



**FOUNDATIONAL PRINCIPLES IN CULTIVATING TEACHERS'
PROFESSIONAL COMPETENCE**

<https://doi.org/10.5281/zenodo.10896109>

O'razov Baxtiyor Haydarovich

Jizzakh State Pedagogical [University, docent](#)

Urazovbaxtiyor@gmail.com

ABSTRACT

This article explores the notion of competency, encompassing professional attributes, social adeptness, specialized skills, personal proficiency, technological prowess, exceptional abilities, various forms of competency, as well as motivational factors.

Keywords

academic, proficiency, comprehension, competencies, encouragement.

INTRODUCTION

In the conditions of current market relations, being able to withstand the strong competition that takes priority in the labor market requires every specialist to have professional competence and to increase it consistently. The concept of competence entered the field of education as a result of psychological research. Therefore, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and "ownership of a plan of action in complex processes".

In this regard, the tasks defined in the decision of the President of the Republic of Uzbekistan "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" dated October 8, 2019 No. PF-5847 are of great importance [1] reforms in education are carried out on the basis of the principles of state policy in the field of higher education. The educational process in the higher school is expressed by its content aimed at the realization of the task of forming the personality of a future specialist.

LITERATURE ANALYSIS

Professional competence is a multifaceted and multifaceted concept that changes in accordance with changes in society and is seen from different perspectives. The analysis of modern approaches to the content of the concept of "professional competence" of the teacher shows that this problem is currently being actively studied by local and foreign scientists who give different content to its



interpretation. Ye.V. Bondarevskaya connects the concept of professional competence with the concept of "pedagogical culture", which is considered its main component and helps to form a highly cultured specialist, not a "craftsman in education".

In their research, researchers have analyzed competence in different educational areas in different ways. N.A. Muslimov determined the importance of forming basic, general and special competence levels in the formation of professional competences of future vocational education teachers [3.78]. Basic competences are all concepts, knowledge, skills and competences acquired by the learner at the end of the educational process. Behavior and thinking are included in the concept of "competence" in a broad sense. The goal of the educational process is to stimulate the development of the learner's competencies.

S. Ya. Batishev and B.S. Gershunsky considers professional competence as a result of education in the general link "literacy, professional competence - culture - mentality". According to B.S. Gershunsky, professional competence reflects a certain level, quality and result indicator of the formation of professional knowledge, skills of mastering science and the skills of their implementation in activity. According to him, professional competence is mainly determined by the level of professional education, experience and individual abilities of a person, his motivated desire for continuous independent education and self-improvement, creative and responsible attitude to work. He distinguishes professional competence, in addition to functional literacy, rather than the content of science, the qualities of a person are formed: responsibility, creativity, curiosity, diligence, the desire to acquire new knowledge, an aesthetic perception of reality, a high morality that cannot be imagined as a true professional of his work. . Professional competence can be expressed as a system that includes philosophical, psychological, social, cultural, and personal aspects.

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Similarly, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work.

RESULTS

The essence of the qualities reflected on the basis of professional competence is explained as follows:

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.



2. Special competence - preparation for organizing professional-pedagogical activities, rational solution of professional-pedagogical tasks, realistic assessment of activity results, consistent development of BKM, psychological, methodical, informational, creative, innovative and communicative competence is based on this noticeable competence.

3. Personal competence - to consistently achieve professional growth, to increase the level of competence, to demonstrate one's internal capabilities in professional activity.

4. Technological competence - assimilation of advanced technologies that enrich professional-pedagogical BKM, ability to use modern tools, techniques and technologies.

5. Extreme competence - in emergency situations (natural disasters, technological process failure), in case of pedagogical conflicts, having the ability to make a rational decision, to act correctly [4.85].

The professional competence of a teacher is a criterion for evaluating his professional training and professional maturity. Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level.

In relation to the concept of professional competence of a teacher, various attitudes are advanced in the scientific field. It is used as a feature that describes specific activity requirements for the labor subject, or precisely, the subject's attitude to the specific aspects of the specific activity. In the modernization of the educational strategy, competence is not contrasted with knowledge, skills and abilities, but it is envisaged to be able to apply it in practice:

DISCUSSION

The concept of competence is a broad application of the concepts of knowledge, skill and competence, and includes in its composition (in fact, it is not a question of competence as a simple adaptive sum of knowledge - the meaning of the concepts of competence and skill is a how many other concepts). The concept of competence includes not only cognitive and operational-technological components, but also motivational, moral, social and behavioral components. It summarizes educational outcomes (knowledge and skills), value orientation system, habits, etc.

Competencies can be divided into two types:

1) competences directly related to the subject of study or the field of education - special competences related to specialization;

2) competences that are considered important in all educational areas - general competences. Generic competencies are sometimes referred to as "transversal skills," i.e., skills that are specific to all or most subject areas. In order to develop knowledge about the importance of general competencies, it is necessary to compile



a list of their most important ones, to determine their importance and the level of compatibility with the competencies developed in higher education institutions.

The criteria of professional knowledge and ability of a professor teacher of a modern higher educational institution include:

Social knowledge is the ability to organize an effective form of interaction with the audience during the lesson, find a language with young people and create a healthy spiritual environment.

Methodological knowledge is the ability to convey all knowledge and experiences to young people in an understandable and fluent language, and to effectively use educational technologies and methods.

Professional knowledge is the ability to have deep and comprehensive knowledge of one's subject and subject area, the ability to work on oneself.

REFERENCES:

1. Akhmedova, N. E. (2022). UNIQUE WORLD OF WONDERFUL ART. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10-2), 125-130.
2. Decree No. PF-5847 of the President of the Republic of Uzbekistan dated October 8, 2019 "On the concept of development of the higher education system of the Republic of Uzbekistan until 2030". National database of the collection of legal documents <https://lex.uz/>
3. Ma'murov, A. A. (2022). TEACHER AND STUDENT ETHICS IN APPLIED ARTS IN THE PROCESS OF EDUCATION. Oriental renaissance: Innovative, educational, natural and social sciences, 2(10-2), 138-142
4. Markova A.K. Psychological analysis of professional competence // Sovetskaya pedagogy. - 1990. - No. 8. - S. 82-88.
5. Muslimov N.A. and others. Technology of formation of professional competence of teachers of vocational education. / Monograph. - T.: "Science and technology" publishing house, 2013. p. 76-81.