

Development of Professional and Methodological Competence of Teachers

Ochilova Gavhar Khamid kizi

Jizzakh State Pedagogical University

Theory and Methodology of Education and Upbringing

(primary education) specialty

1st year master's student

+998932910255

E-mail: gavharochilova99@gmail.com

Abstract: This article provides information on the development of professional and methodical competence of future elementary school teachers, ways of teacher self-improvement and ability development.

Key words: Competence, professional-methodical competence, individual approach, professional activity, knowledge and ability.

Although there are many different professions in society, we know that its main point is teaching. The task of a primary school teacher is to perfectly create a fundamental foundation for a person to find their place in life. As long as a teacher continuously works on themselves, they will continue their professional activity without obstacles.

Professional self-development is professional experience. The development of professional experience is the development of activity that leads to professional development. There are technological stages of professional self-development:[1]

- 1) informing their needs, capabilities, and interests, taking into account themselves;
- 2) the teacher independently formulates the goals and objectives of self-development, self-assessment, plans to work on themselves, chooses means of self-motion;
- 3) as a result of self-processing, a new quality and structure of activity occurs.

Today's modern school requires pedagogical values and a creatively developed teacher. Scientific research work, as an integral part of innovative processes, gives a great impetus to the teacher: self-awareness, self-development, creativity. Meeting the demands of society requires a high culture, deep spirituality, responsibility, deep knowledge, self-improvement, professional activity, and a number of other qualities from a modern teacher. Therefore, in the upbringing of a harmoniously developed personality, it is possible to form the professional and methodological competence of a specialist.

Competence is the possession of knowledge that allows one to correctly reason about a certain situation, a reasoned opinion, the expression of a person's level in a certain field, the embodiment of knowledge, skills, and experience in a certain field.

The concept of "competence" was introduced into the field of education as a result of scientific research by psychologists, and based on this: "possession of a plan of action in unconventional situations, in unexpected situations, how the specialist behaves, enters into communication, takes a new approach to interaction with opponents, performs ambiguous tasks, uses contradictory information, in consistently developing and complex processes" [3].

Professional competence is the knowledge, skills, and abilities necessary by a specialist for carrying out professional activity and the ability to apply them in their place and place. A professionally competent teacher can form a creative learner, master professional activity at a high level, and realize their personal and professional potential. The concept of methodological competence is also not new in the field of pedagogy. A teacher with methodological competence self-educes, improves themselves, develops personal qualities necessary for the formation of methodological competence. Currently, an innovative approach to achieving methodological competence is becoming increasingly important. A teacher who aims to achieve high effectiveness over the funds and effort invested in innovation in the educational process strives to exert maximum influence on the younger generation. Innovation differs from other innovations in that it must have a flexible structure that allows for management and control. The development of professional and methodological competence in teachers is crucial for enhancing the quality of education. As the primary facilitators of knowledge, teachers play a vital role in shaping the skills and values of future generations. In today's rapidly changing educational landscape, it is essential for teachers to continually develop their competencies to meet the diverse needs of students. Professional competence refers to a teacher's ability to apply their knowledge effectively in the classroom. This involves understanding subject matter deeply, implementing effective teaching strategies, and adapting to various learning styles. To foster professional competence, ongoing training and professional development opportunities are essential. Workshops, seminars, and conferences provide educators with the latest research, innovative teaching methods, and technological tools that can be integrated into their lesson plans. Methodological competence, on the other hand, emphasizes the methods and techniques used in teaching. This involves a teacher's ability to select appropriate instructional strategies, assess student learning, and reflect on their practice. A strong methodological foundation allows teachers to create engaging learning environments that cater to the individual needs of students. Collaborative approaches, such as peer observations and team teaching, can enhance methodological skills. By observing colleagues, teachers can gain insight into different teaching styles and approaches, ultimately enriching their own practices. Furthermore, integrating technology into teaching methodologies is increasingly important. In the digital age, educators must be proficient in using various educational technologies to facilitate learning. Online resources, educational software, and interactive platforms enable teachers to engage students in new and innovative ways. Professional development programs should include training on these tools, ensuring that teachers are equipped to implement them effectively. In addition to formal training, reflective practice is a critical aspect of developing competence. Teachers should regularly assess their teaching methods, seek feedback from peers and students, and make necessary adjustments. This self-reflective process fosters continuous improvement and professional growth. Moreover, educational institutions need to prioritize a supportive environment that encourages lifelong learning. Creating a culture of collaboration and shared knowledge among teachers can lead to collective success. Mentorship programs can also be beneficial, pairing novice teachers with experienced educators to provide guidance and support.

In conclusion, in order to be able to convey to students effective, useful, high-quality, practically significant knowledge, today's teacher must have the ability to receive, process, and deliver information to students in an interesting way. This requires a high level of professional and

methodological competence, pedagogical skills, knowledge, abilities, and creative qualities of the teacher.

REFERENCES

1. N. Nuraliyeva "Modern Ways of Primary School Teachers' Self-Improvement." (Republican Scientific-Practical Conference). May 15-16. 2023.
2. Z.Radjapova "Pedagogical competence is an important condition for the education and upbringing of the individual.
3. Sh.Usarov. "Integration of Science, Education and Practice." 2023. Volume 4, 5th ed.
4. Official website <https://oyina.uz>