



PEDAGOGICAL COMPETENCE: THEORY AND PRACTICE

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Annotation: *Pedagogical competence is considered as a factor that ensures the quality organization of teaching activities. Today, it is important to learn what criteria determine the teacher's competence. The article shows the concepts of competence and competence, similarities and differences between them. Types of professional pedagogical competences are indicated. The stages of formation of pedagogical competence are described.*

Keywords: *competence, professionalism, professional pedagogical competences, competence, strategy, criteria.*

INTRODUCTION

The concept of "competence" includes education, skills, abilities and experience of a pedagogue. In other words, it is his ability to perform a certain type of work. Actually, both terms are similar. Competence refers to the totality of knowledge and its availability in people, while competence refers to the level of use of knowledge in the work process.

MATERIALS AND METHODS

There are several approaches to the definition of competencies:

- In the American approach, competencies are considered as patterns of employee behavior. If the employee has the necessary skills and knowledge, he will show good results.
- In the European approach, competencies are seen as a description of work tasks and expected work results, that is, the ability to act in accordance with accepted standards [3].

In the State Educational Standard of General Secondary Education, approved by the decision of the Cabinet of Ministers on April 6, 2017 No. 187, the concept of competence is defined as the ability to apply existing knowledge, skills and abilities in daily activities [2].

In order to perform the functions correctly, the pedagogue must know the concept of competence and competence, know in which direction to move in order to develop in all respects and grow professionally.

RESULTS AND DISCUSSION

Professionalism and competence are similar terms, but they have different meanings. Professionalism means not only certain knowledge, but also the attitude to work, specific features of work. The developed competences are immediately felt, because the professional pedagogue tries to develop his skills, strives to achieve certain goals and results, develops working values, and these usually correspond to the standard of the work process. Competence has a somewhat complicated meaning, because it requires not only the



presence of knowledge, but also the ability to apply it. Competence can only be determined during extensive evaluation and observation.

Concepts of professionalism and competence have common features. It should be noted that people who fully meet the established requirements and standards do not always become true professionals, because some do not know how to apply knowledge in practice, so such pedagogical activity remains ineffective. It is appropriate to divide professional pedagogical competencies into separate types:

- Special pedagogical competence - having sufficient knowledge to carry out pedagogical activity at the necessary level. In addition, the pedagogue's ability 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 a pedagogue to effectively build relationships with colleagues, plan joint actions. Effective communication skills, pedagogical culture and responsibility for work results - all this is included in the concept of social pedagogical competence.

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

Each type of competence includes a set of skills, knowledge, and abilities. In pedagogues, they appear at different levels. It is possible to determine how this or other competencies have been developed by paying attention to the indicators of his behavior in the performance of service duties.

How is competence formed? The main thing for the formation of the teacher's competence is special professional education. In the future, knowledge and skills gained in practice will supplement the level of initial competence.

All this can be presented in the form of a formula: Competence = I know + I can do + I want + I do.

Formation of professional competence is a gradual and continuous process. We can divide it into the following stages:

1. Obtaining special information.
2. To acquire practical knowledge and skills.
3. Training, special courses and training.
4. Having professional experience.
5. Achieving professionalism in one's field.
6. Competence of the pedagogue improves by gaining experience, acquiring new knowledge and skills.

The success of the process largely depends on the personal characteristics of the pedagogue. How to quickly and independently check that the teacher is working well? How to assess compliance? Evaluating the competence of teachers is a system consisting of the following components:



- qualification level of pedagogues - standard criteria are used for assessment;
- labor productivity and work quality;
- compatibility of personal characteristics with the field of education;
- availability of additional skills;
- desire for personal growth and professional development.

It is effective to rely on behavioral indicators in evaluating the competence of teachers. This is precisely what the differences between competence and competence mean. Evaluation of specialists' qualifications should be regular, independent, targeted, transparent, and have clear criteria.

Once you understand what competence is, it is not difficult to determine its levels. We can offer the following algorithm for creating a competency model:

Stage 1 - development of a job description. At this stage, it is important to clearly indicate the types of competencies required for the position.

Step 2 - determining the speed of verification. It depends on the characteristics of the educational institution and the exchange of personnel.

Step 3 - approval of the procedure for conducting the test or examination based on comparison for each position.

Step 4 - pass the test or exam.

5th stage - data analysis and systematization.

Step 6 - making a decision on the results of the assessment: sending to further education, transfer to another position, dismissal.

Stage 7 - to make a final analysis of the effectiveness of evaluating the authority and work of the educational institution during the reporting period.

Step 8 - fully develop a risk and barrier case study. What competencies should be applied to any job is to acquire specific or core competencies. They depend on the values of the educational institution: strategy, code of ethics.

CONCLUSION

In conclusion, it can be said that the formation of competence is a gradual and continuous process. It begins in a higher education institution and continues in the workplace under the supervision of experienced mentors. It should not be forgotten that high professional competence is not only the level of knowledge, but also practical skills, experience and personal qualities of the employee.

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