

## Professional Competence of the Teacher

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### ABSTRACT

The article deals with the professional competence of a teacher, which is a qualitative characteristic of a person and is defined as a multifactorial phenomenon that includes a system of theoretical knowledge, ways of their application in specific pedagogical situations.

**KEYWORDS:** *Competence, teacher, teacher, factor, personality, occupation, profession, education, system*

The highest component of personality is professional competence. Professional competence is commonly understood as an integral characteristic of the business and personal qualities of specialists, reflecting the level of knowledge, skills and experience sufficient to carry out a certain type of activity that is related to decision-making.

Professional competence of a teacher is a qualitative characteristic of a personality and is defined as a multifactorial phenomenon that includes a system of theoretical knowledge, value orientations of a teacher, integrative indicators of his culture (speech, communication style, attitude to himself and his activities, to related fields of knowledge, and others). The teaching profession is both transformative and governing. And in order to manage the development of personality, you need to be competent. The concept of professional competence of a teacher therefore expresses the unity of his theoretical and practical readiness to carry out pedagogical activity and characterizes his professionalism.

The content of the teacher's training in a particular specialty is presented in the qualification characteristic — the normative model of the teacher's competence, reflecting the scientifically based composition of professional knowledge, skills and abilities. The qualification characteristic is, in essence, a set of generalized requirements for a teacher at the level of his theoretical and practical experience.

In general, psychological and pedagogical knowledge is defined by educational programs. Psychological and pedagogical preparedness includes knowledge of the methodological foundations and categories of pedagogy; the laws of socialization and personal development; the essence, goals and technologies of education and training; the laws of age-related anatomical, physiological and mental development of children, adolescents, and youth. It is the basis of humanistically oriented thinking of a teacher-educator.

Psychological-pedagogical and special (subject—specific) knowledge is a necessary, but by no means sufficient condition for professional competence. Many of them, in particular theoretical and practical and methodological knowledge, are a prerequisite for intellectual and practical skills.

The concept of "professional competence of a teacher" expresses the personal capabilities of a teacher, educator, allowing him to independently and effectively solve pedagogical tasks formulated by himself or the administration of an educational institution. To do this, you need to know the pedagogical theory, be able and be ready to apply it in practice. Thus, the pedagogical competence of a teacher can be understood as the unity of his theoretical and practical readiness to carry out his professional activities.

Pedagogical skill is a set of consistently unfolding actions, some of which can be automated (skills) based on theoretical knowledge and aimed at solving the problems of developing a harmonious personality. Such an understanding of the essence of pedagogical skills emphasizes the leading role of theoretical knowledge in the formation of practical readiness of future teachers, the unity of theoretical and practical training, the multilevel nature of pedagogical skills (from reproductive to creative) and the possibility of their improvement by automating individual actions.

Finally, this understanding of the essence of pedagogical skill makes it possible to understand its internal structure, i.e. the interdependent relationship of actions (components of the skill) as relatively independent private skills. This, in turn, opens up the possibility both for combining a variety of pedagogical skills for various reasons, and for their conditional decomposition for practical purposes. For example, the ability to "hold a conversation" can be decomposed into parts: to determine the topic that most adequately reflects the interests and needs of students and at the same time takes into account the leading educational tasks facing the class; to select the content, choose the forms, methods and means of education, taking into account the age of pupils and specific conditions; to make a plan (plan-synopsis), etc. In the same way, you can decompose any other skill.

In the end, we can say that competence is more often understood as an integral quality of personality, manifested in the general ability and readiness for activities based on knowledge, skills and experience acquired in the process of learning and socialization and focused on independent and successful activities.

Professional competence is the quality of a person, which manifests itself in the ability and readiness for activities that allow successfully solving pedagogical tasks based on the teacher's possession of the necessary amount of knowledge, skills, skills and experience.

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