



PROFESSIONAL COMPETENCE OF AN EDUCATOR AND ITS IMPORTANCE IN TEACHING

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Annotation

The comprehensive prosperity, progress of society depends on the development of education and the improvement of content. Today, improving the quality efficiency of education is considered one of the most pressing issues. Any novelty that penetrates into human life awakens in it alertness, even dissatisfaction. Accordingly, educators who have been working with traditional methods for many years, are required to organize classes on the basis of state educational standards, which are improved as it is today. To do this, it is first necessary to radically change the professional consciousness of the teacher. This article provides feedback and insights into the professional competence of the educator and its importance in teaching.

Keywords: Educator, professional competence, innovative technologies, interactive methods, educational system, abilities of educators, students.

The globalization of education, the introduction of innovative technologies, at the same time a large-scale flow of information makes it necessary to regularly update and improve the content of Education. President of our country Sh. Mirziyoyev's lectures and speeches, it can be understood that the issue of increasing competitiveness has risen to the level of a national idea in the Republic of Uzbekistan. At the same time, the system of education in the Republic of Uzbekistan is being modernized, it is of urgent importance to determine the objective methodological foundations of this process. Based on the requirements of the time today, each educator must have his professional competence as a master of his science.

Not every teacher knows what "competence" means and what it differs from "competence". The concept of "competence" includes the education, skills, abilities and experience of an educator. In other words, its ability to perform a certain type of work is considered. In fact, the two terms are similar. Whereas competence refers to the totality of knowledge and their presence in humans,



competence refers to the degree to which knowledge is used in the process of work.

The concepts of professionalism and competence have common features. It should be noted that people who always fully comply with the established requirements and standards will not be truly professionals, the reason is that some do not know how to apply knowledge in practice, which means that such pedagogical activity will remain ineffective. It is advisable to divide professional pedagogical competencies into separate types:

- Special pedagogical competence-to have sufficient information to carry out pedagogical activities at the required level. In addition, the ability of an educator to adequately assess his professional level and determine his development as a specialist depends on this type.

- Social pedagogical competence-the level of social competence determines the ability of an educator to effectively build relationships with colleagues, to plan joint actions. Effective communication skills, pedagogical culture and responsibility for the results of work - all this is included in the concept of social pedagogical competence.

- Personal pedagogical competence is the ability to rationally organize pedagogical work, and time management, striving for personal growth are its main components. Workers with a high level of personal pedagogical competence are less prone to fatigue, able to work at time pressure.

Each type of competence includes a set of skills, knowledge, skills. In educators, they are manifested at different levels. By paying attention to the indicators of his behavior in the performance of service tasks, it is possible to determine how one or another competency developed.

The globalization process of today has a huge impact not only on society, but also on young people. Today it is difficult for a teacher who has not mastered modern knowledge and information to become a competitive specialist, a recognized teacher or a coach. At this point, it is not difficult to realize that the role and importance of the system of retraining the leaders and specialists of preschool educational institutions is growing even more. It is necessary to remember that now the leaders of the organization come to these courses not only to acquire new knowledge, but also to improve their professionalism and competence. There has been much thought about competence in scientific works and in dissertation research. By "competence", he understands the totality of the interconnected qualities (knowledge, skills, skills and methods of activity) of a person, which are



necessary for a productive (consequential) action in relation to objects and processes within a certain framework and are given in relation to them.

Professionalism and competence are terms that have different meanings, although they are similar to each other. Professionalism is understood not only by certain knowledge, but also by the attitude to work, the peculiarities of work. Developed competencies are immediately noticeable, since a professional educator tries to develop his skills, seeks to achieve certain goals and results, develops working values, and these usually correspond to the standard of the work process. Competence, on the other hand, has a somewhat complex content, the reason is that it assumes not only the presence of knowledge, but also the ability to apply them. Competence can only be determined during extensive evaluation and observation.

"Competency", on the other hand, is the possession by a person of appropriate competencies that involve his personal relationship to the subject of activity. That is, "competence" is the requirement (norm) given to the educational training of a student, and "competency" is now understood as his minimal experience in the resulting personal qualities (a set of qualities) and attitudes towards activities in a given area. At this point, the Russian pedagogical scientist A.V. Khutorsky interprets the concepts of "competence" in his own way and divides the competence of the teacher into the following parts. Self-awareness competence manifests itself in relation to the teacher's worldview, imagination and connection.

As an educator, he sees and understands the essence of events and phenomena in the environment, directs himself to this, is able to substantiate his opinion, find a solution to a problem depending on the situation. It provides a competence - a mechanism of self-awareness of the teacher in educational and other activities. Competence to have universal-national and universal values - participation in the social life of the country, respect for national traditions, social persuasions, the role of Science in human life and the ability of the reader to explain this information to young people. Competence of the educational, cognitive process - the teacher's ability to independently learn, think logically, evaluate educational and cognitive activity, analyze knowledge and skills. Competence in education-pedagogical activity, the skill of acquiring information about their science.

- Communicative competence is the ability to know a language, interact with a wide variety of people, occupy a unique place in a team.



- Socio - beneficial labor competence-family relations and responsibilities, participation in the development of society, socially useful work, acquisition of economic and legal skills.
- Competence to work on oneself is self-development, physically, spiritually, intellectually.
- Be able to control his emotion.

In addition, the pedagogical scientist M. Bershadsky believes that the concepts of "competence" and "competence" did not arise as a result of its own development in pedagogical lexicon, but, like many other "innovations", were borrowed from foreign pedagogical literature. While analyzing the reasons for the emergence and prevalence of newly acquired concepts in national pedagogy, the author questions the expediency of using the multi-expressive concept of "competency" instead of the usual and clearly defined concept of "competence".

Uzbek pedagogical scientists. A. Muslimov introduces into the content of the professional competence of the educator the personal capabilities of the teacher, educator, educator, allowing him to solve pedagogical tasks independently and in a sufficiently effective way. To solve one or another pedagogical issue, knowledge of pedagogical theory predicts the need for the skill of applying its instructions in practice. Looking at the views of 13 scientists on the concepts of "competence", "professional competence", we came to the conclusion that one of its main elements is the activation of the teacher's own independent cognitive activity.

In conclusion, very much attention is paid to teachers only in our state. Today the teacher is in attention and respect. It is in the hands of the teacher himself not to lose that respect. Both competence and competence are integral descriptions of the level, quality of readiness of a specialist for professional pedagogical activity. Competence determines the norm of the teacher's level of readiness for work, and competence determines the readiness of a specialist, from the very beginning, formed, based on knowledge, reinforced by real educational and educational activities at school and work experience, in practical terms.

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