



PEDAGOGICAL AND PSYCHOLOGICAL COMPETENCE OF THE TEACHER

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Annotation

Focusing on the new socio-economic conditions that have emerged in our country, changes are taking place in the education system, the main task of which is to focus on the personality of the student. The modern school student needs not only information, but also methods and methods of obtaining it. The effectiveness of a student's learning is influenced by the professional competence of the teacher. The need to increase the level of professionalism of educational workers, and the development of their psychological competence is quite an urgent problem.

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Despite the variety of existing studies in this area, the education system still has a problem of the existence of a low level of psychological competence of teachers, who in their teaching activities do not take into account the psychological states of students, their peculiar behavior, the motives of teaching and interpersonal relationships in the team, which generates negative phenomena in the education system.

Therefore, the need to increase the level of professionalism of educational workers, and the development of their psychological competence is quite an urgent problem. This problem can be successfully solved if we identify the psychological and pedagogical conditions that contribute to increasing the level of psychological competence of the teacher.

The teacher's professionalism includes a whole system of personal and professional standards that guide the teacher to effectively perform their teaching activities.

The activity of the teacher belongs to the type of "person-person" and a special importance in its effective implementation belongs to the psychological competence of the teacher, which involves knowledge of the age characteristics of schoolchildren, methods of effective interaction, patterns of student behavior, etc. The teacher must be psychologically educated and have knowledge of the age-related psychological characteristics of students, because he is engaged in professional activities directly related to children. Besides that teacher must have



psychological competence, that is, must be able to effectively use psychological education in practice.

Self-education and the help of a psychologist in difficult situations play a huge role in increasing the level of psychological competence of a teacher.

In addition, the study and analysis of theoretical and methodological material in this area allowed us to identify and formulate the main conditions for the formation and development of psychological competence of the teacher:

1. Pedagogical tact is the obligatory observance by the teacher of the principle of measure in communicating with children in educational activities, which implies respect for students, attentiveness and trust, reasonableness in the requirements for the implementation of educational tasks, and much more;
2. The ability to find the right approach to students and know their individual and psychological-age characteristics.
3. Ability and desire to work with children.
4. Interest in the results of their professional activities.
5. When planning and organizing the educational process, take into account the level of motivation of students and the completeness of their knowledge of the educational material.
6. The teacher must possess the skills and abilities of organizational skills.
7. On his speech - it should be simple, clear and convincing in communicating with students.
8. be able to manage the mental state of students in the classroom. To do this, it is necessary to create a comfortable learning environment in the classroom and be able to see and distinguish the mental state of children.
9. "Empathy" of the teacher, that is, the ability to feel the emotional state of the student, to be able to empathize and respond to the child's problem. The main thing here for the teacher is to understand the child's condition and look at the situation from his position in order to find ways to solve the child's problem.

And we would also like to make a special mention of such an important condition as the ability of a teacher to cooperate. That is, to increase the level of psychological competence of the teacher, it is necessary to be able to formulate your point of view, and to hear and listen to others. In addition, the ability to cooperate is also to resolve differences with the help of logical reasoning, without translating differences into the plane of personal relationships.

Also of great importance is the external attractiveness of the teacher, that is, the ability to win over students by appearance and behavior, because students receive



information not only from the teacher's speech, but also visually-pay attention to the expression of feelings in the mimic and pantomime movements of the teacher. In addition, pleasant behaviors of the teacher contribute to rapid adaptation to any situation and simplify the establishment of communication links, which increases the level of impact on students.

We believe that compliance with the above conditions contributes to improving the level of psychological competence of the teacher.

A highly competent teacher is a teacher with a special kind of worldview, able to design predictive models of behavior, able to accept and assimilate the requirements of modern social reality, as well as reflect on the development of social reality. The psychological competence of the teacher consists in the ability to be aware of the level of their own activities, their abilities, to know the ways of professional self-improvement, to be able to see the causes of shortcomings in their work, in themselves, to desire self-improvement.

According to our surveys, only 10% of teachers of educational institutions note that they have a high level of knowledge in psychology, and of those who believe that their level of psychological and pedagogical knowledge allows them to perform functional duties with an acceptable level of quality, as practice shows, 60% of them are at a low level. Every fifth teacher is not able to design different psychological situations in the children's team. Up to half of the teachers say that they do not know how to see the child's psychological state behind the child's behavior and react accordingly. Every second teacher in practice does not apply an individual approach to teaching based on the individual psychological characteristics of students.

The system-forming element of psychological and pedagogical competence, the determining factor of its development, we consider professionally important qualities of the teacher, and first of all: ability to reflect, empathy, flexibility, sociability, ability to cooperate, sensitivity.

The social situation in which the educational activity of a modern school takes place increases the need for a flexible, creative person who is able to adequately respond to changes, is ready to participate in innovative processes, and is capable of self-realization in any problem situations. If the creative potential of a teacher's personality is a condition for his individuality, uniqueness, non-standardness, then flexibility is the ability to be constantly changing in a changing world (especially in situations of pedagogical interaction), this is the ability to adequately express his individuality.



In the list of professionally important qualities of a teacher, sociability occupies the most important place, allowing him to build relationships with all participants in the educational process.

The ability to cooperate, in turn, allows the teacher to formulate their point of view, listen and hear the other, find out the points of view of their partners, resolve differences with the help of logical argumentation, provide emotional and meaningful support to those who need it most; take the position of the other and coordinate different points of view by exchanging opinions; take a dialogical, rather than a monologue position. The ability to cooperate implies openness of the teacher and readiness for any forms of interaction.

Every teacher goes through several stages of professional development, including in the field of psychological and pedagogical competence. There are five main stages.

At the first stage, novice teachers (these are usually those who have just graduated from higher education institutions and have worked for no more than two years) are noticeably focused on external rules and patterns of behavior in a particular school. This is explained both by a small practical experience in the presence of an acceptable theoretical training in the field of psychology received at the university, and by the fear of failure or making a mistake.

At the second stage (as a rule, these are young specialists who have successfully passed the period of adaptation to professional activity, and have worked from two to five years in the specialty), teachers are increasingly experiencing difficulties in distinguishing the main thing in the educational process from the secondary one. In an effort to effectively solve emerging pedagogical situations, they increasingly include knowledge of psychology in their analysis.

Among the methodological techniques that allow you to study the psychological and pedagogical competence of a teacher, you can distinguish: psychological analysis and introspection of the lesson, the method "Psychological portrait of a teacher", the questionnaire "Analysis of the individual style of the teacher's own professional pedagogical activity", the questionnaire "Pedagogical reflection in the field of communication", the map of self-analysis of the teacher's attitude to the professional position, the analysis of the teacher's speeches at the pedagogical councils of the school and psychological and pedagogical councils, the questionnaire of students and teachers, conversations with the teacher, tests for knowledge of the main categories in the field of general and age psychology, developmental psychology.



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