

Pedagogical Interpretation of a Teacher's Competence

Mamirov Khairullo Khamzaevich

Head of the department, Place of work: Higher Military Aviation School of the Republic of Uzbekistan. Department of General Technical Disciplines

Abstract: At a time when the foundation of the "third Renaissance" is being built in Uzbekistan, cardinal reforms are being carried out in the field of education and a radical modernization of the education system is being carried out, the problem of improving the quality of teacher training is becoming even more urgent. Currently, one of the tasks of pedagogical higher educational institutions is to train teachers - competent, flexible, competitive, able to independently and creatively solve the tasks facing them in their professional activities. This article is devoted to the study of this issue.

Keywords: Teaching staff, education system, competence, professional activity, qualification practice.

The study of the factors shaping the professional qualities of teachers in our country, in particular, psychological problems of professional activity led to reliable conclusions on the issue of competence, both from a pedagogical and psychological point of view. The study showed the professional competence of a modern teacher, conditionally dividing it into the following types:

- professional competence of the teacher;
- personal competence of the teacher;
- universal, cultural competence of the teacher;
- special competence of the teacher [3].

If the personal competencies of a teacher include communication, tolerance, leadership, activity, etc., then his universal cultural competencies include education, culture, universal values, national culture, participation in public life, respect for the culture of other peoples, as well as the special competencies of a teacher include knowledge of special methods of science, stratification of learning, knowledge of the needs of students, knowledge of various age characteristics.

Professional competence, in turn, consists of the following:

- knowledge of pedagogy and psychology;
- the ability to work tirelessly;
- ability to plan, evaluate and establish feedback on the learning process;
- formation of motivation among students;
- knowledge of information and communication technologies (ICT);
- innovations in the educational environment;
- excellent knowledge of the subject;
- knowledge of foreign languages, etc.

Competence does not arise suddenly as a person's unique abilities and qualities, and, emphasizing the absence of genetic factors in it, scientists include the following stages of the formation of his professional competence:

- introspection and understanding of the necessary things;

- definition of goals and objectives of self-development planning;
- self-expression and correction of its shortcomings.

Many scientists relate the concepts of "professional competence" and "professional readiness". In particular, V. A. Slastenin expresses the professional competence of a teacher as a unit of theoretical and practical training for the implementation of pedagogical activities that demonstrate his professional skills [4]. Professional competence can be understood as a unit of a teacher's theoretical readiness for pedagogical thinking and practical preparation for the pedagogical process.

The most important feature of pedagogical training is a set of communicative, constructive, organizational skills, as well as the ability to apply these skills in practice and prepare for it, and also reflects the content of professional competence.

Some researchers, on the other hand, understand the term "competence of a specialist" as his personal invariable characteristics as an expert and claim that this allows him to effectively carry out his professional activities [5].

Summarizing the ideas of the researchers outlined above, we found it expedient to define the concept of professional competence as follows: professional competence is a unit of professional knowledge, skills and abilities of professional, theoretical and practical training for the implementation of activities. The emergence of professional competence is directly related to such concepts as professional knowledge, information, professional experience, preparation for professional activity, scientific abilities, professional dedication.

In particular, the term "professional and pedagogical competence" defines the scope of competencies in the field of professional and pedagogical activity. Through such opinions as professional and pedagogical competence is the result of a personal-activity approach to learning, since it belongs to the personality of the teacher, which is checked and formed in the process of performing a certain set of actions" [6], we will be able to correctly interpret the above concepts. Based on this, the following definition can be given: professional competence of a teacher is a concept meaning the acquisition of integrative, personal, universal, special and professional qualities that determine readiness and ability to carry out pedagogical activities, as well as the acquisition of certain knowledge, skills and competencies in science.

Фойдаланилган адабиётлар:

Использованная литература:

References:

1. Мирзиёев Ш.М. Янги Ўзбекистон стратегияси ,Тошкент, 2021йил-4 боб.
2. Саидахмедов Н. “Педагогик маҳорат ва Педагогик технология”.Т. 2013.
3. Абдуллаева Ш.Х. Педагог профессионал компетентлигини шакллантиришнинг ижтимоий психологик механизлари // психол. фан. бўйича фан докт. (DSc) дисс. –Т.: 2019.
4. Слостенин В.А., Исаев И.Ф., Мищенко А.И., Шиянов Е.Н. Педагогика: Учеб, пособие для студ. пед. учеб. заведений. - 3-е изд. - М.: Школа- Пресс, 2000.
5. Сахарчук Е.И. Управление качеством подготовки специалистов в сфере образования: Учеб, пособие к спецкурсу. - Волгоград: Перемена, 2002.
6. Краевский В.В., Хуторской А.В. Предметное и обще предметное в образовательных стандартах // Педагогика - 1993.