

## **Theoretical Foundations for Ensuring Professional Competence of Upper-Class Teachers**

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**Abstract.** *This article discusses the concept of competence, professional competence, competence approach, professionally competent teacher, if the formation of professional competence of teachers of senior classes is a psychological problem, some work that needs to be done, the concept of competence in professional competence and the need to focus on the forms of theoretical training of teachers of senior classes in the formation of professional competence.*

**Key words:** *competence, professional competence, competence, high school teachers, competence approach.*

**Introduction.** Many studies, projects are being carried out on the development of education in the world educational system, especially with great emphasis on the development of all components of pedagogical professional education. In order to improve the mechanisms for the development of pedagogical professional competencies in our country, a modern material technical base has been created in educational institutions and innovative educational programs have been developed. In 2017-2021, the strategy of Action for the further development of the Republic of Uzbekistan defined the task “to educate a highly educated and intellectually developed generation based on achievements in the educational system of developed countries, to create a reserve of competent scientific pedagogical personnel in higher educational institutions.”

At the same time, many reforms carried out in our country, as well as the development of civil society based on democratic principles, emphasize the need to further improve the professional competencies of educators in improving the quality of professional training in the specialty of students in the higher education system in jaraèni. Resilient to strong competition, which has priority in the labor market in the conditions of market relations, indicates the need to have professional competence from each Specialist, to consistently increase it. The implementation of these tasks requires the creation of effective innovative models based on the principles of multi-stage continuity, continuity and consistency in the educational context, the development of professional competencies of educators.

The great changes that are taking place in the socio-economic life of modern society require a qualitative change in the content and character of professional activity, the level of social professional mobilization of future teachers, qualities that determine their competitiveness. The issues of increasing political activity of today's generation, taking its place in life, growing to become a mature person in educational institutions are considered relevant at a time when contradictions and contradictions in the world are growing, taking over the human heart and mind, first of all, removing the spiritual world of young people, putting them in opposition to their relatives.

Literature analysis and methodology. The most complete psychological forms of professional development of an individual in the process of professional self-government in modern socii

economic conditions, features of the development of professional competence E.F. Studied by Zeer. It assesses professional competence as one of the main components of the structure of professional activity. Also, the orientation of the individual, the professionally important qualities, represent professionally important psychophysiological characteristics.

V.N. Vvedensky believes that the concept of "professional competence" "is characterized by the breadth of its content, integral features that combine such common concepts as "professionalism", "competence", "professional competence". However, the cases in which it identifies the concept under consideration in conjunction with the concept are still frequently "competencies". Competence is a complex of professional or functional characteristics that are personal in nature, and qualified.

On the basis of the psychological and pedagogical potential of the teacher, Lukyanova understands the peculiarities of a person who has a high level of professional training for pedagogical activity and effective interaction with students in the educational process. As a component of psychological and pedagogical competence, it considers blocks of psychological and pedagogical directions.

G.M. Kodjaspirova believes that "a teacher must have a certain pedagogical competence in order to be a qualified teacher".

Results. Modernization of the educational process in higher educational institutions, development of professional competence of future teachers in improving the quality level of the educational system of pedagogical specialists, arming them with modern professional knowledge, skills and skills related to the field, development of skills independent of scientific and technical innovations, creative use and ability to solve promising tasks are among the important tasks.

The term competence is defined using the words "efficiency", "attainment", "success", "understanding", "consequentiality", "possession", "quality", "quantity", while most authors have noted difficulties in diagnosing it. L. Spencer and M. The Spencers claim that the formation of competencies is overtaken by the difficulty of measuring them and determining their properties.

Dj. Raven believes that competence should be assessed by the fact that it belongs to an area according to a class of objects or objects. The result is an assessment of the intensity of individual motivation for specific activities. He explains that personality competence is defined only when one is expected to carry out activities to achieve a goal.

Meeting the requirements of society requires a modern teacher of high culture, deep education, a sense of responsibility for the motherland, responsiveness, deep knowledge, pedagogical interest in developing the creative potential of his students, ability to innovative activities, work on oneself, professional activity, and a number of other qualities. Therefore, along with the issue of raising a perfect person, another main issue, the issue of forming the professional competence of a specialist, is considered extremely important today. It is called a competency approach – to determine which method of activity the specialist has competencies, what he can take, what he is ready for.

The concept of "competence" has entered the field of education as a result of scientific research by psychologists. From a psychological point of view, competence refers to "unconventional situations, how a specialist behaves in unexpected cases, enters into communication, takes a new course in interaction with opponents, takes on ambiguous tasks, uses information full of contradictions, owns a plan of action in consistently developing and complex processes.

Professional competence is the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and the ability to apply them at a high level in practice.

A teacher with professional competence, firstly, has a positive effect on the formation of creative learners in the educational process, secondly, he is able to achieve positive results in his professional activities, and thirdly, to realize his personal professional capabilities.

If the formation of professional competence of future educators is considered as a pedagogical problem, it is necessary to carry out the following works:

1. The radical improvement of the quality of professional and pedagogical training of the teacher is directly related to its content. To significantly increase the quality of training of pedagogical personnel, it is necessary to provide a synthesis of pedagogical and technical knowledge.
2. Pedagogical competence depends on the concept of pedagogical skill N.V.Kukharev describes, "a set of qualities that solve the exact qualities and pedagogical issues of the teacher's personality in the most effective way, arising from his psychological and pedagogical training."
3. A.K.Markova says that a teacher is a teacher with professional competence, when he increases his pedagogical activity, pedagogical treatment at a sufficiently high level, achieves high results in the training and education of young people. A competent teacher should know how to apply his professional knowledge, psychological qualities in his work.

Currently, great attention is paid to the technology of training in the formation of professional competency. Professor of higher education institutions, the teaching technologies developed and used by the student body are a component of the decision-making and educational educational educational system of professional competence of Future Educators, which contributes to the initial creation of a professionally significant base of occupation, the gradual formation of theoretical, practical and motivational training and ability to carry out professional activities at a high level.

In addition, the concept of competence is important in the specifics of the formation of professional competence in future educators. Competence-requires the continuous enrichment of one's knowledge, the study of new information, the feeling of the requirements of this day and period, the skill of searching for new knowledge, their processing and application in their practical activities. A competency specialist will have such skills as self-mastery in solving problems, mastery of the use of methods and methods suitable for this particular situation, selective and applied methods worthy of the current situation, rejection of the inadequate ones, critical eye view of the issue. Since the basis of competence consists of abilities, each of them must correspond to its own competence.

Abilities with their most general manifestations correspond to competencies in Physical Culture, mental sphere, Universal, Practical, performance, creativity, artistic, technical, at the same time pedagogical-psychological, social and other skills. It should be remembered that the content of the theoretical training of the teacher in most cases is understood as a complex of psychological-pedagogical and special knowledge. But, the goal is not just the formation of knowledge.

Discussion. Knowledge, which is considered an overload in the structure of the teacher's experience and is not brought into one system, becomes something that no one needs. Therefore, it is necessary to pay attention to the forms of theoretical training of future educators in the formation of professional competence. Such theoretical activity is an activity manifested in the general knowledge of pedagogical thinking, which implies that the teacher has analytical, predictive, design and reflexive skills.

The teacher is a person with special education in pedagogical, psychological and specialty areas, professional training, having high moral qualities and functioning in educational institutions. From this point of view, the following duties and responsibilities are required of them:

1. The teacher is primarily an educator with a sense of responsibility, an experienced orator, a promoter of culture and enlightenment.
2. The teacher should be able to love those who are educated by nature, to connect his affection, feelings with the inner world of those who are educated at every moment, to receive both their affection and respect.
3. The teacher should have a deep understanding of the changes that are taking place in the social life of society, the nature of the socio-economic reforms being carried out and, objectively assessing them, be able to constantly provide the correct, well-founded information to those who receive education in this regard.
4. A modern teacher is required to be aware of the innovations and achievements of Science, Technology and Information Technology.

5. The teacher should have a deep and thorough knowledge of his specialty, master the integration of all disciplines, carry out incessant scientific research on himself.
6. The teacher should know the basics of pedagogical and psychological sciences carefully, organize educational activities, taking into account the age and psychological characteristics of those who receive education.
7. The teacher should be able to make the most effective modern form, methods and means of education and upbringing in professional pedagogical activities.

In the current context, the demands that society puts on the teaching profession and its competency characteristics are increasing day by day, and the task of organizing these requirements in practice correctly depends on the teacher. A modern school teacher performs a number of tasks. The teacher is primarily the organizer of the educational process in the classroom. The main requirements that society puts before the teacher are as follows:

- knowing the essence of the ideology of national awakening and universal wealth in the spiritual and educational upbringing of a person, raising children in the spirit of loyalty to the ideas of independence, love for their homeland, nature and family;
- with a thorough knowledge of professional knowledge, be aware of various knowledge;
- excellent knowledge of pedagogy, psychology, physiology of youth education, school hygiene to the knowledge of their profession;
- the recent achievements in World Science in his profession, the constant awareness of computer and Information Technology Innovations;
- improvement of skills and skills of the student from the methodology of education and training;
- creative approach to his profession;
- having pedagogical techniques (logic, expressive means of speech education) and pedagogical tactics;
- the constant improvement of his knowledge and pedagogical skills of the student.

For successful work, it is necessary that each teacher has pedagogical skills. The main law of pedagogical skill is creativity in achieving tremendous results with little effort, which will always be his companion. Pedagogical and its competence are formed only in a person who is interested in activity, capable, talented. Pedagogical activity has a creative character in its essence. The teacher forms the personality of the student, makes independent decisions in unforeseen situations, solves pedagogical problems, independently manages the educational process.

The objective, objectives, content, methodical requirements of educational education for the younger generation, the effective use of the achievements of Science, Technology and technology are considered to be pressing problems facing today's educational system. In order to improve the effectiveness of Education, ensure that the individual is in the center of education and that young people receive independent knowledge, educational institutions need specialist teachers who, in addition to a strong acquisition of knowledge in their field, know modern pedagogical technologies and interactive strategies, know the rules for their use in the organization of educational and educational.

This, in turn, as effective forms of organizing training sessions, a lecture (problem lecture, lecture-seminar, virtual-technological lecture, visual lecture, binary lecture, introductory lecture, lecture-conference, informational lecture, lecture debutmunozara, commentator lecture, online lecture) as training, videotrining, webinars, internet conferences, innovative teaching methods, and as problematic methods, interactive methods, practical games, educational projects, portfolios, graphic organizers, it brings to the surface the need to use information communication technologies.

Conclusion. Drawing conclusions from the above points, it can be said that in the formation of professional competence of future educators, mainly teachers are obliged to develop and influence

the activity, feeling, behavior of young people with a lesson, example in the process of their activities, choose material for each activity, complicate it and ensure its connection with the previous and subsequent ones, plan the pedagogical process.

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