



## PROFESSIONAL IN EDUCATIONAL PROCESSES IMPORTANT ASPECTS OF COMPETENCE ORGANIZATION

**Khaydarova Momokiz Ruziboyevna,**

senior teacher of the Department of Uzbek language and literature, Termiz State University of Engineering and Agrotechnologies

[momokizhajdarova@gmail.com](mailto:momokizhajdarova@gmail.com)

Article history:	Abstract:
<b>Received:</b> 10 <sup>th</sup> August 2024 <b>Accepted:</b> 10 <sup>th</sup> September 2024	Today, the problem of improving the competence of professors and teachers, constantly and consistently increasing, which is considered the most important element of the system for organizing the educational process and ensuring the quality of education, is of particular relevance. At the same time, it is noted that there is a need to "improve the process and means of assessing the quality of Education, put into practice mechanisms that allow you to determine the results achieved."
<b>Keywords:</b>	

Today, the problem of improving the competence of professors and teachers, constantly and consistently increasing, which is considered the most important element of the system for organizing the educational process and ensuring the quality of education, is of particular relevance. At the same time, it is noted that there is a need to "improve the process and means of assessing the quality of Education, put into practice mechanisms that allow you to determine the results achieved." This makes it one of the urgent tasks to improve the professional skills of educators, constantly improving the methodology for determining their professional competence, while modernizing the process of managing, controlling and evaluating the quality of Education.

**COMPETENCE** is derived from the Latin word *somrete* - I get, I deserve, I get right, which means that the individual is aware of a certain field, has experience.

In the modern educational system, a comprehensive approach ensures educational quality. Mastering various competencies is the main goal and result of the educational process. Currently, in the educational system, the competency skills of an educator are evaluated based on the underlying competencies.

**Communicative competence** is the skill of being able to use communication tools in different situations.

**Social competence** is the skill of behavior in communication with adults and peers in life situations, observing the rules and norms of ethics.

**Cognitive competence** is the conscious perception of the surrounding world and the use of the acquired knowledge, skills, qualifications and values to solve educational and practical tasks.

Professional competence is the acquisition by the maturation of the cognitive skills and competencies necessary to carry out professional activities and the

ability to apply them at a high level in practice. Therefore, it is important that the teacher knows that, depending on the content of the subject, students need to develop skills and competencies.

**Professional competence is assessed by below criteria**

- Access to knowledge of pedagogy and psychology;
- Work on oneself;
- Be able to plan, evaluate and reconnect the educational process; That students can realize their need;
- Formation of motivation in students;
- Knowledge of the act;
- Innovating the educational environment;
- Excellent knowledge of his subject;
- Knowledge of one of the foreign languages

The choice of material for higher educational institutions and the creation of a course of study is determined by the requirements of didactics. The first place among them is occupied by the orientation of content towards the implementation of educational goals, the establishment of the unity of content and the educational process. The objectivity of the choice of educational material and the passage of the topic is ensured by their compatibility - the most important principle of didactics and methodology. The processes are understood as starting points that lie on the basis of the explanation and study of the subject. Compliance of educational material with the level of modern science the process is the leader in the choice of content. The signs of such approaches include the approach of the level of the educational subject to the current state of science, the use of leading scientific



ideas and theories in the scientific subject, the methods of knowing the educational processes and their laws, including the main conceptual systems of knowledge, their It is necessary to take into account the compatibility of the structures with the scientific foundations, the reliability and modernity of the selected facts, the dialectical approach to the consideration of educational process events and educational technological competences, and the dialectical development of knowledge. An important condition for the implementation of this principle is the consistency of knowledge. It is characterized by:

- emphasizing fundamental knowledge and skills in the educational material, establishing relationships between them;
- a generalized way of expressing knowledge;
- concentration of knowledge around leading ideas;
- reveal the content in terms of the most general theories and laws;
- obey the theories and concepts of the courses;\

Further specific processes depend on the relevance of the educational material to the discipline. The leading role of theory in teaching is expressed in bringing theories closer to the beginning of educational courses, in strengthening the ideological and theoretical level of the content, in strengthening explanation, generalization and prediction. Competency development process and higher education institutions ensure the sequential development of the most important competencies of the educational course throughout the course. This principle involves expanding and deepening the content of concepts, establishing and restructuring their connections when discovering new knowledge. According to this situation, when moving from one theoretical level of content to another, there is a revision of concepts, their generalization and systematization, establishment of conceptual connections. Individual concepts are incorporated into more general theoretical knowledge systems. The process of developing concepts also means the complexity of the forms of their expression: definitions, terms, symbolic meaning. Together with competence, mutual development and generalization of relevant methods of activity is ensured. The principle of distribution of difficulties in the content includes the selection and distribution of educational material taking into account the age and psychological characteristics of mastering. In accordance with this process, the complexity of the learning material should gradually increase. In one part of the lesson, the competence of theoretical questions complicates their assimilation and application. Therefore, the leading

theory of higher education courses equally divided scientific and industrial achievements. We believe that highlighting the main evidence is of constant importance for the formation of necessary concepts, for cross-disciplinary comparisons, and auxiliary, temporary, requiring frequent changes according to the needs of the present (new production products, discoveries, etc.

Successfully solving the problem of creating cooperation between teachers and students in the educational process, creating a friendly environment, and acquiring knowledge, skills, and personal human qualities of subject teachers and school management. depends.

The teacher is in the first place:

- Soft-hearted, open-faced, sweet-spoken, loves children the way they are;
- To understand that giving students love, pride of heart, creating a friendly atmosphere in the classroom and developing students' learning motivation are motivational methods;
- To deeply feel that students are responsible for their fate, happiness and future, to respect their personality and dignity.

In any pedagogical situation, it is necessary not to be rude to students, to refrain from insulting and shouting, criticism and intimidation;

- To be able to understand students, appreciate their feelings, help them overcome their worries and sufferings, know their characteristics, interests, and needs in youth and psychological development.

The fair and democratization of the educational system in our country creates special demands for the educational process and special pedagogical relations. This process is fundamentally different from the previous one.

The task of educating socially active and highly moral young people who can think creatively and independently by applying advanced pedagogical technologies to the educational process, increasing the effectiveness of education, and implementing scientific achievements into practice is of great importance.

At the heart of the multifaceted and complex activity of a teacher is the task of bringing up the young generation with knowledge and manners.

Therefore, the following requirements are imposed on the teacher's professional competence.

In-depth knowledge of his subject and adequate mastery of its methodology;

- to have a broad scientific outlook and deep faith;
- deep understanding of social need and moral necessity;



- deep understanding of social and civic duty;
- to be socially and politically active;
- he loves his profession and children;
- to be mentally pedagogically intelligent and strive for innovation;
- deeply study the history, national values and traditions of their people and promote them;
- possess qualities such as pedagogical observation, organization, demandingness, determination, restraint, honesty, self-control;
- must be fully capable of his profession and possess pedagogical tact (decency).

Currently, all subject teachers are required to provide knowledge based on the competency approach. Increasing the interest of students in the educational process can be the basis for the development of mature specialists and the rise of science and technology in our country in the future. Today, the interest in using interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day.

#### **USED LITERATURE:**

1. Khudoyberdiyeva Nilufar, Doniyorova Zaifuna, & Davronova Nodira. (2024). Some Features of Teaching Natural Knowledge Based on Competence Approach in General Education Schools. Web of Semantic: Universal Journal on Innovative Education, 3(1), 7–11.
2. Bozorovna, K. N. (2023). COMPETENT APPROACH IN THE EDUCATIONAL PROCESS. European Journal of Interdisciplinary Research and Development, 22, 296-299.
3. SCIENTIFIC BULLETIN OF NAMANGAN STATE UNIVERSITY, [2024-8] ISSN:2181-1458 ISSN:2181-0427 13.00.00-PEDAGOGIKA journal.namdu.uz PEDAGOGICAL Khudoyberdiyeva Nilufar Bozor girl Teacher of Termiz State Pedagogical Institute nilufarkhudoyberdiyeva@gmail.com UDK
4. Ugli, S. S. A. (2020). Philosophical and moral significance of IBN'S work" Al-adab Al-kabir". Asian Journal of Multidimensional Research (AJMR), 9(2), 261-264.
5. Saidov, S. (2023). THE SIGNIFICANCE OF MUNJIK TERMIZI HERITAGE IN THE DEVELOPMENT OF ISLAMIC SCIENCES. Oriental renaissance: Innovative, educational, natural and social sciences, 3(5), 5-8.
6. Saidov, S. (2024). IBN SINO RISOLALARIDA RUHIY TARBIYA MASALALARI. International scientific journal of Biruni, 3(1), 269-273.