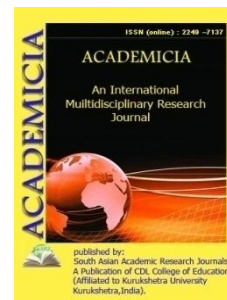


ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.02295.3

THE STRUCTURE OF PROFESSIONAL COMPETENCE OF PEDAGOGUES AND PSYCHOLOGICAL REQUIREMENTS

Saydullayev Jamoliddin Yaxshiboevich*

*The Teacher,
 Samarkand State Institute of Foreign Languages,
 UZBEKISTAN

ABSTRACT

This article presents the pedagogical basis of the professional competence of pedagogues and its structure, the means and methods of formation of competence in teachers, and the current problems of socio-psychological features of the formation of competence.

KEYWORDS: *Pedagogue, Education, Qualification, Purpose, Method, Technology, Competence, Pedagogical-Psychological, Social.*

INTRODUCTION

You can't imagine a modern teacher who is specially trained, professionally competent, and uses psychological knowledge, skills and abilities in the educational process on the basis of the principles of effectiveness. The essence of the concept of "competence". Being able to withstand strong competition, which is a priority in the labor market in the context of market relations, requires every specialist to have professional competence, which is constantly increasing. Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of professional knowledge, the ability to learn new information, to understand important social requirements, to be able to search for new information, process it and apply it in their work.

A number of studies have directly explored the professional competence and specificity of the educator. Such research includes the research conducted by A.K. Markova and B. Nazarova. In her research, A.K. Markova states that the professional competence of a teacher consists of the following components. In Uzbekistan, the professional competence of teachers, their peculiarities, including the research conducted by B. Nazarova and S. Musinov, are of particular importance. According to the researcher, the basis of professional competence of a teacher is the

following. Self-improvement and self-development are important in gaining professional and pedagogical competence. Self-improvement tasks are defined through self-analysis, management, and self-assessment. Stages of pedagogical work on self-development of professional competence:

As an educator specialist:

- Improving the pedagogical and psychological process on the basis of a clear goal, aspiration;
- increase the effectiveness of the process of pedagogical psychology, increase their activity;
- acquisition of constantly updated pedagogical and psychological knowledge; be aware of the psychological basis of advanced technology, methods and tools;
- effective implementation of the latest pedagogical and psychological innovations in science and technology;
- Improving professional pedagogical and psychological skills and competencies; the practical action he takes to seek psychological prevention and resolution of negative pedagogical conflicts represents his work on himself.

Educators need a project-based approach to work in a consistent, effective way. It is desirable that they be able to formulate the following model based on a project approach. The model outlines the steps to be taken and the tasks to be performed at each stage. The effective solution of the tasks set for each stage allows you to move on to the next stage. Self-analysis is also important for a teacher to become professionally competent.

Self-analysis is the study of the nature of one's own practical actions organized by the educator in professional activities. Through self-analysis, the educator is able to make an objective self-assessment. for it is also important that educators have the skills of self-assessment in order to acquire the qualities of professional competence.

Self-Assessment (SAA) is an individual's self-assessment through self-analysis. Self-assessment is the calculation of a person's personal capabilities, objective self-assessment, and self-satisfaction. Self-esteem should help a person develop his or her abilities on his or her own. Self-assessment is difficult, but it can be done directly. As with any professional, there are a number of factors that can affect a teacher's ability to evaluate themselves effectively.

Another important component of the overall structure of professional psychological competence in pedagogical activity is social competence, because the modern teacher not only imparts knowledge, information, but also acts as a mediator between the developing individual and society. The "child-society" relationship, the purposefulness of the interaction, also depends on how competent and efficient the teacher is in social life. Key functions of social competence include adaptation, social orientation, and a combination of personal and social experiences.

The level of social competence of an individual is important in the process of interaction and organization of activities. At the same time, according to psychologists, the formation of the level of social competence of people in the process of adaptation of citizens to the new social conditions of globalization plays a special role. Environmental, political, ideological, and social changes not only determine the development of social thinking, but also affect people's self-awareness, life values, and personal problems. The task of psychology is to create programs

aimed at increasing the level of competence of a person in solving problems related to socialization and social adaptation. In our view, this task is particularly relevant to the work of educators, who are responsible not only for themselves, but also for the formation of their students as well-rounded individuals.

Social competence is one of the most important forms of psychological competence studied in modern psychology. It also reflects the creative qualities of man as a subject of social partnership and cooperation. Mechanisms of formation of competent social behavior of the subject, tendencies of manifestation, motivation, interest in the content are characterized, first of all, by the influence of the nature of "human-society" interaction on social development. A number of studies, in particular, A.K.Markova, S. Musinov and B. Nazarova, have noted the structural foundations of pedagogical competence. The professional competence of the teacher ensures the effective and successful organization of the pedagogical (teaching and education) process. In order to gain professional competence, a teacher must focus on consistent self-improvement. The "Individual Development Program" helps the educator to develop himself.

Because in this program, the qualities of competence that a teacher has and the qualities that need to be developed, the BKM can be clearly and objectively expressed. A number of studies, in particular, AK Markova, S. Musinov and B. Nazarova, have noted the structural foundations of pedagogical competence. The professional competence of the teacher ensures the effective and successful organization of the pedagogical (teaching and education) process.

In order to gain professional competence, a teacher must focus on consistent self-improvement. The "Individual Development Program" helps the educator to develop himself. Because in this program, the qualities of competence that a teacher has and the qualities that need to be developed, the BKM can be clearly and objectively expressed. Many arguments have been made that the development of professional psychological competence depends not only on the amount and quantity of psychological knowledge, skills and abilities, but also on the subject's aspirations to acquire and implement a competent model of professional behavior. In this case, the nature of a particular individual subject, the direction of values, way of thinking, worldview, beliefs, ideals, self-concept, self-awareness, motivation to be competent play an important role. In particular, the content of motivational characteristics is important in determining the effectiveness of competence.

It is important to pay attention to the desire of a person to develop their professional and personal qualities. An analysis of the scientific literature in the field of motivational psychology, devoted to the study of the development of professional qualities of the individual, shows that there are many types of motivational tendencies involved in the management and control of this process.

REFERENCES

1. Aliyev A. Pedagogik madaniyat: metod va mahorat qirralari // J. Xalq ta'limi. – T., 2007.
2. Davleshin M.G. Zamonaviy maktab o'qituvchisining psixologiyasi. –T.: O'zbekiston, 1999
3. Bogolyubov V.I. Theoretical foundations for the design of modern pedagogical technologies: Based on the material of English-language sources: Avtoref.dis. ... Doctor of Pedagogical Sciences. - Pyatigorsk, 1999.
4. Vigotsky L.S. Pedagogical psychology. –M.: Pedagogy, 1977