

## SCIENTIFIC APPROACHES TO THE ISSUE OF PROFESSIONAL COMPETENCE OF TEACHER

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### ABSTRACT

This article analyzes the scientific and methodological views of domestic and foreign specialists regarding the professional competence of the teacher. These views are systematized in directions and given the characteristics of the characteristics of each of them.

**Keywords:** Professional competence, competence, pedagogical culture, professional motherhood, professional training, pedagogical activity, professional pedagogical competence.

### INTRODUCTION

Reforms and changes in values in the global education system require an innovative approach to pedagogical processes and the active introduction of technology. The effectiveness of innovations in the educational process depends on the nature of professional and pedagogical creativity of the teacher and the level of his development. As in all spheres, it is important for secondary school teachers to take a leading position in the labor market in today's market conditions, to be ready for strong competition and to form and consistently develop professional competence in themselves and their students as masters of their work.

"Competence" - means the effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and ability. The concept of competence has entered the field of education because of psychological research. From a psychological point of view, competence means "the ability of a specialist to behave in unusual situations, to communicate in unexpected situations, to communicate in a new way with colleagues, to perform ambiguous tasks, to use information full of contradictions, to develop a consistent and complex process."

"Professional competence" means the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level. Hence, professional competence implies the acquisition of integrative knowledge and actions in each independent direction by the specialist, rather than the acquisition of specific knowledge and skills. Competence also requires the constant enrichment of professional 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 their work.

A specialist with professional competence will gradually enrich his knowledge; assimilates new information; has a deep understanding of the requirements of the period; seeks and processes new knowledge and applies it effectively in its practical activities [12].

Leading pedagogical scientists emphasize that — the development of professional competence of the teacher is the result of the teacher's self-improvement and self-development. The issue

of self-development is determined by the ability to analyze and self-evaluate. Self-improvement is the organization of purposeful, consistent, systematic actions by an individual or a specialist to develop themselves socially and professionally, to achieve perfection [12].

The draft Law of the Republic of Uzbekistan "On Education" (new edition 29.08.2019) states that competence is the ability to apply existing knowledge, skills and abilities in everyday activities [1].

In research on the competency approach in the educational process, there are different views and opinions on the concepts of competence, competent approach.

### **Methods**

To understand better the issue of "teacher professional competence", we will consider the approaches of mature professionals on this issue and try to systematize them in separate and relatively independent areas.

The first direction is the cultural (commoncultural) direction, this category of "professional competence" expresses the connection between the development of the individual and the phenomenon of "culture", which is the result of his upbringing. Of particular importance in this area are the studies of E. V. Bondarevskaya, B. S. Gershunsky, L. I. Dukhov, A. I. Piskunov. The concept of 'competence' arising from these positions is a sum of three aspects: semantic (in terms of the adequacy of understanding the situation in a cultural context, i.e. the existing cultural understanding, attitude, evaluation); practical (ensuring adequate recognition of the situation, setting goals, objectives, norms and effective implementation in a particular situation); is expressed as a general cultural competence in the form of communicative (paying special attention to communication in situations in a cultural context, taking into account the appropriate forms of communication and interaction). In this sense, professional competence is a derivative component of the overall cultural competence of any individual.

In particular, E.V Bondarevskaya relies on the concept of "pedagogical culture" to define the essence of pedagogical competence. Pedagogical culture is a "dynamic system of pedagogical values, teacher activity and professional activity" [4]. The second direction T.G.Braje and R.H.Gilmeeva describe professional competence as a system of qualities, skills. In particular, T.G. Braje defines professional competence as a system that encompasses aspects of philosophical, psychological, social, cultural, and personal discipline. The professional skills of people working in the "person-to-person" system (teachers, doctors, lawyers, service workers) depend not only on basic (scientific) knowledge and skills, but also on the value of the specialist, work motives, self-awareness.

He understands the world in which one lives and the world around him, his style of dealing with the people he works with, his general culture, and his ability to develop his creative potential. Also, the educator has a deep knowledge of teaching methods; the ability to understand and influence the spiritual world of their students; must have possessed professionally important personal qualities such as mutual respect. The absence of any of the above components negatively affects the whole system and reduces the effectiveness of teacher activities.

Therefore, the concept is studied as follows: professional knowledge and skills, values in society, culture in speech, communication style, teacher's attitude to himself, practical activities and indicators of its implementation [5]. Under the professional competence of R.Kh. Gilmeeva

explains like that: "a system of knowledge, skills, personal characteristics that have professional significance, ensuring the ability to perform a certain level of professional tasks" [7] The third direction, according to the research of A.I.Piskunov and L.M.Abolin, is characterized by the separation of the formation of professional competence from the organization of vocational training.

A.I.Piskunov proposes to include invariant (basic) and variable (changeable) parts in the content of vocational training, which constitute mutual integrity and coherence. The invariant part includes: fundamental knowledge in philosophical, psychological, pedagogical and methodological areas; technological knowledge and professional-pedagogical skills in the field of organization of various forms and types of educational and extracurricular activities. The variant part takes into account the characteristics of the listener's professional training, as well as his personal interests and inclinations [13]. L.M. Abolin considers professional competence as a form of pedagogical activity, because knowledge of these features is a deep knowledge of the subjects of this object (person, group, team), the relevance of labor to a particular subject, the essence of the work done, the subjective, professionally important qualities of the teacher focuses on what it can give. The author interprets professional competence as an important form of pedagogical activity, the teacher is able to self-assess, has a deep knowledge of the nature and essence of the work, embodies important professional qualities, can communicate freely with the tools of production, important professional qualities and self-esteem ability is understood [2].

The fourth direction, L.M. Mitina, considers that "professional competence" and "readiness for professional activity" are concepts that are inextricably linked.

## **Results**

In the psychological and pedagogical literature, the category of "readiness for action" is interpreted differently, but in general it can be interpreted as a special mental state, because in the structure of a particular action is understood the presence of an image of the subject and its constant focus on implementation. This includes different approaches to understanding the pedagogical task, identifying possible patterns of behavior, specific modes of action, assessing one's own capabilities in response to unexpected random challenges, and achieving a specific outcome. L.M.Mitina explains the professional competence of a teacher is as a unit of his/her theoretical readiness for pedagogical thinking and practical readiness for pedagogical activity.

In his opinion, preparation for pedagogical activity is an important component of professional competence and means a reflexive orientation of the teacher to the pedagogical profession, worldview; continuous professional and personal improvement, self-awareness and self-critical assessment; requires initiative and mobility in designing authoring technology for teaching and educating children [11].

The fifth direction researcher AG Asmolov proposes to consider professional skills from a psychological point of view as a characteristic feature of the teacher's personality and to include in its structure effective components. Thus, competence is an indicator of "the degree to which the necessary skills and abilities have been acquired."

The author considers professional competence as "the most important feature of teacher training, a combination of communicative, constructive, organizational skills, as well as the ability and readiness to apply these skills in practice in pedagogical activities" [3].

The sixth direction is that professional competence in this area is interpreted as the level of knowledge of the specialist. According to BS Gershunsky, the category of "professional competence" is determined mainly by the personal level of vocational education, experience and individual abilities, the desire to work on themselves and constantly improve their knowledge, as well as a creative approach to their work [6]. L.K. Grebenkina defines professional competence as the level of "education and general personality culture characterized by the acquisition of theoretical means of cognitive and practical activity" [8].

The seventh direction is defined as the definition of professional competence in terms of approach to activity. According to A.K. Markova, professionalism is interpreted as the sum of five main aspects of a teacher's work: pedagogical activity, pedagogical communication, teacher's personality, teaching, upbringing. Each of these components identifies the objectively necessary pedagogical knowledge: (psychology, data from pedagogy, the nature of the teacher's activity, the characteristics of his pedagogical activity, communication, personality, mental development of students, their age), skills (a set of actions performed at a very high level), professional psychological situations (a stable system of the teacher's attitude to the student, colleagues, self, determining his behavior, self-esteem, level of professional claims and motivation of the teacher, understanding the meaning of his work), both psychological characteristics and knowledge that affect him area (pedagogical thinking, self-assessment, observation) and motivational (goal setting, motives, personal interests).

## CONCLUSION

In her later work, A.K. Markova explains "professional competence" as a state of mind that allows a person to act independently and responsibly, to have the ability and capacity to perform certain labor functions as a result of human labor [10].

N.V. Kuzmina introduces the concept of "professional-pedagogical competence", which in turn is understood as the sum of the formation of teacher skills, scientific and practical knowledge as a subject of pedagogical influence for more consistent and effective solution of pedagogical problems [9].

Based on the above comments, it can be concluded that based on the professional and pedagogical skills of the teacher, we understand the holistic quality - competence of the teacher, which represents a set of professionally important features formed in the learning process and developing during professional activity.

This, in turn, is defined in the draft Law of the Republic of Uzbekistan "On Education" as a competence - the ability of a teacher to apply existing knowledge, skills and abilities in everyday activities.

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