

FACTORS OF INCREASING THE PROFESSIONAL COMPETENCE OF TEACHERS IN THE PROFESSIONAL DEVELOPMENT SYSTEM

Musayeva Muhabbat Eshbayevna

Works as an Associate Professor at the Department of "Educational Technologies" at the Network (Regional) Center for Retraining and Professional Development of Pedagogues Under the National University of Uzbekistan

Abstract

This scientific article highlights the possibilities of improving pedagogical professional competence in the process of teaching and retraining teachers in the system of advanced training and, as a result, the training of mature personnel.

Introduction

Under the influence of changes in the labor market, accelerated progress, and the globalization of the information environment, the requirements for a graduate of a school or higher educational institution are becoming more complicated. In this regard, when organizing the activities of the modern educational institution, it is necessary not only to take into account the requirements of today's period, but also to prepare the educated for the requirements of tomorrow. Of course, in a rapidly developing and changing time, it is difficult to accurately predict how future life will develop, what knowledge will be needed. Therefore, along with the transfer of knowledge to students, it is necessary to develop their skills of independence, initiative, cooperation, the ability to realistically assess the situation, think logically, sort and rationally use information, be able to constructively adapt to any changes, forming characteristics of rapid accessibility.

This urgent task ahead of us assumes a more comprehensive application to life of personality-oriented education, aimed at the formation of an independent life position, social activity, high mental and spiritual potential. To do this, it is important that every educator operating in educational institutions has competence. The concept of "competence" "is derived from the Latin word *competere*, meaning "worthy", "fit".

Competence is the ability and competence to apply to practice a complex of acquired theoretical knowledge, practical skills, qualifications and personal qualities. Competency refers to the manifestation of competence in a specific situation.

Competency is understood as the socio-professional position of an individual's knowledge, skills and experiences and the ability to perform tasks related to himself, to solve problems, and the level of real compatibility. Therefore, the competency approach pays great attention to the development of the ability to practice acquired knowledge, without denying knowledge, skills and competence.

Of course, the exponential processes taking place in the information society, the digital economy, global competition in the labor market entail the offer of educational services to increase the professional training of the learner, innovative thinking, the formation of the



motivation of the individual for self-development and self-realization throughout life, the continuous renewal of cognitive constructs. This is due to modern approaches and the correct Organization of the educational system, which is the main basis of the formation of learners as mature personnel in the future.

From these it follows that the correct Organization of the educational process and pedagogy in the training of quality personnel are the main important factors in the training of pedagogical personnel in the system of higher educational institutions and professional development. It will be necessary to implement the opportunities for the development of professional competencies of pedagogical personnel in educational institutions.

Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and the ability to apply them at a high level in practice. Professional competence implies not the acquisition of special knowledge, qualifications by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Competence also assumes the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, the search for new information, their processing and application in their activities.

Professional competence is evident in the following situations:

- in complex processes;
- when performing ambiguous tasks;
- when using conflicting information;
- when being able to have an action plan in an unexpected situation.

Professional competence specialist:

- consistently enriching his knowledge;
- absorbs new information;
- deeply understands the requirements of the period;
- seeks new knowledge;
- processes them and effectively applies them in their practical activities.

Professional competency qualities: below is a brief overview of the essence of reflective qualities on the basis of professional competence.

1. Social competence is the ability to show activity in social relations, the possession of skills, access to communication with subjects in professional activities.
2. Special competence is the preparation for the organization of professional-pedagogical activities, the rational solution of professional-pedagogical tasks, the real assessment of the results of their activities, the consistent development of knowledge, skills and competence, on the basis of this competence, psychological, methodological, informative, creative, innovative and communicative competence is prominent.

They express the following content in themselves:

- a) psychological competence – able to create a healthy psychological environment in the pedagogical process, organize positive communication with students and other participants in the educational process, be able to timely understand and eliminate various negative psychological conflicts;



b) methodological competence – methodically rational organization of the pedagogical process, correct definition of forms of educational or educational activity, ability to choose methods and tools for their intended purpose, effective application of methods, successful application of tools;

c) informational competence – the search, collection, sorting, processing and their targeted, appropriate, effective use of necessary, important, necessary, useful information in an information environment;

d) Creative competence-a critical and creative approach to pedagogical activity, being able to demonstrate that it has skills of creativity;

e) innovative competence-promotion of new ideas on improving the pedagogical process, improving the quality of education, improving the effectiveness of the educational process, successfully applying them to practice;

f) communicative competence is the ability to communicate sincerely with all participants in the educational process, including students, to be able to listen to them, to have a positive effect on them.

3) personal competence – to consistently achieve professional growth, to increase the level of qualifications, to show their internal capabilities in professional activities.

4) technological competence – mastering advanced technologies that enrich professional and pedagogical knowledge, skills and competence, being able to use modern tools, techniques and technologies.

5) Extremal competence – in emergency situations (natural disasters, the technological process has failed), rational decision-making in the event of pedagogical disputes, possession of the right motor skills.

Stages of formation of professional competence:

- Self-analysis and awareness of the essentials;
- Self-development planning goal, task setting;
- Self-expression and correction of shortcomings.

Appearances of competence

1. General-can be applied in different cases.
2. Special-actions that must be performed in professional activities.
3. Didactic competence.

Creating a teaching environment.

- Planning the coverage of the content of the topic
- Learning process management;
- Assessment of student achievement and development;
- Providing motivation and assistance to students;
- Awareness of students ' knowledge and their development;

In summary, it is worth insisting that professional competence is important in the organization and conduct of training in educational institutions.

Educational methods, interactive methods, educational technologies and materials of practical implementation used in the organization of education provide an opportunity for educators to increase the professional competence of the recipient of education in addition. As a result of



this, there will be a solid foundation for the formation of educational institutions as mature personnel in the future.

References

1. Khodjamkulov, U., Makhmudov, K., & Shofkorov, A. (2020). The Issue of Spiritual and Patriotic Education of Young Generation in the Scientific, Political and Literary Heritage of Central Asian Thinkers. *International Journal of Psychosocial Rehabilitation*, 24(05), 6694-6701.
2. Ishmuhamedov R., Abduqodirov A., Pardaev A. Innovative technologies in education (practical recommendations for educators and teachers of educational institutions). - T.: Talent, 2008.-180 b.
3. Ishmuhamedov R.J, Abduqodirov A., Pardaev A. Innovative technologies in education (practical recommendations for teachers, educators, group leaders of educational institutions).- T.: Talent, 2010.-140 b.
4. Yo‘ldoshev J., Hasanov S. Pedagogical technologies / - T.: Publishing house "finance and economics", 2009.
5. Muslimov N.A., Usmonboyeva M.H., Sayfurov D.M., To‘rayev A. B. Innovative educational technologies .- T.: Publishing house "Psalm standard", 2015.

