



FORMATION OF THE MOST IMPORTANT PROFESSIONAL COMPETENCIES OF THE TEACHER IN THE CONDITIONS OF UPDATED EDUCATIONAL PARADIGMS

Boynazarova Sayyora Ruzikulovna

Teacher of Termiz Institute of Agrotechnologies and Innovative Development.

Tel: +998996786543

e-mail: sboynazarova@123gmail.com

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Received: 11 th February 2023	This article discusses the structural composition and specific aspects
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INTRODUCTION. We determine the modern educational trends, basic principles of the updated educational paradigms, why any paradigm is determined as a requirement for the relevant field (in our research - education), as a social necessity, as well as our own personal opinion. based on our experience. Also, the fact that the updated educational paradigms serve as a coordination function between the educational requirements and social orders for education formed in society and the teacher's professional and personal qualities, more specifically, professional competence, is also proven according to our considerations. We believe that he found it.

However, as the solution to a problem is always the foundation for the emergence of a new problem, there is a need to clarify a number of important issues within the framework of our research. First of all, how does the influence of the updated educational paradigms as one of the factors determining the teacher's professional competence manifest itself? Secondly, based on the fact that a teacher's professional competence is a sum of many elements (components), under the conditions of which educational paradigm, which element of professional competence should be prioritized?[14] Thirdly, it is necessary to create the necessary pedagogical conditions and educational environment for the manifestation of a certain component of the teacher's professional competence that is activated in the conditions of each educational paradigm[7].

And in these conditions, of course, it is necessary to take into account modern approaches to education, methods, forms, and tools of teaching: based on this note, which educational paradigm is more effective in the conditions in which the introduction of an educational approach is more effective. what? The solution of this problem requires the fulfillment of the task of filling the "missing" components of the teacher's professional competence.

ANALYSIS AND RESULTS. In order to answer the above questions in a way that does not leave room for objection, we will partially touch on the requirements of modern education for teachers and students today, and based on these requirements, "professional competence", " We will consider the concept of professional competence" and its constituent components[8].

Now we turn to the fact that the requirements for the education system have changed in the following years. "General secondary and In the "General requirements for the development of a new generation of teaching-methodical complexes from general education subjects for secondary special and professional educational institutions", the most important points that must be fulfilled in the development of educational programs aimed at the development of students as individuals even in important tasks, the elements of the competence approach are given an important place. In particular:

- instilling in students a valuable attitude to national pride, material and spiritual heritage;
- to achieve full mastery of knowledge, skills and competences by students based on the requirements of state educational standards;
- to develop students' independent and free thinking and their creative abilities;
- formation of students' scientific worldview and global thinking competence, etc. [item 1, 6].

Also, in Chapter 4 of this appendix, a number of didactic requirements that must be taken into account in the development of educational programs are mentioned, which fully reflect the goals of the competency approach in education:

- the texts serve the purposes of explaining the content of the subject rather than providing information;



- to be interesting, concise and accessible and differentiated for everyone;

-formation of a scientific outlook, meet the requirements of patriotism and inter-ethnic harmony, and contain materials based on clear evidence;

- to ensure the connection of education between everyday life and practice, to form the ability to apply the acquired knowledge in practice, to ensure an integral connection with other academic subjects, etc. [clause 1, 8].

According to V.N. Vvedenskyi, the word "competence" is derived from the Latin word "compete", which means "to match", "to match". Expert competence:

- compliance with established procedures, defined criteria and accepted standards in the field where a certain type of activity is carried out;

- the ability to use one's knowledge, qualifications, skills, experience, professional skills and personal qualities to qualitatively solve the necessary issues within the framework of professional activity;

- is an initiative in any situation and indicates the ability to use new means to achieve one's goal [2, 51-55].

The concept of "competence" was first used in the US educational system in the 60s of the 20th century. During this period, this concept served as the main criterion for training specialists in the field of performance-based education[15]. Competence is interpreted as a category defining the qualities of a person. The main difference between "competence" and "competence" is that one creates the other. That is, competence is a relatively broad concept and is considered as a sum of several competencies. Therefore, we need to understand that the teacher has many professional competences[9].

In the definitions of the concept of "competence" given by experts, more emphasis is placed on the independence of the person in the field of activity and the acquisition of qualities necessary for his activity.

I.A.Zimnyaya defines the concept of "competence" and states that it is "a set of special abilities that ensure the efficiency of action in the implementation of a certain type of activity" [3, p. 26]. The scientist suggested that it is necessary to pay attention to the psychological aspects of competence, to issues with the dynamics of the formation of this quality during the activities carried out at different stages of human development. According to I.Zimnyaya, the structural composition of competence:

- intelligence;
- effective behavior;
- ability;

- shows that it consists of such components as internal motivation, and writes that certain conditions are necessary for their manifestation. According to the scientist, the first condition necessary for the manifestation of competence in practical situations is the existence of activity and the need for the practical application of this competence within this activity[10]. I. Zimnyaya expresses this opinion in the following way: "Competence is not manifested outside of activity: if the activity is passive, there will be no possibility to observe any element of competence" [3, p. 31]. The "effective behavior" component of competence is manifested in the conditions determined by the specialist's activities.

It should be said that the types of abilities, talents and skills listed within the framework of the above standard model are formed and developed during the lifetime and professional activity of a specialist: the speed of their development and the conditions of their formation are different (for example, some abilities of a teacher have entered the period of improvement at the same time another ability is just being formed)[13]. In this case, the components forming the universally recognized model of professional competence "have the character of developing each other and to a certain extent serve as the basis for the formation of new competencies" [4, p. 54].

As we have mentioned many times above, the society is changing, which requires the introduction of updates and fundamental changes in education. Therefore, the teacher's professional compensations are not the same in terms of content and content at all stages of educational development. In particular, the professional competence of a teacher in modern education should include the following professional qualities in addition to the elements listed above:

- perfect mastery of the language in which the educational process is conducted (i.e. Uzbek) in terms of grammar and speech;

- learning one of the world's languages at the level of being able to get information from sources in that language;

- to be able to use computer, ICT and multimedia tools within the requirements of one's activity;

- perfectly assimilating existing methods of solving issues, conflicting situations, pedagogical problems that have arisen in the educational process and searching for methods that are subjectively considered innovative for the educational environment in which it operates;



- the ability to quickly adapt to news and innovations;

- to educate the need for continuous education, motivation [5, p. 91].

Analyzing the socio-psychological and communicative aspects of the teacher's professional competences, O. N. Yar'gin clarifies the definition of the concept of "pedagogical competence". According to the expert, "pedagogical competence" means that the teacher has perfectly mastered the methods of demonstrating existing knowledge, skills, abilities and qualifications in the implementation of his activities, that is, a teacher with pedagogical competence he should have mastered the most effective ways to convey his potential, capabilities, in general[11]. At the same time, the specialist emphasizes that competence has complex integrative features [6, p. 46]. Reflecting on the different aspects of professional competence from competence, the researcher continues his opinion as follows: "Competence is focused on the scope of educational subjects and related qualities of the teacher (knowledge, skill, competence, skill, perfect mastery of methods of activity, etc.), which (i.e., these qualities) create the basis for productive activity related to those subjects. It can be seen that competence is only a component of professional competence[12]. Competence is the summation of all the competences acquired by the teacher in the field in which he works, and his personal relationship to the subject of his work.

CONCLUSION. As long as we are talking about the structural structure of the teacher's professional competence, according to O. E. Kurligina, who conducted research in this regard, the structural structure of the teacher's professional competence should consist of the following layers: -need-motivational layer: in the teacher in general the presence of characteristics that determine a complex of factors that arouse interest and motivation in one's profession, in particular, in one's academic subject (harmony of the activity with personal values, desire to convey news in the field of science to students, etc.); - practical-technical layer: knowledge, skills, skills and experiences of a person related to the object of activity, professionally important personal qualities, perception of the importance of one's activity, ethics and moral image, interests, etc. .

Therefore, O.N. Yar said that competence, which is considered an important professional quality of a pedagogue, and competence is a generalization of the above-mentioned definitions of a person, which is a set of interrelated qualities focused on a specific range of subjects, and competence is a generalized

perception of all types of competencies in him. we accept the definition of gin.

In our comments in this section, we discussed the composition, structure, and conditions of manifestation of the professional competencies of science teachers of general secondary schools. However, it should not be forgotten that each of the general education subjects has its own specific aspects, including in the teaching of biology in high school, researching the issue of having the professional competencies necessary for this process is one requires as much detail as possible.

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