



## TEACHER'S DIDACTIC COMPETENCE AS A FACTOR OF SELF-DEVELOPMENT.

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<p><b>Received:</b> February 7<sup>th</sup> 2023 <b>Accepted:</b> March 6<sup>th</sup> 2023 <b>Published:</b> March 7<sup>th</sup> 2023</p>	<p>The article provides information on indicators (10) that determine the level of development of the didactic competence of a modern teacher. Expressing the didactic competence of the teacher, the following: "Disclosure of philosophy+ changing the pedagogical vision+ changes in the pedagogical strategy+ change of pedagogical tactics + creativity" reveals the essence of the formula.</p>

**Keywords:** competence, didactic competence, information and communication literacy in technology, deepening knowledge, knowledge creation.

The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence means "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses information full of conflicts, has a plan of movement in consistently developing and complex processes." The concept of competence is used to describe the effective activity of a teacher in the field of teaching students, to standardize pedagogical activity and to evaluate its effectiveness. V.V. Serikov stated that "Achieving a new quality of pedagogical activity expressed through the concept of competence is ensured by mastering the guiding principles of professional-pedagogical activity (pedagogical solutions focused on the type of competence, having experience in designing and implementing highly effective pedagogical technologies)" [8, p. 244 ].

According to the results of the PISA study, the quality of school education is mainly determined by the quality of professional training of teachers. The change of requirements for teachers can be considered in the example of the standard of their competence in the use of information and communication technologies [9] (**see Table 1**).

Although they are UNESCO's recommendations for teachers of information and communication technologies, the standard mainly reflects a new approach to changes in the field of teaching and didactic competence of the teacher.

Today, the changes in the requirements for pedagogical activity are primarily related to the approaches to the learning and teaching process, the teacher's didactic competence. During his activity, the teacher faces various didactic problems, ensuring the transition from teaching to reading, developing students' creativity and critical thinking, creating psychological-pedagogical conditions for communication and cooperation in education. Solving these problems requires a high level of didactic competence from the teacher [11].

V. in determining the essence of didactic competence. I. Grinev, I. G. Shamsutdinova, Yu. V. We rely on the opinion of lepers. V. I. According to Grinev, didactic competence is an integrative quality of didactic-professional activity manifested in theoretical and practical training aimed at solving various didactic issues of self-awareness in the process of creative education [1].

I. G. According to Shamsutdinova, this is "the ability to make quick, reasonable, reasonable and clear didactic decisions, to find the shortest way to solve a didactic problem, to choose methods, methods and educational tools suitable for specific conditions" [10]. We rely on the opinion of V. Makhova: "Teacher's didactic competence is an integral part of professional competence as a generalized collective characteristic of the level of professionalism" [5].

**Approaches to changes in the field of didactic competence of the teacher:  
Table 1**

<b>Concept</b>	<b>Literacy information and communication technologies</b>	<b>Deepening of knowledge</b>	<b>Creating knowledge</b>
Program assessment and	Basic knowledge	Application of knowledge	Skills needed in the knowledge society
Pedagogical practice	Use of information and communication technologies in teaching	Solving complex problems	Self-development
Digital skills	Application	Integration	Transformation
Information communication technologies	Basic tools	Advanced tools	Common technologies
Organization of the educational process and its management	Traditional forms of educational work	Cooperation groups	Educational organizations
Professional development of teachers	Digital competence	Network interaction	The teacher as an innovator

By didactic competence, we understand the integral ability of learners to solve didactic issues in the field of teaching and their development [2, 7].

The formula of the teacher's didactic competence can be expressed as follows: "Change of philosophy + change of pedagogical vision + change of pedagogical strategy + change of pedagogical tactics + creativity."

The change in the modern teacher's philosophy is related to the implementation of the principle of holistic humanism, which determines the leading role of the entire stage of life through a new understanding of the following pedagogical concepts:

- education - as a multifaceted modeling of human life that provides various options for self-determination, the choice of one's own "I", a process of free self-determination of an individual, such as cooperation with learners in learning values, encouraging the activity of a learner in the context of transition to independent education requires solving educational tasks;- the personal world of a person is a structure of important relations between a person and the world, within which a person acts, and this structure is reshaped by a person through the participation of learners in important events and various educational practices, based on new values; the learner is not only the place of learning - cognitive activity, but also the subject of personal life activity;

- *educational space - is the space of his development and learning opportunities, which is mastered by the learner as a "project" that implements regular improvement of the educational choice;*

- *reading is a means of self-awareness that realizes the essence of the individual when the freedom of both the teacher and the student is manifested, their activity is creative; the conditions for achieving a personal lifestyle in the educational process, which envisages the expansion of a person's self-awareness and the construction of mutual relations that allow access to constructive interpersonal personal communication based on symmetrical communication.*

The construction of the teacher's activity is related to the neoclassical methodology, because we still do not deviate from the classical traditional didactics, while working with concepts such as activity, person and system. This, in turn, allows the development of didactics today to be defined as neo-didactics, because the basis of the entire educational process is an active and competent approach, but it is carried out in modern socio-cultural conditions.

Today, the pedagogical strategy of a modern teacher is manifested in the following directions:

- looking at studying as communication (engaging in extended communication (dialogue, personal communication, etc.) with the student's classmates, students of other classes, participants of educational relations;

- looking at reading as a reflection (the student's subjective position is realized by mastering reflexive actions to realize his subjective position, as a result, the rise of a modern person to a reflexive way of life, self-education and self-improvement / "meaningful living");

- to look at reading as understanding (achieving personal participation of the learner in the content of education by acquiring intellectual skills, universal learning practices);

Feedback

- to look at learning as a design (able to design a personal learning trajectory based on formal, non-formal education while designing activity methods based on formal, informal and informal education).

The level of development of the didactic competence of a modern teacher is determined by the following: development of motivation, selection of the content of educational material, implementation of pedagogical diagnosis, design of the information-educational environment, ensuring the inclusion of the learner in the educational project, design and organization of educational communication, design and organization of the understanding process, It is determined by the innovative-technological readiness to solve the whole class of modern didactic tasks, such as the organization of the student's evaluation activity, the provision of conditions for the realization of the individual learning-cognitive activity of the learner, the organization of the reflexive activity of the student.

It can be explained as follows [3, 4, 7]:

1). To develop the motivation of learners by using stimulating teaching methods and methods, as well as to create a holistic educational system that allows each learner (in different periods of time) to understand the meaning of education, to build a meaningful "I-world" relationship, and to satisfy interests and life needs in educational activities. implementation;

2). Selection of the content of the educational material on a new basis: not in order to acquire ready-made knowledge, but to create conditions for the independent activity of learners based on the presentation of the educational material in the form of an educational or educational / cultural situation in order to ensure the formation of educational issues and methods of their solution by the learner;

3). On the basis of monitoring, based on the personal achievements and level of development of learners, **carry out pedagogical diagnosis on new bases of their support;**

4). Designing the information-educational environment as a set of resources: designing informational, communicative, technological, instrumental, subject resources that allow students to choose active, initiative, educational actions aimed at providing learners with a fundamentally different position in educational activities **(transition from passive educational positions to active and then autonomous educational positions )**

5). Ensuring the inclusion of personal educational and cognitive activities and individual educational routes of learners in order to gain experience of action and responsibility in real life processes, not only in a real educational environment;

6). Designing and organizing the process of understanding, understanding and interpreting the context of communication, the educational situation, the cultural situation, the educational situation, the content of the educational task for oneself and other learners;

7). Design and organization of educational communication by involving learners in collaborative planning, selection of communication tools and implementation of joint activity forms; managing group dynamics in and out of class; enriching the experience of communication as a personality-forming factor by mastering the experience of communicating with peers in a class, in the classroom and in groups outside the classroom;

8). Organization of student evaluation activities, formative evaluation of students of pedagogical higher education institution, evaluation based on criteria, ensuring that students' learning, knowledge, research, project and other activities are involved in new evaluation processes that ensure the dynamics of its success and achievements by implementing public activities. ;

9). Provision of conditions for individualized educational and cognitive activities of learners in the auditorium and outside the auditorium, transition to individualization of the educational process and the student's personal profile;

10). Organization of the reflective activity of the learner; educational planning, self-assessment and mutual assessment at all stages of educational-cognitive activity, establishing internal guidelines and methods for distinguishing between "I and not me", ensuring the student's involvement in reflection by developing the ability to self-control.

It should be noted that didactic competence has a graded nature. We M. N. Pevzner, O. M. Zaychenko, S. N. We rely on the approach developed by Gorycheva, who describe the following three levels of didactic competence: reproductive, heuristic, creative [6].

Reproductive level: determined by the specific features of the organization of the educational process, such as stereotyping of activity (exact study of samples, a limited set of methods and forms), use of ready-made educational technologies, presentation of oneself only in the context of the subject being taught, low motivation for changes.

Here the normative-adaptive, unchanging, structured character of the didactic competence of the pedagogue is clearly demonstrated.

The heuristic level is characterized by variability and efficiency of the used technologies, teaching methods and methods, rejection of monotony in activity, critical revision of one's own experience for its improvement, use of creative thinking methods. The creative level is manifested in the teacher's subjectivity in organizing the didactic process. The teacher uses an individual activity style, solves pedagogical problems at the level of modern effective theories and technologies of designing and modeling the educational process (system modeling), is able to design and improve his own technologies, actively participates in innovative activities, flexibly adapts to changes.

It is the creative level that allows the modern teacher to move to independent development.

Thus, by the didactic competence of a modern teacher, we understand the teacher's ability to solve complex professional tasks that arise in the education and development of a student.

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