



TEACHER'S PROFESSIONAL AND PEDAGOGICAL COMPETENCE AND ITS SPECIFIC CHARACTERISTICS, MODERN REQUIREMENTS

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Article history:		Abstract:
Received: 20 th January 2024		The important task of a teacher is to educate permanent requirement in self-analyze, self- assessment, self-discipline. It is necessary to call for wave of own efforts, to wake up inner activity, to develop their independence at most. This article is devoted to these problems overall.
Accepted: 10 th March 2024		
Keywords: professionalism of a teacher, pedagogical activity, pedagogical talent, cultivate a need, organize the educational process, formation and development of personality		

Speaking to teachers and mentors of Uzbekistan, President Sh. Mirziyaev noted that "...by studying the experience of developed countries, introducing the best modern technologies, we are carrying out modernization, which is in demand by life itself... It is not difficult to imagine how complex and at the same time responsible During the formation of independent Uzbekistan, the task was to provide the created new structures aimed at achieving national interests with highly qualified personnel capable of thinking in a new way, meeting the requirements of our time." The old education system has not stood the test of time. A "new" person is needed. The ideal of the new era is the entrepreneur, the businessman, the man of action. Accordingly, the pedagogical system must change, turn from theoretical to practice-oriented, providing the knowledge necessary for life.

Every person in his life will play many times both in the role of a student, pupil, and in the role of a teacher, educator. Therefore, the teaching profession is one of the oldest in the world. Teachers are people who have appropriate training and are professionally engaged in teaching, but unfortunately, almost everyone is engaged in unprofessional work. Given the growing demands of society, the requirements for teachers are growing every year. For a long time, scientists and practicing teachers have been concerned about the problem of professional training of specialists, as well as the factors influencing the course and result of the educational process in any educational institution. The main tasks of teaching remain unchanged - developing problems: what to teach and how to teach. Modern science also intensively explores the problems of when, where, whom and why to teach. There is a great deal of truth in when they say: "The head of even the most capable person is worth little without a good education." But in order to provide a person with such an education, he must be trained well; Only a professionally trained teacher can correctly carry out this complex pedagogical process. When studying the problem of professional vocation, professional suitability, nature was studied, i.e. features, nature, direction and structure of professional training of students for their future teaching activities. The authors of scientific works came to the consensus that such a factor is the professional and pedagogical orientation of the personality of the teacher-educator. The pedagogical orientation of the teacher's personality is multifaceted. The most important leading goal orientation is the humanization of activity.

It is not for nothing that people say that "teach and heal from God." Therefore, I would like to note that pedagogy is only half science and half art. When we talk about the professionalism of a teacher, we mean the presence of pedagogical abilities in him. Unfortunately, to this day, when recruiting students to pedagogical universities, diagnostics of pedagogical talent are not carried out; They take everyone who successfully withstands the general competition. Perhaps this is why many people end up in schools and other educational institutions that lag behind the requirements of the time for institutions of this kind, which has a negative and sometimes detrimental effect on students and pupils. Everyone knows that success in the upbringing of each person depends on the influence of many other factors, such as environment, heredity and social conditions. This, however, does not at all diminish the role of the teacher.

Every teacher must remember that his students enter life under changed conditions, in different social relations. The demands of life dictate to the education system the need to prepare society for independently thinking, intellectually mobile, knowledgeable, competitive specialists and enterprising people. The activity of a teacher is always an activity of managing other activities. This is a very complex process because the teacher's goal is always objectified in the student's future. This goal is close and understandable to the teacher; he demands: "You must know, be able to, do." At that time, children live a momentary life, overwhelmed by the problems of the present day, and the future is too distant for them. The teacher lives in the present, but builds the future. "He who knows little can teach little, where

there are no ideas, there is no knowledge," said John Locke¹. In his treatise "On the Government of the Human Mind" (1706), Locke proposed special techniques and methods for forming judgments and developing thinking: connecting each fact with a general situation, teaching one to see in the aggregate. And today, J. Locke's thoughts that the ability to reason makes the mind capable of independently acquiring knowledge have not lost their significance.

The most important task of a teacher is to cultivate a constant need for self-analysis, self-esteem, and self-education. It is necessary to create a wave of one's own efforts, awaken internal activity, and develop their independence as much as possible. Solving these problems requires developed empathy from the teacher, i.e. the ability to see a situation through the eyes of another person, the ability to put yourself in the place of your student and look at the problem through his eyes².

In other words, it is necessary to organize the educational process in such a way that students master the material being studied well, i.e. content of education. All this requires a deep understanding by the teacher of the theoretical foundations of teaching and the development of appropriate methodological skills. During the learning process, there is close interaction between the teacher and students, but the basis of this interaction is the organization of educational and cognitive activity of students and its stimulation. The teacher's influence stimulates the student's activity, so learning can be represented as a process of stimulating the student's external and internal activity. The teacher creates sufficient conditions, controls, directs and provides the necessary tools and information for the successful implementation of student activities. It should be noted that in learning, the development of the sensory, motor, and emotional spheres of the personality lags behind intellectual development. Meanwhile, it is very important that in the learning process one develops the ability to subtly and accurately perceive the properties and phenomena of the surrounding world: space, light, color, sound, movement, i.e. so that the student masters the depth and range of perception of his senses. The English teacher John Locke wrote about this in his time: "When they ask me when a person begins to have ideas, then the correct answer, in my opinion, will be: when he first receives a sensation."³.

The modern organization of education is aimed not so much at the formation of knowledge, but at the diversified development of the individual, primarily mental, training in the techniques of mental activity, analysis, comparison, classification, etc., training in the ability to observe, draw conclusions, highlight the essential features of objects, training in the ability to highlight goals and methods of activity, check its results. The effectiveness of pedagogical influence will largely be determined by the strong-willed qualities of the teacher, his perseverance, initiative, dedication, determination and independence. In organizing the educational process, one cannot ignore such a powerful pedagogical factor as the character of the teacher, the properties and qualities of his personality. One teacher has too strong a character and strong will, great social activity. He strives to do everything himself, suppress children, leaves them uninvolved and indifferent. The other has a soft character, unable to demand basic order from students. Poor knowledge of pedagogy and psychology, "the reluctance to overcome oneself, to shape one's character in accordance with pedagogical requirements, give scope for the direct manifestation of one's nature: hot temper, rigidity or spinelessness. One of the most important components of a modern specialist is a high level of professional self-awareness.

The structure of a teacher's work distinguishes the following: professional psychological and pedagogical skills; professional psychological positions; the teacher's attitudes required of him by his profession; personal characteristics.

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² Fundamentals of pedagogical skills, edited by I.A. Zyazyun – M.; «Education» - 2016 y.

³ History of pedagogy. Reader edited by N.A. Konstantinov and others M.; "Education", -2014. Un..5 –P.:41

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