

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF SPECIALISTS OF
EDUCATIONAL INSTITUTIONS

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Abstract. The article analytically discusses various approaches to the concept of competence, types of professional pedagogical competence, its structure, and reflects the ways of professional formation of future specialists in the educational process. In addition, a scientific analysis of the problem of professional competence of specialists in educational institutions was carried out by scientists in the field.

Key words and concepts: competence, professional competence, qualities of professional competence, self-development, self-management.

INTRODUCTION

In the current context of fundamental reforms, improving the professional competence of personnel through quality education has become a priority. This requires that universities pay great attention to training young specialists who meet the demands of the time, not only with in-depth theoretical knowledge, but also with great human qualities, capable of communication, and who are proficient in their work. In particular, this requirement of the present era once again emphasizes the need to train each future cadre as a cultured person with high professional competence, armed with high pedagogical knowledge, as well as ethnic knowledge and technical skills. After all, in a situation where the government pays great attention to higher education, it is necessary to find optimal ways and methods for forming professional competence in future pedagogical specialists, and to boldly introduce them into practice and the teaching process.

The main goal of studying the professional competence of specialists of educational institutions is to deepen the knowledge of the role of professional competence of specialists in the educational process, as well as competence, professional competence qualities, self-development, self-management, help them master high national communication techniques and culture, and ensure that they have advanced skills in professional competence. Because today's cadres are one of the main participants in the fundamental changes taking place in our lives, they must be well-rounded, deeply knowledgeable, loyal to their homeland and people, possessing professional skills and abilities, and well-versed in their social and professional responsibilities.

LITERATURE REVIEW

On the problem of professional competence of specialists of educational institutions, V.I.Baydenko, E.V.Bondarevskaya, I.A.Zimnyaya, T.S.Zeleneskaya, D.Yermakov, M.A.Choshanov, E.A.Tarkhanova, A.K.Markova, L.M.Mitina, B.Nazarova and a number of other researchers, based on their research goals, made specialists of educational institutions the object of research and created theoretical and fundamental foundations. In their research, the



concept of competence has been interpreted differently by educators and psychologists. Of course, if we analyze the characteristics of the training of specialists in education, it is necessary to clearly describe the essence of the concept of "competence", and for this, a detailed comparison and classification of the definitions given to this term is required.

It should be noted that the concept of competence is analyzed in the sources based on various interpretations. In particular, according to T.S.Zelenskaya, competence is the integral characteristics of a person, which arise in the process of education and socialization and are manifested in the effective organization of activities, based on general abilities based on knowledge and experience, aimed at his independent and effective participation in activities [5].

From modern educational methodologies and the scientific and pedagogical conclusions of researchers, it can be said that the educational process today should be organized on the basis of "mutual cooperation" rather than "pedagogical influence", and in this, the pedagogical competence of the teacher is of decisive importance.

DISCUSSION

Analyzing the professional competence of a future teacher, Ye.A.Tarkhanova reveals the ability to solve problems arising in real situations encountered in professional pedagogical activity using his knowledge, professional and life experience, and interests [4].

To organize a lesson at a high level, positive psychological qualities are important: distribution of attention, that is, the ability to simultaneously carry out activities on two or more objects or control them, and shift of attention, that is, the transition of attention from one object to another or from one type of activity to another as a result of setting a new task.

Preparing for the lesson, it is advisable for the teacher to assess his capabilities and, taking into account which points of the new topic should be given special emphasis, organize the work on this basis. Measuring the capabilities in this way determines the level of professional training, physical condition, and pedagogical talent of the teacher. The degree of integrity of personal and professional qualities indicates the limits and range of the teacher's capabilities. The level of a teacher's professional training is, by its very nature, a huge activating (or inhibiting) factor in education.

In the formation of pedagogical competence, the choice of the path to rapid acquisition of a specialized profession plays an important role. After all, pedagogical competence is a pedagogical product that ensures the clarity of the goal and the continuity of the subject-object relationship. At the same time, it is worth recognizing that its formation and improvement is a complex and long-term process. This process requires the teacher-educator to acquire in-depth pedagogical-psychological, theoretical, and methodological training, as well as to diligently and regularly study pedagogical information, and to learn to appropriately use existing theoretical and practical pedagogical achievements in their work.

The formation of professional competence occurs through the content of education, as well as professional qualifications and skills. Analyzing the professional competence of students as future educators, we imagine them as follows:

- an intermediate result that allows you to compare the quality of training and the planned result at any stage of professional education;



- the professional training of the future teacher and the purpose of education are expressed in the model of a graduate of a higher educational institution.

The quality of education, which currently occupies a leading position in the social development of society, is considered by many experts as a component of professional competence - a specialist's personality. The quality of education depends on the formation of professional competence and at the same time has a significant impact on its structure [2].

RESULTS

One of the important qualities that determine the level of professional pedagogical competence of a teacher is the style of managing the team. The democratic style of managing a team of students is considered a positive style. Although the ratio of acquired knowledge is lower, its quality and the need for students to work together are much higher, this is a modern interactive style. The authoritarian pedagogical style leads to much higher results of educational activities in the team, however, a relatively unfavorable psychological situation can emphasize the primacy of power and lead to an increase in neurotics in the team [1].

In addition, three more teacher styles are distinguished. The teacher's stable-positive style is manifested in a stable emotional-positive attitude towards students, caring for them, helping them in times of difficulty, responding proactively to shortcomings in academic work and behavior, and remaining calm in communication with children. A teacher belonging to this group is characterized by bright pedagogical talent, a love for children, and can achieve high educational results.

The unstable style of the teacher in relation to children is manifested by its dependence on the situation and the general emotional attitude. Teachers belonging to this group sometimes become attached to their own moods and experiences, that is, the assessment of the personality of students and their educational activities depends on the situation that has developed at the moment. Therefore, knowledge about the styles of management can be an important factor in the formation of professional competence in future teachers.

CONCLUSION

The professional competence of a teacher is formed, first of all, through the education and training of a specialist of a specific educational institution. The training of such specialists requires the development of a holistic conceptual approach to the profession (a clear idea of how and what to teach), the ability to appreciate work (motivation for teaching), the ability to optimize the educational process, self-management, self-development, and self-improvement.

In conclusion, it should be noted that the high professional competence of a teacher ensures the effective and successful organization of the educational process. In order to acquire professional competence, it is advisable for a teacher to consistently develop himself.

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