



**COMPETENT APPROACH TO THE PROCESS OF MODERN
SOCIAL REQUIREMENTS FOR THE PROCESS OF
PEDAGOGICAL EDUCATION**

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A B S T R A C T	KEY WORDS
In this article, competence approaches to the process of modern social demands placed on the process of pedagogical education are presented. In addition, the concepts of "competence", "competence", "competent pedagogue" and "competent approach" were analyzed in the research on pedagogical education.	pedagogical education process, modern social requirements, competence approach, competent pedagogue, etc.

INTRODUCTION

Modern social demands placed on the process of pedagogical education require the implementation of a competence approach to the process. Today, YA is demanding the training of qualified, inquisitive, competitive, enterprising, highly moral specialists in the pedagogic personnel training system. In the 2017-2021 action strategy for the further development of the Republic of Uzbekistan, the task of "educating a highly educated and intellectually developed generation, creating a pool of competent scientific and pedagogical personnel in higher education institutions" was defined.

The concepts of "competence", "competence", "competent pedagogue" and "competency approach" are widely studied in research on pedagogical education, and the relationship between these concepts is also important. The concept of "competence" includes information such as the cognitive level, pedagogical skills, abilities and experience of the pedagogue. In general, it is the ability of a pedagogue to successfully perform a certain type of work. YA competence is the level of ability to use knowledge in the work process. The concept of competence is close to it and means the totality of knowledge and their presence in people.

N. Chomsky introduced the concept of "competence" (Latin. sompetere - "the ability to perform an activity") into lexicology for the first time. notes that it means the ability to convey and understand the interlocutor correctly. That is, the possibility of constructing a sentence based on grammatical rules is provided.

The term "competent approach" was introduced for the first time by the European researcher J. Raven, and until today there are different views.

There are different attitudes towards personal competencies, and Western researchers (especially in the USA) define competencies as concepts related to the behavior of professionals. That is, if the

employee has the necessary behavior, knowledge and skills, he will achieve positive results in his work.

European researchers define competencies as a system of tasks that an employee must perform, a description of expected results, and their ability to operate in accordance with established standards. From a pedagogical point of view, the term "competence" is studied in the context of studying competence in the organization of teacher activity. V.A. Slastenin divides pedagogical competence into personal and professional competence. As a professional competence, V.A. Slastenin describes the pedagogical activity carried out on the basis of the unit of theoretical and practical training, as well as the pedagogical skill manifested in this process. The personal competence of the pedagogue determines his ability to implement pedagogical experience and training as a result of social communication in the social environment, and shows the level of his formation. It allows to develop successful pedagogical activity in harmony with social norms, social values and social relations accepted in the society.

In relation to pedagogical activity, the terms competence and competency (such as teacher's competencies, student's competencies) are used very widely.

S.Shishov defines "competence" as acquired knowledge, skills, abilities and social values, and a general ability that serves to successfully implement an activity acquired in the pedagogical process. In his opinion, competence is not limited to knowledge, skills, and abilities, but also the ability to establish connections between acquired experiences and various possible situations.

In some narrower approaches to the description of competence, this concept is expressed in practical terms. That is, competence is considered as an opportunity to combine knowledge, skills, and abilities that allow a person to successfully perform activities. Also, some scientists define competence as the final result of the holistic education and training process, which is an element of the model of training specialists.

In psychological research, the concept of "competence" was initially defined in connection with the development of management science and the study of subjective factors affecting the management system.

In particular, A.G. Nikiforov studies competence from three points of view:

- As a methodological principle of leadership and management;
- as a form of conscious social activity of a person;
- As a component of the role of leadership in society.

In a narrow sense, competence is related to the industry-specific nature of management activity.

Y.F. Maisuradze analyzed different approaches to determining the levels of formation of specialist competencies and divided these approaches into three main groups:

- 1) definition of competence as a business and management concept;
- 2) taking into account the level of education, work experience gained in the specialty, length of service in this position when determining competence;
- 3) to consider the level of ownership of the experience of being able to establish a connection between the acquired knowledge and the methods of their practical application.

While defining the concepts of "competence" and "competency", Y.F. Maisuradze draws attention to the need to separate these concepts. He defines competency as powers, and competence as a characteristic of the owner of these powers.

And M. Kaarst tried to analyze competence in the psychological concept of improving management. He proposed to consider this concept as consisting of the following components:

1. Necessary conditions of competence (ability, talent, knowledge, experience, qualification, knowledge, qualification, etc.).
2. Human activity (mainly labor) as a process (its description, structure, characteristics, signs).
3. Activity results (labor productivity, changes in activity objects, quantitative and qualitative indicators of results, as well as changes occurring in them).

M. Kaarst gave several definitions to the concepts of competence and competence:

Definition 1: Competence refers to the intellectual suitability of a person for the tasks that are required to be solved for the person working in this position.

Definition 2: Competence is expressed by the number and quality of tasks created and solved by a person in his main work (in the main segment of work or in the field of his main functions).

Definition 3: Competence is one of the main components of a person's qualities, or a set of certain personal characteristics that determine success in solving key problems.

Definition 4: Competence is a system of certain characteristics of a person expressed in the effectiveness of solved problematic issues.

Definition 5: Competence is one of the characteristics of a person's manifestation, which represents the effectiveness of solving problems faced in the field of human activity and carried out in the interests of this organization.

S.Y.E.Shishov and I.G.Agapov defined the concept of "competency" of students as "the general ability and ability to work based on the knowledge and experience gained through the training of a person, directed to the independent participation of a person in the educational and cognitive process, and also aimed at successfully involving him in work. "readiness" is understood. M.A. Choshanov basically connects competence with its knowledge) - content component and procedural component (skill). V.S. Bezrukova defines competence as "the acquisition of knowledge and skills that allow for professionally qualified judgments, evaluations, and the expression of opinions."

As part of the educational process, V.V. Kraevsky and A.V. Khutorskaya shows knowledge, skills and methods of action as educational competence.

The main criterion of competence is determined by effective activity, competitive personnel training. Pedagogical competence includes a set of professional and personal qualities necessary for a teacher to successfully solve his pedagogical activities.

The term competence generally means having enough information, well-educated, well-versed, erudite; means awareness, agency.

A teacher who carries out pedagogical activities and pedagogical communication at a high level, and can achieve high-level stable results in the field of education of students, can be called a professionally competent teacher.

The development of professional competence is the development of creativity, the formation of interest in pedagogical innovations, the ability to adapt to changes in the pedagogical environment. The socio-economic development of the society directly depends on the professional level of the teacher. That is why it is necessary to prepare future teachers for professional competence even at the higher educational institution.

In the instructional manual "Pedagogical competence and creativity" by N. Muslimov, M. Usmonboyeva, D. Saifurov, A. Torayev, the essence of the concept of pedagogical competence is

revealed and its components are analyzed. In the psychological literature, it is emphasized that competence is manifested in the ability of a person to control himself in unconventional and unexpected situations, to communicate with others, to make extraordinary decisions in problematic situations, and to constantly have a plan of action. And professional competence - It is the acquisition of knowledge, skills, abilities and experiences necessary for the successful implementation of professional activity by the owner of a profession and the ability to use these experiences effectively during professional activity.

Pedagogical competence is not only the acquisition of knowledge, skills and qualifications of teachers in the field, but also implies the acquisition of integrative knowledge and experience in various fields. Also, competence implies constant work of a specialist on himself, constantly enriching his experience, assimilation of modern knowledge and information, adaptation to society's requirements and the ability to use innovations in practice.

Specialist with professional competence:

- works tirelessly on himself and enriches himself with modern knowledge;
- learns information about current problems;
- adapts to society's requirements;
- deals with the integration of experiences related to the specialty;
- can apply the acquired knowledge in practice.

In some studies, there are analogies in defining the concepts of professionalism and competence. Although these two concepts are similar, they have different meanings. Along with the necessary knowledge, professionalism is understood as the specialist's attitude to work, proper understanding and mastering of its own characteristics. Competence has a complex meaning compared to professionalism, and requires the ability to apply theoretical knowledge and practical skills in real life situations. In order to determine competence, it is necessary to comprehensively assess and monitor the activities of specialists.

Generally speaking, in pedagogical studies, the concept of "competence" is described in terms of "perfect and deep knowledge", "adequacy in performing tasks", "ability to organize activities effectively", "activity efficiency". The analysis shows that most researchers understand the concept of "competence" primarily as the potential ability to perform certain activities.

As can be seen from the above, the concept of "competence" can be analyzed from different points of view, used at different levels and in the description of activities, and expressed in content accordingly. Competence has certain social and pedagogical conditions, ensures the efficiency of human activity and has a positive effect on the effectiveness of this activity.

Pedagogical competencies, in turn, are divided into the following groups:

- Special pedagogical competence is a system of competencies related to the necessary knowledge, skills and qualifications that serve to successfully implement pedagogical activities, the ability to objectively assess one's professional level and determine the directions of one's own development as a specialist.
- Social pedagogical competence represents the ability to engage in pedagogical communication in a social environment, to be able to engage in social activities, and to effectively plan one's own pedagogical activities. It also implies effective social communication skills, communication culture, pedagogical culture, proper organization of activities in the pedagogical team.

- Personal pedagogical competence is the ability to rationally organize one's personal activities as a pedagogue. An employee with a high level of personal pedagogical competence makes good use of time, does not get tired, and organizes his work effectively.

Each group of high-level pedagogical competence includes a system of relevant knowledge, skills and competencies. Teachers have different degrees of formation. To determine it, attention is paid to the performance of the employee in the performance of official duties.

Communicative competences, which are part of the social competences of a teacher, are also important in the organization of pedagogical activities, which are characterized by establishing communication with people, being open to relationships, being able to express thoughts correctly, and correctly understanding the opinions of others.

A number of competencies that are part of communicative competence serve to determine its general description. Among them are linguistic competences, sociolinguistic competences, sociocultural competences, discursive competences, strategic competences, intercultural competences. This system of competencies is important not only in the pedagogical process or interpersonal communication, but also in language learning and international communication.

Such an approach to the process of pedagogical education differs from the traditional type of education, which involves only imparting pedagogical knowledge, equipping with skills and qualifications in the preparation of future teachers. provides a transition to a competency-based pedagogical education that prepares students to independently find solutions to different situations, to improve their competencies based on the requirements of the times. That is, the effectiveness of the training of future specialists is determined by the level of competences that cover linguistic, cultural, socio-cultural and cultural knowledge.

On the basis of these criteria, the development of additional indicators for each criterion and their evaluation levels in the evaluation of the pedagogical competence of teachers serves to ensure the transparency and objectivity of the process of determining the pedagogical competence of teachers.

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