

**PEDAGOGICAL FOUNDATIONS FOR THE FORMATION OF PROFESSIONAL
COMPETENCE OF THE FUTURE TEACHER**

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Abstract: This article is devoted to the issues of the pedagogical foundations of the formation of professional competence of teachers in the process of pedagogical activity. In order to achieve the desired results in the educational process, the need to improve the quality of teacher training based on the level of professional competence of the teacher is highlighted.

Keywords: Competence, social competence, cooperation, behavior, knowledge, skills, competence, understanding, cooperation, tolerance, social mobilization, creativity, cooperation and analysis.

Modernization of the educational system, the development of professional competence of employees of the educational institution of the changes that occur in the educational system are current problems today. In recent years, within the framework of the nationwide program for the development of education in our country, a number of works have been carried out to modernize educational subjects in accordance with the time requirement, to change the content and essence of Education.

It is known that society always needs a person with a quality of competence, who is scientific, competitive, creatively sought. Since in the new millennium there are various problems on the path of our people's development, first of all, it is necessary to find the right solution. When looking at the essence of the quality stage of the National Training Program, the relevance of this issue is manifested in its own way. The concept of "competence" has entered the field of education as a result of psychological research.

This is mainly due to people who are aware of their identity, intellectuals who have their own position in social life. Our task is to educate young people who have a high level of Science and technology, are independent thinkers at the level of world standards, have a high intellectual index. Looking at the history of competence, the concepts of personality competence in the 90s of the PRC, social competence became popular in all social networks, such as the personal quality of personality, and began to be perceived as an interdisciplinary topic and analyzed as a complex, multicomponent and multidimensional phenomenon. Researcher V. N. Based on the results of many years of kunitsina's scientific research, he distinguishes the following types of social competence: competence; communicative competence; socio-professional competence; self-determination (ego-competence).

At the same time I.A.Zimnyaya classifies competence according to its social impact on a person, into types such as social cooperation (conflict with and return from society, community, family, friends, partners, cooperation, tolerance, social mobilization) and treatment competence (oral, written, conversation, monologue, adherence to knowledge and traditions, etiquette, cultural and Foreign Relations, Business, communicative tasks). YE.V.In koblyanskaya's research work, she considers social competence as an understanding of the attitude - the society, the ability to choose the right social direction, the organization of its activities in this direction. In his opinion, social competence – "it is a personal quality - is the labor activity of a person as a member of this society associated with social norms, in which the life of society regulates the interaction between its members.

First of all, etymologically, the concept of competence is a system of necessary experience and necessary knowledge, competencies, in order to effectively operate in an area. M.I.Lukyanova understands the peculiarities of a person who has an effective interaction with students in the process of professional training and training at a high level for pedagogical activity on the basis of the psychological and pedagogical salience of the teacher, as a component of psychological and pedagogical kompetensichya, she expresses thoughts that she considers blocks of psychological and pedagogical directions.

There are the following components of social competence, these components include information on the structure and functioning of social institutions in society in people of different age periods, knowledge of the requirements and expectations imposed on a social role, the skill of acquiring behavior inherent in a social role, on universal norms and values, and on a person's

- joint action qualifications;
- adequate behavioral skills in stress(tension)situations;
- positive communication skills;
- skills for understanding and self-assessment of others;
- self-conduct skills;
- control of emotional states and emotions;

Competence therefore refers to " irregular situations, how the mutahassis behaves in unexpected cases, engages in dialogue, takes a new course in interaction with opponents, performs ambiguous tasks, uses information full of contradictions, has a plan of action in consistently developing and complex processes.

In place of the conclusion, it can be noted that in other words , the Integrative nature of the individual, the future specialists express the cognitive competence and practical experience of personal qualities, the competencies of competencies in teachers, the actions aimed at developing competency qualities in teachers begin mainly from educational institutions. For this, the teacher must develop competency qualities based on the always purposeful use of science innovations, having studied in depth the theoretical and practical foundations of various science foundations, and must also have mastered the active methods of education (training lessons, visual lesson, auction lesson, etc.).

Competence is thus a complex of closely related social competencies, based on the system of personality Masters and spiritual values, personal psychological characteristics, giving the opportunity for the formation of professional competence of teachers and the effective performance of various ijtmoi roles. Professional competence of teachers develops in the process of carrying out pedagogical activities based on values \ u200b \ u200bof knowledge. Of course, teachers will have the opportunity to develop competency qualities, in educational institutions the motivation for socially useful activities will develop and strengthen.

Literature used

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