



THEORETICAL BASICS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF THE MODERN TEACHER

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Article history:	Abstract:
<p>Received: May 11th 2023 Accepted: June 11th 2023 Published: July 18th 2023</p>	<p>This article describes the reforms in the improvement of the education system in our country, the views of scientists who conducted scientific research on the development of professional competence of teachers, as well as the context of the concept of professional competence.</p>
<p>Keywords: educational system, pedagogical activity, competence, professional competence, professional activity, professional development of a person, technology of competence formation, educational competence.</p>	

We know that the future of every society is determined by the level of development of the educational system in that society. That is why the fundamental reform and improvement of the education system in our country, raising it to a new level of quality, introducing advanced pedagogical and information technologies to it, and increasing the effectiveness of education have been raised to the level of state policy. In particular, with the adoption of the new version of the Law "On Education" [1], through the continuous education system, students and young people who can compete with the youth of the most developed countries of the world, who can think creatively it is a proof that special attention is paid to education.

Also, in the Decree of the President of January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026" No. PF-60 and other regulatory legal documents related to this field priority tasks aimed at improving the system and improving the professional skills and competence of teachers have been defined. In particular, in the fourth priority direction of this Decree, called "Fair social policy management, development of human capital", creating the opportunity for each citizen to study for a specific profession at the expense of the state, doubling the scope of vocational training, and a total of one tasked with training a million unemployed citizens in professions [2]. It is clear from this that in order for our young people to find their place in life, it is necessary to provide them with in-depth knowledge and life skills in science materials. Implementation of such urgent tasks imposes a huge responsibility on the educational system.

Competence is a parameter of a person's social role, not a characteristic of a person, but of a place. Professional competence of a teacher is a system of knowledge, skills and abilities that form the basis of his professional activity as a teacher and scientist. The structure of a teacher's professional competence can be determined through his pedagogical skills.

Professional competence is methodical methods, modern educational technologies, pedagogical diagnostic (survey, individual and group interview) technologies, psychological and pedagogical correction, didactic tools that provide an effective solution to professional pedagogical problems and tasks encountered in real situations in pedagogical activity. creative ideas on modern education and innovative technologies, advanced foreign experiences, new literature, as well as other information, aimed at learning and continuous improvement, organizing training sessions with learners is mastery and practical application.

The development of professional competence is the development of a creative personality, the formation of receptivity to pedagogical innovations, the ability to adapt to changing pedagogical conditions. The changes taking place in the modern education system require continuous improvement of the teacher's qualifications and professionalism, that is, his professional skills. The main goal of modern education is to meet the current and future needs of the individual, society and the state, to be able to adapt socially in society, to organize their work correctly, to educate themselves and improve themselves. is the preparation of a versatile person. In the development of professional competence, in addition to professional characteristics, didactic support of the educational process based on qualification requirements, choosing individual approaches to the implementation of the educational process is also important. The most complete psychological forms of a person's professional development, the characteristics of the development of professional competence were studied by E.F. Zeer [3]. He evaluates professional competence as one of the main components of the structure of professional activity. It also represents the orientation of the person, professionally important qualities, professionally important psychophysiological characteristics. In T.M.Sorokina's research, the teacher's professional competence is interpreted as a unity of theoretical and practical preparation for the

implementation of pedagogical activities. According to his approach, teaching competence is one of the stages of professionalism, which is the basis of a teacher's pedagogical activity [4].

According to V.N. Vvedensky, the concept of "professional competence" is distinguished by the breadth of its content, integral features that combine common concepts such as "professionalism", "qualification", "professional qualifications". However, it is still often identified with the concept in question as 'competence'. Competence is a set of personal, and competent professional or functional characteristics [5].

A.V. Khutorskoy shows the difference between the concepts of "competency" and "competence" that are "synonymously used". In his opinion, competence is a set of interrelated characteristics of a person (knowledge, skills, activity methodology), determined for certain topics and processes, and necessary for effective production in terms of quality [6].

M.I. Lukyanova understands the specific characteristics of a person who has a high level of professional training for pedagogical activity and effective interaction with students in the educational process based on the teacher's psychological and pedagogical potential. As a component of psychological and pedagogical competence, he considers the blocks of psychological and pedagogical directions [7].

Therefore, professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and the ability to apply them at a high level in practice. 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. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

According to N.A. Muslimov and K. Abdullayeva, competence is the degree of independent and creative application of acquired theoretical knowledge, skills and competences to practice, which is formed during the practical process of the learner and post-higher education activity [8]. In his scientific research on the technology of formation of professional competence of future vocational education teachers, he mentioned the following types of competence: Comprehensive competence. It is related to the value directions of the learner, his ability to feel and understand social existence, to find an independent way of life, to understand his role and place in social society, to have a clear goal in organizing actions. determination and decision-making skills, competence related to worldview, it provides a mechanism for self-determination for the learner in educational and other situations. The individual educational direction of the learner and the general program of his life activity depend on this competence.

Socio-cultural competence. It is the scope of knowledge and activity experience that the learner needs to master in depth, the characteristics of national and universal cultures, the spiritual and moral foundations of human and human life, the cultural foundations of family and social traditions, science in human life. and the role of religion, their impact on material existence, knowledge about life and leisure, for example, knowing how to organize leisure time effectively.

Learning competence. It is a set of independent thinking competences, consisting of elements of logical, methodological and social activities related to specific objects of study, including the ability to see the goal, plan activities, analyze its content, reflection, activities include knowledge and skills in personal assessment. Learners acquire creative skills in relation to the studied objects, that is, obtaining knowledge directly from existence, methods of action and heuristic methods of solving problems in non-standard situations. Information acquisition competence. With the help of audio and video broadcasting tools and information technologies, the skills of independent search, analysis and selection of necessary information, their modification, storage and transmission are formed. This competence ensures that the student learns the basics of academic subjects on the basis of important information.

Communicative competence. Learn how to interact with students, their methods, mastering the language that takes priority in the communication process, the skills of working in groups, organizing and conducting various spiritual and educational activities in a team. includes

Social-active competence [9]. Knowledge of citizenship (citizen, observer, voter, representative), social work (consumer, buyer, client, producer rights), family relationships and obligations, economic and legal issues, professional and personal status determination and acquisition of experiences (in particular, the ability to analyze the current situation in the labor market, to act in pursuit of personal and social interests, to know the etiquette of labor and civil relations).

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