Innovations in Developing Teacher Professional Competence

Yusupova Diloromxon Sabirdjanovna
Lecturer at the Department of General Pedagogy, Andijan State University

Abstract: The state considers important aspects of achieving the quality and effectiveness of education in the conditions of New Uzbekistan. In terms of frequency, the professional competence of a teacher and its criteria, proposals and recommendations for the development of professional competence are described.

Keywords: digital environment, technology, everyday life, education system, competence, professional competence.

Introduction. In the digital environment process, new trends in technology, economics, and politics are affecting an individual’s social life, workplace, and lifestyle, especially environmental and resource issues. In the current era of globalization, society has undergone tremendous changes, and these changes have also had a significant impact directly on the education system.

Radical changes in the socio-economic life of our society have raised important issues related to the development of the education system. While the implementation of educational standards based on a competent approach to the solution of these tasks is aimed at training the intellectual potential of the time, this process is directly related to the pedagogical activity. Being able to withstand strong competition, which is a priority in the labor market in the context of market relations, requires every specialist to have professional competence, to constantly increase it.

Literature analysis and methodology. It is known that the concept of “competence” entered the field of education as a result of psychological research. Competence therefore means “having a plan of action in unconventional situations, how an expert behaves in unexpected situations, communicates, takes a new approach in dealing with competitors, performs vague tasks, uses conflicting information, and develops in a coherent and complex process[1].”

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies required to carry out professional activities and their ability to apply them in practice at a high level.

Professional competence implies the acquisition of integrative knowledge and actions in each independent direction, in addition to the acquisition of specific knowledge and skills by the specialist. 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.

Professional competence is manifested in complex processes, in the performance of uncertain tasks, in the use of contradictory information, in the ability to self-manage in unexpected situations and to find a positive solution to a problem:

Specialist for the division with professional competence: consistently enriches their knowledge; assimilates new information; deeply understands the requirements of the period; seeks new knowledge; processes them and applies them effectively in its practical activities.

We believe that a specialist’s competence will be further enhanced when his or her personal potential and professional culture are used together as key components of his or her skills. In this
case, competence will be the highest level of professional activity and a model of personal development.

In order for a teacher to succeed in his or her professional career, personal professional qualities include: interest in knowledge, self-knowledge, and self-improvement; art; determination for oneself and others; organization; observation and empathy; willingness to work together; tendency to work with accurate information; ability to concentrate; advanced lexical ability; logical ability; required to have high emotional stability.

**Discussion and results.** The concept of professional competence of a teacher reflects the personal capabilities of the teacher, allowing him to independently and effectively solve pedagogical tasks developed by himself or the administration of the educational institution. To do this, he must know the pedagogical theory, be able and willing to apply it in practice. Thus, the pedagogical competence of a teacher can be understood as a unit of theoretical and practical preparation for the implementation of his professional activity.

Psychological, pedagogical, and specialized (on a topic) knowledge is required, but these are never sufficient for professional competence. Many of them, in particular, theoretical, practical and methodological knowledge is a prerequisite for intellectual and practical skills and competencies. The structure of a teacher’s professional competence is revealed through his or her pedagogical skills, which are a combination of the teacher’s most diverse actions, which are mainly related to the functions of pedagogical activity and in many ways reveal the individual psychological characteristics of the teacher.

The structure of teachers' professional competence also includes the ability to have hidden, clear and practical knowledge from the teacher, the ability to think cognitively. In particular, teachers need to have high motivation, positive beliefs, the right values, and the ability to manage their emotions. Based on these skills and competencies, teachers can solve complex problems and apply them to the sciences to solve teaching problems. These emotional skills also affect the teacher’s professional performance in a variety of situations, thereby helping the teacher to complete the task and meet the requirements.

It is known that a teacher works in an educational institution. He spends most of his time in an intensive communication mode with students, standing or moving in their focus. In this context, the main tool of the teacher is his competence.

In the process of education, the educator must understand the quality of his work, that is, the high moral responsibility of students for a high level of education as his duty[2]. Developing teacher competence is an important component of achieving educational effectiveness. Educator-scientists emphasize that the most important thing is that teachers work as professional teachers.

One of the important criteria of pedagogical competence is that the teacher is able to set goals and achieve them. Goals are necessary for the implementation of meaningful pedagogical activity, they connect all its components, stages into a coherent whole. The teacher needs constant targeted control over his / her professional activity, which ensures the pedagogical effectiveness of the learning process[3].

Teachers need to set professional goals for themselves in the process of developing their professional competence. Professional development and goal setting should be organized side by side. Setting realistic and achievable career training goals will help the educator achieve the desired outcome. Goals should be measured by setting a timeline. Then we can see how far we can go as teachers.

The list of professional goals for teachers should be structured in such a way that once the goals are set, the teacher should strive for it to have a sense of success.

The secret to moving a teacher’s career forward is to think, plan, prepare, and act. Setting goals
for each day that passes requires a timeline and focus. For example, an educator may set the following goals:

- Participate in quarterly (3 months) speeches or seminars on professional development;
- Participate in an hour-long webinar and gain new information on a topic you want to know more or are unfamiliar with;
- Assimilate information and use your new knowledge effectively.

As an educator, it is important that you ask yourself the following questions:

- What do I want to do in the learning process?
- What professional goals should I set for my students to have the best learning environment?
- How can I get along better with my students? And so on.

**Conclusion.** Implementing vocational education development has advantages for both teachers and students, but most importantly, it is an ideal way to help teachers gain professional-level professional competence not only for today but also in the future.

The development of teachers' competencies is the result of experience, self-development and systematic self-assessment. Professional development includes formal and informal experience. Effective professional development depends on teachers' teaching and learning activities outside the institution. Professional development also has a profound impact on the relationship between teachers' beliefs and behaviors and the quality and practice of teachers in the teaching process, as well as students' learning and performance. The higher the level of professional development, the better the student’s performance. As a result, the number of specialists with high knowledge and skills required by the period will increase.

**References:**

2. Turaboyeva M.R. Stages of development of students 'personal and creative competence on the example of pedagogical sciences // Elektronic journal of actual problems of modern science, education and training. Урганч. 8(2)/2021. 12-16-бетлар
4. https://www.rabota.tomsk.ru/professiograms/detail/7388565b-77f1-43fd-a45a-66cc6a928ac1#:~:text=%D0%9F%D1%80%D0%BE%D1%84%
5. https://info.wikireading.ru/54783