

# Theoretical Basis Of Developing Modern Teacher Professional Competence

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## Abstract

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.

**Key words:** educational system, pedagogical activity, competence, professional competence, professional activity, professional development of a person, technology of competence formation, educational competence.

## INTRODUCTION.

In order to improve the education system of our country, with the adoption of the new edition of the Law "On Education" [1], special attention is being paid to educating students who are comprehensively developed, who can compete with the youth of the most developed countries of the world, and who can think creatively through a continuous education system. The Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022–2026" and other regulatory and legal documents related to this area set out priority tasks aimed at improving the education system and increasing the professional skills and competence of teachers. In particular, the fourth priority area of this Decree, entitled "Fair social policy, development of human capital", sets

the task of creating the opportunity for every citizen to study in a specific profession at state expense, doubling the scope of vocational training, and training a total of one 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 form in them deep knowledge, life skills in scientific materials. The implementation of such urgent tasks places a huge responsibility on the education system.

Competence is a parameter of the social role of a person, not a person, but a place. The 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 by his pedagogical skills.

Professional competence is the ability to use and constantly improve methodological methods, modern educational technologies, pedagogical diagnostics (surveys, individual and group interviews), psychological and pedagogical correction, didactic tools, creative ideas about modern educational and innovative technologies aimed at organizing training sessions with students, mastering advanced foreign experiences, new literature, as well as other information and applying them in practice.

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 constant 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 prepare a versatile person who is capable of social adaptation in society, to properly organize his work, to educate himself and improve himself. In the development of professional competence, along with professional characteristics, the didactic support of the educational process based on qualification

requirements, the selection of individual approaches to the implementation of the educational process are also important.

The most complete psychological forms of professional development of a person, the features of the development of professional competence were studied by E.F. Zeer [3]. He considers professional competence as one of the main components of the structure of professional activity. He also expresses the orientation of the individual, professionally important qualities, professionally important psychophysiological characteristics. In the research of T.M. Sorokina, the professional competence of a teacher is interpreted as a unity of theoretical and practical preparation for the implementation of pedagogical activity. According to his approach, teaching competence is one of the stages of professionalism that forms the basis of a teacher's pedagogical activity [4].

According to V.N. Vvedensky, the concept of "professional competence" is characterized by its breadth of content, integral features that combine such widespread concepts as "professionalism", "qualification", "professional qualifications". However, cases of identification of the concept under consideration together with it are still often "competence". Competence is a set of personal and qualified professional or functional characteristics [5].

A.V. Khutorskoy distinguishes between the concepts of “competence” and “competence” as “synonymous” concepts. In his opinion, competence is a complex of interrelated characteristics of a person (knowledge, skills, methods of activity), determined for certain subjects and processes and necessary for their qualitatively effective production [6].

M.I. Lukyanova understands the psychological and pedagogical potential of a teacher as a person with a high level of professional preparation for pedagogical activity and the specific characteristics of an effective interaction with students in the educational process. As a component of psychological and pedagogical competence, she considers blocks of psychological and pedagogical directions [7].

Thus, professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their high level of application in practice. Professional competence does not imply the acquisition of separate knowledge and skills by a specialist, but the mastery of integrative knowledge and actions in each independent area. Competence also requires the constant enrichment of specialist knowledge, the study of new information, the ability to understand important social requirements, the ability to search for new information, process it and apply it in one's own activities.

According to N.A. Muslimov and K. Abdullayeva, competence is the level of independent and creative application of the acquired set of theoretical knowledge, skills and qualifications in practice, which is also formed in the process of practice and in the activities of the student after higher education [8]. In his scientific research on the technology of forming professional competence of future vocational teachers, he identified the following types of competence: Holistic competence. This is associated with the value orientations of the learner, his ability to feel and understand social existence, to find an independent life path, to understand his role and place in society, to set a clear goal in organizing actions and make decisions, a competence related to worldview, which provides a mechanism for the learner to determine himself 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. A framework of knowledge and experience that a learner must deeply master, including 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, the role of science and religion in human life, their impact on material existence, knowledge of life and recreation, for example, knowledge of methods for effectively organizing free time.

Learning and cognition competence. This is a set of independent thinking competencies consisting of elements of logical, methodological and social activity related to specific objects being studied, which includes knowledge and skills in goal-setting, planning activities, analyzing their content, reflection, and personal assessment of activities. In relation to the objects being studied, learners acquire creative skills, that is, obtaining knowledge directly from existence, methods of action and heuristic methods for solving problems in non-standard situations.

Information literacy. The ability to independently search, analyze, select, transform, store and transmit necessary information using audio and video media and information technologies is formed. This competency ensures that the learner masters the basics of academic subjects based on important information.

Communicative competency. It includes interaction with learners, their methods, mastering the language that takes a priority place in the communication process, skills to work in groups, and the ability to organize and conduct various spiritual and educational events in a team.

Social and active competency [9]. Citizenship means acquiring knowledge and experience in the areas of citizenship (citizen, observer, voter, representative), social and labor (consumer, buyer, client, producer rights), family relations and obligations, economic and legal

issues, professional, as well as personal status (in particular, the ability to analyze the current situation in the labor market, the ability to act in personal and social interests, and knowledge of the etiquette of labor and civil relations).

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