

GENERAL ESSENCE OF THE EXPERIMENTAL WORK ON THE FORMATION OF PEDAGOGICAL AND PSYCHOLOGICAL COMPETENCE IN FUTURE TEACHERS

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Annotation. Pedagogical competitiveness is considered a factor in which quality organization of teaching activities. Today, it is important to learn to what criteria for the teacher's competence. The article shows the concepts of competence and competency, similarities and differences between them. Types of professional pedagogical competencies are explained. The stages of pedagogical competence formation are described.

Keywords: competence, professionalism, strategy, professional pedagogical competencies, benchmarking criteria.

During the years of independence of Uzbekistan, significant work has been done to reform the system of training and retraining of teachers at all levels of the education system, including educational institutions. Indeed, the cadres who are constantly striving for innovation, striving to increase their professional potential, living in step with the times, widely using the best practices of the world, able to fully protect the interests of the nation, people, their community, as well as educators personnel are able to ensure the development of society.

The modern society is demanding a demand for education, aspiring, competitive, enterprising, spiritual and physical healthy individuals. In 2017-2021, the strategy of actions to further develop the Republic of Uzbekistan helded creating "The task of the upbringing of a highly educated and intellectual generation, the reserves of competent scientific pedagogical staff in higher education institutions." [1].

Competent educator - who is he? Questions arise as to how it is formed. In this context, it is important that we define the essence of the concepts of "competence" and "competency".

It is known that Abu Ali Ibn Sina is one of the founders of medical science in the world. But its doctrine of the harmony of the human psyche and the physical, of the study of man as a whole, has not been sufficiently studied. He said that "all good and bad behavior is the result of conditions and upbringing, habituation." In communication, a person is expressed as a psychologist by means of influence, such as sincerity, tone of voice, tone of voice. "Another of nature's greatest gifts to human beings is human speech. Man expresses himself through the sounds of his speech. "

Any teacher also does not know how to "competence" and how it differs from "competency". The concept of "competency" includes the information, skills, ability and experience of pedagogical. In other words, it is the ability to perform a certain type of work. In fact, both terms are similar. The competence of the company and their presence in humans means the level of use of knowledge in the work process.

There are several approaches to the definition of competence:

- In an American approach, competencies are considered as an example of employees' behavior. If the employee has the necessary skills and knowledge, he will show good results.

- In the European approach, competencies are seen as the ability to act in accordance with the adopted standards [3].

The concept of knowledge, skills and qualifications of the general secondary education, approved by the Resolution of the Cabinet of Ministers of the Cabinet No 187, on 6th April 2017, is described as the ability to apply for daily activities [2].

To properly perform functions, the concept of pedagogues and competencies should be comprehensively developed and in which direction will move to the purpose of professional growth.

Professionalism and competence are similar terms, but they have different meanings. Professionalism means not only certain knowledge, but also the attitude to work, the specifics of the work. Developed competencies are immediately felt as a professional educator strives to develop his or her skills, strive to achieve specific goals and outcomes, and develop work values that typically meet the standard of the work process. Competence is a bit more complex because it requires not only knowledge, but also the ability to apply it. Competence can only be determined during a comprehensive assessment and observation.

Professionalism and competent concepts have common characteristics. It should be noted that people are not always done true professionalism, as people are not always able to apply knowledge in practice, which means that such pedagogy remains ineffective. It is advisable to divide professional pedagogical compensations into special species:

Special pedagogical competence - have enough information to achieve the necessary level of pedagogical activities. In addition, the ability to define its professional levels and determine its development as a specialist depends on this type.

Social pedagogical competence - the level of social competence determines the ability of the teacher to effectively build relationships with colleagues, to plan joint actions. Effective communication skills, pedagogical culture and responsibility for performance are all part of the concept of social pedagogical competence.

Personal pedagogical competence is the ability to organize pedagogical work intelligently, time management, the pursuit of personal growth are its main components. Workers with a high level of personal pedagogical competence are less prone to fatigue and are able to work under the pressure of time.

Each type of competence includes a set of skills, knowledge, and abilities. In educators, they appear at different levels. It is possible to determine how he or she has developed other competencies by looking at his or her performance in the performance of service duties.

How is competence formed? The main thing to develop the competence of a teacher is special professional education. In the future, the knowledge and skills acquired in practice will fill the initial level of competence. All this can be presented in the form of a formula: Competence = I know + I can + I want + I do.

The formation of professional competence is a gradual and continuous process. We can divide it into the following stages:

- Get special information.

- Practical knowledge and skills.

- Professional development, special courses and trainings.

- Professional experience.

- Achieve professionalism in your field.

The accumulation of experience, acquisition of new knowledge and skills improves the competence of the teacher.

The success of the process largely depends on the personal characteristics of the teacher. How can a teacher perform well and quickly and independently? How to assess compliance? The system of assessment of teachers' competence consists of the following components:

- qualification level of teachers - criteria corresponding to the standard are used for assessment;

- labor productivity and quality of work;

- correspondence of personal characteristics to the direction of education;

- availability of additional skills;

- desire for personal growth and professional development.

It is effective to act on the relying on the indicators of actions in assessing the competence of teachers. This is exactly what the difference between competence and competence means. Evaluation of the qualifications of specialists should be regular, independent, purposeful, transparent and have clear criteria.

Once you understand what a competency is, it is not difficult to determine its level. We can suggest the following algorithm for creating a competency model:

Step 1- Discovering Your Position wage At this stage, it is important to clearly define the types of competencies required for the position.

Step 2- Determine the speed of inspection. It depends on the specifics of the educational institution and staff turnover.

Step 3 - Approve the order of the test or exam based on the comparison for each place.

Step 4 - take a test or exam.

Step 5 - data analysis and systematization.

Step 6 - Deciding on the results of the evaluation: sending to additional study, moving to another position, dismissing.

Step 7 - to make the final analysis of the efficiency of the competence and work of the educational institution during the reporting period.

Step 8 - Complete development of a work sample on risks and barriers. Having powers to have private or basic competencies must be used in any work. They depend on the values of the educational institution: a strategy, code of ethics.

Personal performance competencies, along with the educator's personal qualities, include:

- * maturity, aspiration to growth, for example, search for professional values, creative ability;

- * Adequate self-awareness and self-confidence;

- * flexibility, willingness to change;

- * knowledge of work etiquette;

- * stress self-management;

- * imidj.

The management competence of teachers shows criteria such as the use of collective work, leadership, cooperation, coaching, official powers.

Our proposal is to send each teacher who does not meet the competence requirements to additional classes and conduct trainings based on the activities of the educational institution, that is, the development of teachers is an important task.

The conclusion is that the competency formulation is a gradual and uninterrupted process. It begins in the higher education institution and continues under the control of experienced teachers at work. It should not be forgotten that high-term competence is not only the level of knowledge, but also the employee practical skills, experience, and personal qualities.

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