



The Peerian Journal

Open Access | Peer Reviewed

Volume 15, February, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Improving Professional Skills Through Formation of Pedagogical Competence

Abdullayeva Nasibakhan

Head of the Department of "General Pedagogy" of ASU

Ibrahimova Gulshodakhan Rahmonali qizi

Graduate student of ADPI

Abstract: In this article, the theory of the formation of a pedagogical person who fully meets the requirements of the reforms implemented in society today, is resistant to competition in the field of production, can adapt to sudden changes, and also works effectively at the level of the requirements for the qualifications of specialists in the labor market the basics are covered.

Key words: Professional competence, competence, theory, pedagogy, education, methodology, institution, specialist, intellect, pedagogue, ability.

Enter. Today's modern society requires the education system to educate highly qualified, aspiring, competitive, enterprising, spiritually and physically healthy individuals. In the 2017-2021 action strategy for the further development of the Republic of Uzbekistan, the task of "educating a highly educated and intellectually developed generation, creating a pool of competent scientific and pedagogical personnel in higher education institutions" was set. A competent pedagogue - who is he? Questions arise, such as how the process of its formation takes place. In this context, it is important to define the meaning of the concepts "competence" and "competence". . Not every teacher knows what "competence" means and how it differs from "competence".

The concept of "competence" is the education, skills, abilities and includes experience. In other words, it is his ability to perform a certain type of work. Actually, both terms are similar.

Formation of the professional competence of the future teacher has a special place among the complex problems in the training of pedagogues. Especially at the current stage of reforms related to the modernization of education

the problem of adaptation to pedagogical activity is becoming more evident.

Future teachers are enriched with practical, psychological, methodical, and research types, along with the formation of the teacher's professional competence. The diagnosis of professional competence should include diagnostic, communicative, management and projective training groups in the essential characteristics of professional formation.

The main part. The pedagogue's cognitive activity is largely determined by the complexity, dynamics, non-standardity of the things being studied, the influence of the boundaries that separate social phenomena, their search, uncertainty, which implies observation, the ability to model the interlocutor's inner world. In this case, the characteristics of self-regulation are characterized by the need to constantly improve one's knowledge and skills, and the ability to strictly coordinate one's behavior towards other people.



The Peerian Journal

Open Access | Peer Reviewed

Volume 15, February, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

1. In the works dedicated to the research of the teacher's professional education, it is distinguished by the following types:

- the ability to be specially trained - having a sufficiently high level of professional activity, the ability to plan one's future professional development;
- ability of social training - mastery of joint professional activity, cooperation, as well as the methods of professional communication adopted in this book, social responsibility for the results of one's professional profession.

The future teacher's professional competence, voluntary qualities, intellectual potential, emotional qualities, practical skills, interdependence of self-management abilities and the level of socio-cultural activity of the person

is formed on the basis of reflective individual qualities.

According to the tradition formed in European countries, professional qualification is measured by the competence of a specialist, and the educational system aimed at its formation is measured by the level of knowledge, skills and qualifications.

The following can be recognized as important pedagogical conditions for training a future teacher:

- normative and educational-methodical documents that meet modern requirements (state educational standard, model curricula, working curricula, model curricula, working programs, textbooks, training manuals, methodical recommendations, additional special literature, instructional tools, lesson developments, projects, etc.) availability;
- high level of knowledge, skills and qualifications of scientific and pedagogical staff (professors, associate professors, teachers, qualified tutors, technicians), sufficiently developed level of professional competence and scientific potential to be;
- material and technical aspects of the educational process (educational buildings, educational auditoriums, educational workshops, practical-laboratory equipment), information technologies (radio, television, computer, photocopiers, laboratory equipment, audio, video, multimedia, simulators, film projectors, slide projectors, video projectors, availability of a set of technical tools, etc.) adequate supply;
- the creation of a socially and educationally-technologically favorable environment (teachers, students, leaders and students, as well as the content, direction, unity of goals, etc. of students' mutual relations);
- consistent, continuous and systematic implementation of organizational and educational-practical activities.

2. Summarizing the definitions and descriptions given to the concept of "professional competence of a teacher", it can be interpreted as follows: Professional competence of a teacher - professional competence is one of the important aspects of a pedagogue's activity, and a pedagogue can only fulfill his profession and professional activities represents all related needs, abilities, skills, knowledge and interests.

For this he:

- tend to manage the process of creative research;
- one should remember that the effectiveness of creative research depends on the pedagogical, psychological and theoretical preparation of the teacher.



The Peerian Journal

Open Access | Peer Reviewed

Volume 15, February, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

In order to perform the functions correctly, the pedagogue must know the concept of competence and competence, know in which direction to move in order to develop in all respects and grow professionally. Professionalism and competence are similar terms, but they have different meanings. Professionalism means not only certain knowledge, but also the attitude to work, specific features of work. The developed competences are immediately felt, because the professional pedagogue tries to develop his skills, strives to achieve certain goals and results, develops working values, and these usually correspond to the standard of the work process.

Competence can only be determined during extensive evaluation and observation. Concepts of professionalism and competence have common features. It should be noted that people who fully meet the established requirements and standards do not always become true professionals, because some do not know how to apply knowledge in practice, so such pedagogical activity remains ineffective.

It is intended to divide professional pedagogical competencies into separate types is appropriate:

- Special pedagogical competence
- enough information to carry out pedagogical activity at the necessary level to have

In addition, the pedagogue should be able to adequately assess his professional level and the ability to determine one's own development as a specialist depends on this type.

- Social pedagogical competence
- the level of social competence and relations with colleagues of the pedagogue determines the ability to effectively build, plan joint actions.

Effective communication skills, pedagogical culture and responsibility for work results

- all this is included in the concept of social pedagogical competence.

- Personal pedagogical competence

- this is the ability to rationally organize pedagogical work, time management, striving for personal growth are its main components.

Workers with a high level of personal pedagogical competence are less prone to burnout and are able to work under time pressure. Each type of competence includes a set of skills, knowledge, and abilities. In pedagogues, they appear at different levels. It is possible to determine how this or other competencies have been developed by paying attention to the indicators of his behavior in the performance of service duties. How is competence formed?

The main thing for the formation of the teacher's competence is special professional education. In the future, the knowledge and skills acquired in practice are primary

complements the level of competence. In the multi-level education system, the educational process within the framework of new standards and programs cannot be allowed to be conducted according to outdated methods. It is necessary for republican pedagogues to strengthen comprehensive structural reforms in the educational system by mastering advanced pedagogical technologies and applying them to the educational process. As mentioned earlier, this requires teaching our pedagogues technological approaches to the educational process, which, in addition to the use of pedagogical technology, will enrich it with the culture, traditions and experience of Uzbekistan.

Conclusions and suggestions. The unique feature of pedagogical technology is that the educational process that guarantees the achievement of educational goals is designed and implemented. The



The Peerian Journal

Open Access | Peer Reviewed

Volume 15, February, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

technological approach is not primarily descriptive, but practical, which enables the implementation of planned results.

finds its expression in the structure. Methods such as goal-orientation, diagnostic examination of intermediate results, and the division of education into individual training sessions are embodied in the idea of educational technology that can be repeated over and over again. It mainly includes the following factors. takes:

Setting a common goal in education;

transition from a structured general goal to a specific goal;

preliminary (diagnostic) assessment of students' knowledge level;

Technological approach to education. Despite the fact that educational technology is a relatively new term, it is widespread in developed countries. Educational technology is not the idea, content, structure of educational work with young people,

but effective implementation of the goals and tasks developed by the government in this area is engaged in increasing. Educational technology considers a set of tools that ensure effective achievement of the intended educational goal. Therefore, it is important for professors and teachers to master the technologies of educating students in accordance with the government policy aimed at forming a well-developed highly intellectual and moral citizen.

Modern educational technology implements a comprehensive approach and complies with the following mandatory requirements; It affects students in 3 directions: thinking, feelings and behavior. In conclusion, it is created through the set of educational activities through the qualities of the person. It is necessary for these works to be clearly multi-faceted, and at the same time to carry out mental, physical, moral, aesthetic and labor training based on their integrity. A comprehensive educational approach requires a systematic attitude and management of the educator. Management can be successful only if external and internal factors involved in the educational process and their interaction are taken into account. Therefore, it is necessary to have a clear idea about the factors.

In the process of educational work, it is important for students to teach young people to think creatively, to adapt to changing situations, to organize activities based on free competition, and to use information technologies, electronic textbooks, versions and multimedia in practical training.

It is necessary to make it an internal need of students to develop their independence, free thinking, to analyze their educational activities, to clearly define their plans for acquiring professional skills and computer literacy in the future.

References

1. Azizkhojaeva N.N. Pedagogical technology and Pedagogical skill. - T.: 2003. - 174 p.
2. Arzikulov D.N. Psychological characteristics of professional maturity. Psychol. science. nom. diss...auto project. - Tashkent: 2002. -22 p.
3. Ahlidinov R. Sotsialno-Pedagogicheskie osnovi upravleniya kachestvom obshego srednego obrazovaniya. Autoref.dis...d-ra ped.nauk. -T.: 2002. -44 p.
4. Kh. Sharipov, N. Muslimov, M. Ismailova: "Pedagogy of vocational education".Methodical guide. - T. 2005
5. M. Usmonboeva, G. Anorkulova, G. Shamaripxhodzhaeva "Basics of pedagogical competence and creativity" educational methodological complex. T. 2015. Pages 14-15



The Peerian Journal

Open Access | Peer Reviewed

Volume 15, February, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

6. N.A. Muslimov Professional training of future vocational education teacher T., Science 2004.
7. Ishmuhamedov R, Abduqadirov A, Pardaev A. Innovative technologies in education. - T.: "Iste'dod", 2008. - 180 p.
8. Muslimov N. and others. Technology of formation of professional competence of teachers of vocational education. - T.: "Science and technology", 2013.
9. Nasibakhan Jo`rayeva FACTORY FORMIROVANIYA PEDAGOGICHESKOY OTVETSTVENNOSTI BUDUshchIX UChiteley.