

DEVELOPING THE PROFESSIONAL COMPETENCE OF TEACHERS AS A PEDAGOGICAL PROBLEM

A.K.Ibragimov

Head of the Department of Interfaculty
Physical Culture and Sports of
Bukhara State University, Associate Professor
E-mail: ibragimovalisher12@gmail.com
Telephon number: +99890712-55-93

Annotation: A number of scientific works are devoted to the study of the problem of formation of professional competence of the future teacher. The approach to pedagogical activity is to separate its components as relatively independent functional types of pedagogical activity.

Key words: pedagogical problem, Skill, qualification, potential

Radical improvement of the quality of professional and pedagogical training of teachers is directly related to its content. To significantly improve the quality of teacher training it is necessary to ensure the synthesis of pedagogical and technical knowledge.

The competent approach in pedagogy is not a completely new phenomenon, but its streams are present in the constantly evolving educational processes, which were formed gradually. Issues of "skill", "qualification", "potential", activity, however, a the combination of a number of activities formed the basis of scientific works of M.N. Skatkin, I.Ya. Lerner, V.V. Kraevsky, G.P.Shedrovidsky, V.V.Davidov and other pedagogical scientists.

N.V Kuzmina, A.K Markova, E.F Zeer, V.A Slastenin, T.F Lo-shakova have done a lot of work on the "professional competence" of the teacher.

In her scientific work, B.A.Nazarova notes that in the philosophy of D. Dewey, W. Waller, M. Mead, K. Young, P. Sorokin, F. Znanetsky, the concept of professional competence is defined as follows: , because the profession directs man to him, man identifies the interests of people working in the same profession.

As D.L. Thompson and D.Pristins state, "Professional competence is the sum of all the knowledge and ethics needed in the workplace."

I.V. Grishina evaluates professional competence as the degree to which a person has mastered his professional activity and describes it as follows:

- Attitude to this activity, its needs and interests, aspirations, values, purpose of the activity, perception of its social status;
- Assessment of personal identity and position as a specialist, professional knowledge, skills and abilities, other characteristics of the profession;
- be able to manage their professional development and growth on this basis.

In psychology, according to I.N.Sh.Pilrien, S.G.Gellerstein, E.A.Klimov, V.D.Shadrikov, K.K.Platonov, N.V.Kuzmina, the qualities and abilities that help to solve various situations and problems in life are defined as competence.

Professional competence is the adherence to a standard that exists in a profession.

AP Akimova describes professional competence as "the sum of innovations, knowledge, skills and interactions with the environment that are needed in their work."

A.K Markova says that a teacher is a teacher with professional competence. Achieves high results in teaching and upbringing. A competent teacher must be able to apply his professional knowledge and psychological qualities in his work.

A.K Markova is a pedagogical scientist who seeks the basics of professional competence of most teachers. According to AK Markova, a teacher's work becomes competent when the teacher carries out his / her activity at a high enough level and at a high level of teaching and educating teachers and students. Along with these basics, the teacher's professional competence is divided into four parts:

A number of scientific works are devoted to the study of the problem of formation of professional competence of the future teacher. However, the interest of scientists in various aspects and aspects of this problem is not diminishing, which testifies to the special importance and relevance of the modernization and development of the system of continuing education at the present stage.

The approach to pedagogical activity is to separate its components as relatively independent functional types of pedagogical activity.

According to V.A. Slasten, teacher training involves the development of knowledge to perform the following tasks: analytical-reflexive, constructive-prognostic, organizational, assessment-information, correction-adjustment. The author's point of view, in our opinion, largely reflects the decided ideas about the structure of the teacher's work. At the same time, the study of the structure of professional competence of the future specialist requires a thorough analysis of pedagogical work, its level of training in the context of higher and secondary special, vocational education in the conditions of modernization and implementation of the concept of continuous pedagogical education. to determine the requirements.

According to R.Kh. Tugeshev, professionalism is a competence acquired for only one activity with the help of steps taken to improve the quality of a person. Competence refers not only to the mastery of his work, but also to the organization of work, the ability to systematically understand all the problems associated with his work, the ability to set tasks and the ability to find solutions to specific problems. Holds. Such a person is considered to be competent in a particular field.

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