

## Professional Competence of a Modern Teacher Saparniyazova

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**Introduction.** The highest component of personality is professional competence. Professional competence is commonly understood as an integral characteristic of the business and personal qualities of specialists, reflecting the level of knowledge, skills and experience sufficient to carry out a certain type of activity that is related to decision-making.

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The teaching profession is both transformative and governing. And in order to manage the development of personality, you need to be competent. The concept of professional competence of a teacher therefore expresses the unity of his theoretical and practical readiness to carry out pedagogical activity and characterizes his professionalism.

Competence is more often understood as an integral quality of personality, manifested in the general ability and readiness for activities based on knowledge, skills and experience acquired in the process of learning and socialization and focused on independent and successful activities.

Competence is the norm (requirements) for the educational training of a teacher, which allows to carry out successful activities in a certain field. The competence of a teacher consists of three components: general cultural, professional and social competencies.

A scientist in the field of pedagogy V.Slastenin writes: "Pedagogical activity is a special type of social activity aimed at transferring the culture and experience accumulated by mankind from older generations to younger ones, creating conditions for their personal development and preparing them to fulfill certain social roles in society."

The content of the teacher's training in a particular specialty is presented in the qualification characteristic — the normative model of the teacher's competence, reflecting the scientifically based composition of professional knowledge, skills and abilities. The qualification characteristic is, in essence, a set of generalized requirements for a teacher at the level of his theoretical and practical experience. In general, psychological and pedagogical knowledge is defined by educational programs. Psychological and pedagogical preparedness includes knowledge of the methodological foundations and categories of pedagogy; the laws of socialization and personal development; the

essence, goals and technologies of education and training; the laws of age-related anatomical, physiological and mental development of children, adolescents, and youth. It is the basis of humanistically oriented thinking of a teacher-educator. Psychological-pedagogical and special (subject—specific) knowledge is a necessary, but by no means sufficient condition for professional competence. Many of them, in particular theoretical and practical and methodological knowledge, are a prerequisite for intellectual and practical skills.

Professionalism is understood as a special property of people to systematically, efficiently and reliably perform complex activities in a wide variety of conditions. The concept of "professionalism" reflects such a degree of mastery of the psychological structure of professional activity by a person that corresponds to the standards and objective requirements existing in society. To acquire professionalism, you need the appropriate abilities, desire and character, willingness to constantly learn and improve your skills. The concept of professionalism is not limited to the characteristics of highly skilled labor; it is also a special worldview of a person.

A necessary component of a person's professionalism is professional competence. The issues of professional competence are considered in the works of both domestic and foreign scientists. Modern approaches and interpretations of professional competence are very different. The definitions of professional competence existing today in foreign literature as "in-depth knowledge", "the state of adequate task performance", "the ability to perform actual activities".

Pedagogical skill is a set of consistently unfolding actions, some of which can be automated (skills) based on theoretical knowledge and aimed at solving the problems of developing a harmonious personality. This understanding of the essence of pedagogical skills emphasizes the leading role of theoretical knowledge in the formation of practical readiness of future teachers, the unity of theoretical and practical training, the multilevel nature of pedagogical skills (from reproductive to creative) and the possibility of improving them by automating individual actions.

Finally, this understanding of the essence of pedagogical skill makes it possible to understand its internal structure, i.e. the interdependent relationship of actions (components of the skill) as relatively independent private skills. This, in turn, opens up the possibility both for combining a variety of pedagogical skills for various reasons, and for their conditional decomposition for practical purposes. For example, the ability to "hold a conversation" can be decomposed into parts: to determine the topic that most adequately reflects the interests and needs of students and at the same time takes into account the leading educational tasks facing the class; to select the content, choose the forms, methods and means of education, taking into account the age of pupils and specific conditions; to make a plan (plan-synopsis), etc. In the same way, you can decompose any other skill.

The existing regulatory documents (the law on education and educational standards) regulate what professional competencies a modern teacher needs to develop. However, they do not answer the question "how a particular teacher should improve his level of professional competence." Each teacher has the right to choose his own trajectory of development. But very often this is the main difficulty. A modern teacher, due to his large professional employment (he needs to prepare for lessons, check students' assignments, fill out accounting documents), it is easier to follow the path of "do so" when an instruction is offered according to which he can achieve a certain goal. In this context, the goal is understood as increasing the level of professional competence.

Having studied the existing theoretical and practical bases, it can be concluded that by "Professional competence" it is necessary to understand the totality of professional competencies of a teacher, the level of which is formed at a specific time. Under "Professional competence" - the norm for the educational training of a teacher in some aspect of his activity, to which it is necessary to strive.

Competence is the personal capabilities of an official, his qualifications (knowledge and experience) that allow him to participate in the development of a certain range of solutions or to solve issues himself due to the presence of certain knowledge and skills. If we talk about the professional competence of a teacher, then the content of this concept includes the personal capabilities of a teacher, educator, teacher, allowing him to independently and effectively solve pedagogical tasks formulated by himself or the administration of an educational institution. Knowledge of pedagogical theory, the ability and willingness to apply its provisions in practice are assumed to be necessary for solving certain pedagogical tasks. Thus, the professional competence of a teacher can be understood as the unity of his theoretical and practical readiness to carry out pedagogical activities. The structure of a teacher's professional competence can be revealed through pedagogical skills.

1. The ability to "translate" the content of the objective process of education into specific pedagogical tasks: the study of the individual and the team to determine the level of their readiness to actively acquire new knowledge and design on this basis the development of the team and individual students; the allocation of a complex of educational, educational and developmental tasks, their concretization and definition of the dominant task.
2. The ability to build and set in motion a logically completed pedagogical system: comprehensive planning of educational and educational tasks; reasonable selection of the content of the educational process; optimal choice of forms, methods and means of its organization.

3. The ability to identify and establish relationships between the components and factors of education, to put them into action: the creation of the necessary conditions (material, moral and

psychological, organizational, hygienic, etc.); activation of the student's personality, the development of his activities, turning him from an object into a subject of education; organization and development of joint activities; ensuring school communication with the environment, regulation of external non-programmable influences. 4. Skills of accounting and evaluation of the results of pedagogical activity: introspection and analysis of the educational process and the results of the teacher's activity; definition of a new set of dominant and subordinate pedagogical tasks.

The development of professional competence is the development of creative individuality, the formation of receptivity to pedagogical innovations, the ability to adapt in a changing pedagogical environment. The socio-economic and spiritual development of society directly depends on the professional level of a teacher.

Conclusions. The changes taking place in the modern education system make it necessary to improve the qualifications and professionalism of the teacher, i.e. his professional competence. The main goal of modern education is to meet the current and prospective needs of the individual, society and the state, to prepare a well-rounded personality of a citizen of his country, capable of social adaptation in society, the beginning of work, self-education and self-improvement. And a free-thinking, predicting the results of their activities and modeling the educational process, a teacher is a guarantor of achieving their goals. That is why the demand for a qualified, creatively thinking, competitive personality of a teacher capable of educating a person in a modern, dynamically changing world has sharply increased.

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