism and the all-round development of the representatives of the nation. Alloma recognized the language as the glory and honour of the nation.

Alloma pays attention to preserving, enriching and developing the language, emphasizing that it is desirable to enrich and develop the native language not at the expense of foreign words, but rather based on one's own capabilities [14-18].

The second part of Fitrat's work "Family or family management procedures" is devoted to child education. In it, he thinks about physical education, mental education, and moral education in the education of a well-rounded person.

In physical education, he thinks about the importance of nutrition, sleep, cleanliness, and movement in the child's development. At the same time, he emphasizes that the effective organization of mental training, the retention of external and internal information, the strengthening of memory, discussion, etc., are of particular importance in this process.

In moral education, attention is paid to human behaviour and actions, inclinations: an inclination to happiness, inclination to activity, inclination to self-esteem, inclination to communication, inclination to love others, inclination to follow examples, inclination to knowledge, inclination to beauty, love for virtue, will and discretion.

Abdurauf Fitrat believes that it is necessary to follow the following conditions for the effective organization of family education:

- 1) not slacking off in the physical and mental education of children;
- 2) parents do not tell their children about their defects;
- 3) telling children stories about exemplary people;
- 4) giving children the freedom to act according to their will and mind [19-21].

Therefore, in the acmeological views of Eastern thinkers, the following qualities are necessary to be mastered by a person: intellectual maturity (having knowledge, intelligence and learning); moral maturity; physical maturity; it is intended to feel beauty and self-education, work on oneself.

Conclusions

In conclusion, using the acmeological views of great thinkers in the development of professional competence of students is one of the important tasks of today.

Especially the pedagogical views formed over the centuries have not lost their importance to this day. Appropriate use of them in the educational process in harmony with the most modern methods and methods becomes more important in increasing the effectiveness of education.

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