



TEACHERS SELF-DEVELOPMENT AS A CRITERION FOR INCREASING PROFESSIONAL COMPETENCE

Shakarboeva Shakhnoza Abdulakimovna

Lecturer at the department of General Psychology, Jizzakh State Pedagogical University

Article history:	Abstract:
Received: August 21 st 2021 Accepted: September 20 th 2021 Published: October 25 th 2021	This article examines the skill of teachers' self-development as a criterion for increasing professional competence. The article also examines the psychological qualities of a successful teacher, professional competencies that contribute to the achievement of results in pedagogical activities, the socio-psychological aspects of self-development of future teachers, the social activity of the teacher and the ability to effectively organize the educational process.
Keywords: Teacher, pedagogical activity, successful teacher, education, upbringing, values, social activity, self-development, professional competence, organization, communication.	

There are psychological conditions that develop and stimulate the professional activity of future teachers, which include the characteristics of teachers, socio-psychological elements such as spiritual and moral perfection, responsibility, vital values, social consciousness, self-control, management competence. . Therefore, before analyzing the essence of these concepts, it is important to focus on the content - the essence of the phenomenon of professional competence, which is considered very important for the practical work of future teachers. At the same time, this concept is also characterized by a set of motivational actions of the teacher in his field. According to A.N. Novikov, the training of future teachers with the characteristics of professional competence is characterized by the following [1,165]

- Ability to communicate freely with others;
- Skills to effectively use modern information technologies;
- Have a database of the industry;
- Awareness of economic and industry news;
- Awareness of the content of laws, decrees and orders and documents of the relevant ministries on education;
- Excellent knowledge of one of the foreign languages;
- Psychological preparation for change, etc.

In addition, it was noted that the criteria of competence in professional activities cover two aspects of voluntary activity. Researcher P.I. Muchinskaya points out that there are three socio-psychological aspects that explain the criteria of professional competence of teachers [2,45]:

1. General scientific or fundamental aspect - this aspect implies the knowledge of future teachers in

the natural sciences and humanities, professional experience in working with computers;

2. Socio-personal and communicative - this aspect is explained by the ability to criticize, tolerance, ability to work in a team, which are considered important for teachers;

3. Organizational and managerial features are the ability of teachers to plan and perform the work, the ability to apply theoretical and practical knowledge and skills in practice, the ability to analyze data from various scientific literature, the ability to adapt quickly to changing conditions. described. Therefore, professional competence and its psychological components are very important for a successful teacher. In contrast to the above views, according to F.M. Yusupov, professional competencies in pedagogical activity can be divided into two blocks [3, 36]:

1. Basic general professional knowledge block;
2. Block of professional knowledge in the field of specialization.

Without these two block data, it is impossible to carry out professional activities and conduct effective activities. To do this, everyone must study in educational institutions focused on their field. The formation of criteria of professional competence in future teachers is inextricably linked with the many complex situations encountered in the learning process, as well as the tasks of performing problematic tasks. According to N.I. Meshkov, the only way to improve the professional competencies of teachers of general secondary schools is to improve their skills [4, 19]:

In our opinion, it serves as a dynamic system that improves professional competence, in line with



the goal of all universities aimed at improving the skills of teachers. According to T.A. Popov, educational institutions specializing in professional development should work on the basis of two important principles. That is, these principles are divided into general and special types, which in their content aims to: [5, 22]:

1. The principle of dynamism - this means constant change and updating of educational programs;

2. The principle of perspective - it characterizes the deep understanding of the system of different educational opportunities by students and teachers;

3. The principle of multifacetedness - this includes a high level of interest of students and the qualifications of teachers;

4. The principle of interaction is characterized by the interaction of students and teachers, as well as the process of communication between student and teacher. According to the author, the ability to interact is one of the important factors in a teacher's quick acceptance by students. According to V.A. Isaev, according to the content of approaches based on professional competence, the development of professional competence in future teachers is carried out not only through teaching, but also through the use of methodological and new pedagogical technologies. To do this, first of all, it is important to create psychological and pedagogical conditions in the learning environment. These conditions include [6, 82]:

1. Change the role of the teacher in the classroom - in this case, the teacher initially plays the role of conveying knowledge, explaining theoretical information to students or acting as an actor who contributes to the personal development of students;

2. Profession of teachers y Introduce innovative ways to stimulate activity. This is explained through skills such as the teacher's accumulation and sharing of experiences, overcoming challenges at work, and creative design;

3. The use of teaching methods that improve the many elements of students' professional competencies and their individual characteristics. Such methods include: positive error method, creative-problem-solving, game-shaped methods, technique of learning role adaptations, ideas demonstration and project methods, etc ;

4. To pay attention to the different professional and living conditions of students, to make a connection between the educational goals and the situations that can be applied in the labor market;

5. To be able to use rapid assessment operations, etc., which correspond to the specific features of the experience gained in the learning

process and provide the characteristics of individual development specific to a particular person. Thus, we can observe that the development of professional competencies acts as a goal-setting component and is carried out in the formation of specific psychological and pedagogical conditions. It should be noted that the professional competence of the future teacher has been studied by many authors and can be considered from different perspectives. According to G.V. Igonina, it is also possible to analyze the socio-psychological aspects of a teacher's professional competence in a valuable, technological and personal-creative way [7, 39]. The system of teacher values is primarily one of the study subjects of philosophy. It explores all kinds of questions about the content of the concept of values. Essentially, values determine the direction and motivation of human life and activities. Every teacher has their own system of values, which in some may be incomprehensible, while in others it is understandable and understandable. What is valuable to a person is something that is of special importance or even beneficial to him. It can act effectively with healthy values in any field: it can be an object or object, a situation or event, an action or a word, an emotion, an emotion, and even a person himself. Socio-psychological features of self-study show that the results of surveys of students of Tashkent State Pedagogical University on the study of psychological factors such as the level of personal aspiration and self-esteem and the identification of important factors are the main priorities. Student performance scores on factor analysis were 5 factors. The psychological factors that made up the first scale varied with results such as internal motivation 0.459, escape motive 0.648, competition motive 0.763, willpower 0.519, self-efficacy 0.554, expected outcome 0.661, health 0.648, intelligence 0.518, and self-confidence 0.508. The psychological factors that make up the second scale are: internal motive 0.476, competitive motive 0.506, complexity of tasks 0.463, willpower 0.477, self-esteem 0.581, expected outcome 0.523, intelligence 0.733 and self-confidence 0.460. The psychological factors that made up the third scale were: internal motivation 0.696, competitive motive 0.517, task complexity 0.470, willpower 0.536, self-efficacy 0.541, expected outcome 0.505, health 0.619, intelligence 0.503, and self-confidence 0.494. The psychological units that made up the fourth scale were distinguished by psychological characteristics such as internal motive 0.474, escape motive 0.575, competitive motive 0.463, willpower 0.695, self-esteem 0.457, expected outcome 0.594, and health 0.493. The psychological units that made up the fifth scale were distinguished by psychological characteristics such as escape motive 0.470,



competitive motive 0.564, task complexity 0.597, self-efficacy 0.479, expected outcome 0.561, intelligence 0.535, and self-confidence 0.481. The results of the study, obtained from students of the Tashkent State Pedagogical University, were divided into five factors, and these factors formed the main features that reflect the main features and individual aspects of the survey. The following table shows the factors of factor analysis obtained on the questionnaires of self-regulation and self-regulation of students studying at the Tashkent State Pedagogical University.

In conclusion, we can say that a teacher who has passed all levels and is able to build the pedagogical process competently is considered an expert in his field. Such teachers will always be in the status of "exemplary teachers" for their colleagues. In order to achieve high results, future teachers should be able to see themselves in their professional activities and try to acquire the necessary knowledge in this area, in particular, to improve their practical and theoretical competencies.

REFERENCES:

1. Novikov V.V. Social psychology and economics: Selected works in 11 volumes: T.P. Yaroslavl: MAPN Publishing House, YarSU, 2005. - p. 165.
2. Muchinski P.I. Psychology, profession, career. SPB.: Peter, 2004. - p. 45.
3. Yusupov F.M. A teacher looking for something new: strokes for a portrait // Questions of psychology. 1991. - No. 1. - P. 36 - 42.
4. Meshkov NI Formation of educational and professional motivation of students in the process of training teachers at the university. Auto-ref. ... Dr. psychol. sciences. SPb, 1993. - 31 p.
5. Popova T.A. The influence of a new professional activity on the development of an integral individuality. Abstract of thesis. diss. ... Cand. ped. sciences. -M, 1997. - 22 p.
6. Isaev V.A. Psychological analysis of the teacher's professional competence // Pedagogy. 1996. No. 8 P.82 - 89.
7. Igonina G.V. Value orientations of teachers towards the phenomenon of different political cultures. International analysis. Abstract of thesis. dis. Cand. Philos. sciences. Novosibirsk, 2000. - 39 p.
8. Mislavsky Yu.A. Self-regulation and personality activity in adolescence. M., 1991. - P.78.
9. 9.O.I. Mezentseva, E.V. Kuznetsova. Psychological and pedagogical conditions for the development of professional competence of a modern teacher. / Monograph. - Novosibirsk, 2013. - 158 p.