

Psychological Characteristics of the Teacher's Pedagogical Competence

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Abstract

Pedagogical competence is a wider management of the teacher's creative possibilities, the ability to convey professional knowledge, qualifications and skills to students, and to engage in pedagogical communication with them. As a result of the gradual development of theoretical knowledge and pedagogical experience acquired in practice, the professional competence of the teacher is formed. The pace of its development is based on the results of the teacher's work on himself and constant research.

Key words: *pedagogical competence, pedagogical preparation, integrity of professional knowledge and skills, pedagogical activity, knowledge, skills, skills*

Competitive specialists with high professional skills are of priority in ensuring large-scale social and economic development in Uzbekistan. For this purpose, in the following years, great attention is being paid to the fundamental reform of the education system in our republic, to the training of specialists who can work with high efficiency in various sectors of the national economy.

Of course, the tasks set before public education can be successfully implemented only by competitive, skilled teachers who are masters of their profession. This means, first of all, to educate the young

generation, who are the creators of the future, to serve their country and people as highly qualified personnel, to work honestly for the development and happiness of a prosperous country. After all, the present era is in great need of selfless, highly qualified teachers who are devoted to the interests of the Motherland. This requires a deeper approach to the issue of teachers' professional competence.

Pedagogical competence (*lat. professional suitability*) is the ability to use the teacher's creative abilities more broadly, convey professional knowledge, skills and abilities to students, and engage in pedagogical communication with them.

Currently, active work is being conducted to study the theoretical aspects of the process of effective use of psychological mechanisms that increase the effectiveness of the educational process by a professionally competent teacher. These include the works of V.M.Korotkov, B.T.Likhachyov, V.P.Bespalko, N.F.Talyzina, L.M.Fridman, Yu.N.Kulyutkina, G.S.Sukhobskoy, T.V.Kudryavtsev, A.M.Matyushkin, M.I.Makhmutov. In these studies, methods and ways of methodical work necessary to achieve the teacher's professional suitability - competence are presented.

Educating and educating a person in all aspects is the eternal dream of mankind, and our ancestors were looking for ways and rules of how to teach enlightenment and culture to the young generation, to lead them to perfection.

The activity of a teacher engaged in educational work should be aimed at creating conditions for education, forming the needs and talents of a person during the educational process. It should be noted that the professional qualification of every teacher working in educational institutions has two edges. These are:

training in specialty and pedagogical training.

That is, the teacher's activity is always focused on solving the following didactic issues: "what should be taught?", "who should be taught?" and "how to teach?".

To find the right solution to these questions, to find a way out of this or that situation in accordance with pedagogical goals, requires high skills and deep professional knowledge from the teacher. The solution to these problems is based on knowledge of the basic laws of pedagogical psychology.

In the concept of professional competence, V.S. Bezrukova understands "a set of professionally high-level knowledge and skills that allow to make a decision, evaluate and express an opinion at a competent level.

E.F.Eser and O.N.Shakhmatova consider the professional competence to be the integrity of professional knowledge and skills, as well as the methods of performing professional activities.

Algorithms for researching various aspects of the practical activity of a pedagogue, created by Yu.M.Zabrodin, A.K.Markova, S.N.Makhnovets, L.A.Makhnovets, are widely implemented in the work of school teachers.

In addition to the above, Yu.P.Azarov, N.V.Kuzmina, A.S.Makarenko, V.A.Slastenin, V.A.Sukhomlinsky, L.N.Tolstoy, K.D.Ushinsky, B.L.Farberman, B.Q.Khojayev, N.K.Baklanova and many other researchers also to some extent conducted their scientific research implemented.

Z.D.Jukovskaya studied the problem of developing a system of pedagogic competence formation and emphasized that the teacher and the student are the subjects of "control and self-control". It should be said that many scientific researches were carried out by various researchers on the problem of formation of pedagogical competence and important scientific pedagogical and psychological conclusions were reached.

In general, based on modern scientific researches and the scientific psychological conclusions reached by researchers, it can be said that the formation of professional competence, professional suitability and professional qualities of the teacher can be an important factor in increasing the effectiveness of education.

As a result of the gradual development of theoretical knowledge and pedagogical experience acquired in practice, the professional competence of the teacher is formed. The pace of its development is based on the results of the teacher's work on himself and constant research.

The following can be listed as the main structure of the model of pedagogical competence:

- social and professional direction of the teacher;
- availability of pedagogical competence and skills;
- psychological characteristics of the teacher's character;
- the level of the teacher's cognitive activity and;
- the general progress of the teacher in the level of teaching students and preparing them for the profession.

Pedagogical competence, which must be demonstrated by the teacher, has a wide range of aspects, which are reflected in the following (Table 1).

Table 1. Aspects of teacher's pedagogical competence

KNOWLEDGE	SKILLS	QUALITY	DIRECTION	FUNCTIONS	ABILITIES
Universal, pedagogical, theoretical, psychological	Gnostic - knowledge-oriented, perceptive - (perception), action, communicative (artistic) and pedagogical	Confidence in success, inner intuition, possibility of pedagogical communication	Implementation of the educational opportunity in practice, love for children, awakening the feeling of honoring the profession	Diagnostic, prognostic, organizational, communicative, designing, research	Didactic, communicative, organizational, constructive, gnostic, perceptive, creative, expressive (reasonable use of humor and humor)

So, as can be seen in the table, a modern teacher must have a set of abilities, qualities and characteristics listed above, which in their entirety constitute pedagogical competence.

Pedagogical competence is the art of teaching and education that is regularly improved.

Pedagogical competence is a specialization in pedagogical professional activity and a sum of specialized skills and qualifications. A teacher's preparation for a certain specialty is not limited to knowledge of the relevant subject - mastering the theory of general pedagogy and methodology. It should be considered that there is always a need for skilled pedagogues who have practical psychological and pedagogical training, who are intelligent, cultured, creative, who understand children's hearts and can influence them.

The development of science and culture depends on the direction of education. It is clear to everyone that after the independence of our country, there have been sharp and great changes in the field of education in terms of restoring national ethics, putting various traditions in place, and further

developing national values. It is necessary not to forget that the great future of the state will be achieved as a result of educating young people to be well-educated and have pure morals.

Choosing a way to quickly acquire a specialty profession plays an important role in the formation of pedagogical competence. After all, pedagogical competence is a pedagogical product that ensures the clarity of the goal, the integrity of the connection between the subject and the object. At this point, it should be recognized that its formation and improvement is a complex and long-lasting process. This process requires the teacher-educator to thoroughly acquire pedagogical-psychological, theoretical and methodical training, to regularly read pedagogical information diligently, to learn to use existing theoretical-practical pedagogical achievements appropriately in his work.

As we have seen, the main object of pedagogical competence is a person, his intelligence, will, confidence, thinking, consciousness. The high level of these depends on knowledge and the level of mastery of it. And knowledge is acquired through tireless work, hardship and suffering. Pedagogical competence is formed with the help of pedagogical activity, pedagogical work, continuous work on one's own qualifications. Without pedagogical competence, it is impossible to ensure the success of education, that is, the pedagogical process. This means that acquiring pedagogical competence is a necessary condition for every teacher and educator.

As we have seen, pedagogical competence is an important socio-pedagogical phenomenon, and it is important for the formation of a pedagogical skill to correctly direct the learning process of students, their needs, interests, motives, and the forms of realizing their goals. is important.

Pedagogical competence is a summation of the results of the professional and personal activity of a teacher-educator, it consists of a set of certain knowledge, skills, and qualifications, and in the process of its formation, it goes through several paths:

- the first way is the way of educational-pedagogical activity, which implies knowledge of one's educational subject, pedagogy, psychology, methodical sciences at the level of scientific and technical progress and the requirements of the time;
- the second way is the way of personal activity, where he expresses his attitude towards himself, his work, colleagues, students, and their parents, understands his position, - self-evaluation, self-awareness, striving to increase one's knowledge independently, self-improvement, creativity, creativity, entrepreneurship, means regular striving for innovation;
- the third way is the way of socio-pedagogical activity, which is "the ability of the teacher-educator to "see" the students, the community, to understand their interests and demands, the difficulties they face in advance; every development of the individual-psychological characteristics of a pupil-educator;
- the formation of knowledge, skills, and qualifications for organizing educational activities in and out of class; to involve students in various socially useful activities; it means the existence of such abilities as being able to arouse enthusiasm for science, life, art, socially useful work;
- the fourth way is the way of information-communicative activity, which means that the teacher-educator has information; that it is equipped with information about the events in reality, the pedagogical world; shows that he can get information from information and communication technologies, and has the ability to convey it to his colleagues, comrades, students after passing it through his thinking sieve.

These ways of acquiring the noted and described pedagogical competence are a program for a teacher-educator, and provide practical support for creating great opportunities for becoming a professional and increasing the effectiveness of education.

The main goal of the national education system is to humanize and democratize the content, form and methods of the pedagogical process, to reconstruct the purpose, form and methods of education on a national basis. In such conditions, a teacher who thinks in a new way, is a master of his work, and has pedagogical competence, must be a truly selfless teacher and, first of all, a knowledgeable person. Such teachers-pedagogues are formed only in the process of long-lasting arduous pedagogical activity. Because any higher pedagogic educational institution only provides information about directions and secrets of pedagogical science and profession to the future teacher.

A true master of the pedagogical profession, a specialist with high pedagogical competence, is formed in an educational institution, directly and indirectly, through constant work on his professional qualifications.

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