

## PROFESSIONAL SKILLS OF A TEACHER

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**Annotation.** Today, the modern education system faces the need to educate highly qualified, ambitious, competitive, enterprising, spiritually and physically healthy individuals. In this regard, the development of the pedagogical personality and the formation of pedagogical competence in future educators are considered to be of paramount importance. It should not be forgotten that high professional competence is not only the level of knowledge, but also the practical skills, experience and personal qualities of the employee. The management competence of educators is characterized by such criteria as teamwork, leadership, cooperation, mentoring, and the use of official authority.

**Keywords:** Competence, component, educator, skill, qualification, experience, personality, education.

**Introduction.** Competence components develop and manifest themselves only in the process of implementing activities that are interesting to the individual. Effective performance is the result of a number of factors - it depends more on a set of independent and complementary competencies that cover a wide range of situations in the process of moving towards a goal, rather than on an individual ability or level of ability demonstrated in a particular situation. It is not the level of individual ability that should be assessed, but rather the set of competencies that are demonstrated in different situations over a long period of time in order to achieve one's goals. The unique situation in which an individual finds himself, which is of immediate interest to him, directly affects the formation of his self-esteem and the ability to develop and master new competencies.

**Discussion.** Not always people who fully comply with the established requirements and standards are truly professionals, because some do not know how to apply knowledge in practice, which means that such pedagogical activity remains ineffective.

It is appropriate to divide professional pedagogical competencies into separate types:[2]

- Specific pedagogical competence - having sufficient knowledge to carry out pedagogical activities at the required level. In addition, the ability of a teacher 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 teacher's ability 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 - the ability to rationally organize pedagogical work, and time management, the desire for personal growth are its main components. Workers with a high level of personal pedagogical competence are less prone to fatigue, are able to work under time pressure. Each type of competence includes a set of skills, knowledge, abilities. They are manifested in teachers to varying degrees. By paying attention to the indicators of his behavior in the performance of his duties, one can determine how well one or another competence is developed.

**Literature review.** Foreign researchers (R. White, J. Raven, P. Bourdieu, D. Himes, P. Weil, F. Danver, F. Mern and others) consider competence, first of all, in the practical content, that is, in the sense of the presence of abilities necessary for the effective performance of a certain action in a certain subject area.[1]

According to J. Raven, competence “consists of a large number of components, many of which are relatively independent of each other, some components are more related to the cognitive sphere, others to the emotional sphere, and these components can complement each other as components of effective behavior.[3]

J. Raven continues his opinion as follows: competence is a highly specialized set of knowledge, skills, ways of thinking and readiness to take responsibility for one's actions, necessary for the implementation of a specific action in a specific subject area.[3]

This stage of development is distinguished by the fact that UNESCO documents and materials define a range of competencies that each person should consider as a result of education.

In his report to the International Commission on Education, J. Delors outlined the “four pillars” (learning to know, to do, to cooperate, to learn to live) on which education is based. According to J. Delors, it is important “not only to acquire professional skills, but also, in a broader sense, to learn how to develop competences that allow us to cope with various situations.”[2]

The American psychologist R. Short explains the concept of “personal competence”. The scientist describes the developmental tendencies of a mature person and the skills associated with them, as well as the skills necessary to perform psychomotor functions, professional roles, cognitive and affective activities, and interpersonal communication. The focus is on the development of the abilities, knowledge, skills, motives, attitudes, beliefs, and values necessary to fulfill social roles and interact with the environment.[3]

In Western Europe, competency models are focused on such virtues as the ability to independently find ways to solve complex problems, the acquisition of new knowledge and skills, a positive view of one's own personality, the ability to communicate freely in a team, and self-control.

In general, foreign scholars associate competency more with the general characteristics of a person.

In scientific publications of the middle of the 20th century, the concept of "competence" included the necessary personal qualities, as well as knowledge, skills, qualifications, and methods of their implementation in activity.

B.D. Elkonin considers competence as a measure of "involvement of a person in activity." According to him, what is important is not the presence of something (knowledge, skills, competence) in an individual, but the ability to use it. [1] In foreign studies, professional competence has been developed as a model of “employee competence”, where special attention is paid to the spectrum of psychological qualities, such as independence, discipline, communication and the need for self-development. Thus, the American psychologist E. Doule considers “the ability to quickly and smoothly adapt to specific working conditions” as the most important characteristic of employee competence. is determined as a component.[4]

Result and analysis. Ye.S. Zair-Bek distinguished the following types of methodological competencies:[4]

- purposeful competence. The problem of determining the goal and setting the goal is considered a system-forming component of the entire pedagogical activity, the ability to correctly set goals is associated with the results of the teacher's work;
- substantive competence: the content of technological education in the volume envisaged at each stage of professional training; requirements for the minimum necessary preparation of students within the specified content volume; the maximum volume of the educational load that can be determined by the years of study;
- monitoring competence.

Competence includes both content (knowledge) and process (skill) components. It is necessary not only to know the essence of the problem, but also to be able to solve it in a practical and optimal way, therefore, the adaptability of the method is considered a mandatory characteristic of competence.

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

1. Obtaining special education.
2. Acquiring practical knowledge and skills.
3. Advanced training, special courses and training.
4. Gaining professional experience.
5. Achieving professionalism in their field.
6. The competence of the teacher improves with the accumulation of experience, acquisition of new knowledge and skills.

The success of the process largely depends on the personal characteristics of the teacher.

**Conclusion.** When assessing the competence of teachers, it is effective to rely on behavioral indicators. This is precisely what clearly shows what the differences between competence and competence mean. The assessment of the competence of specialists should be systematic, independent, purposeful, transparent, and have clear criteria.

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