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# Professional Competence of Teachers Pedagogical Conditions of Formation

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*Sh. O. Mamayoqubova*

*Samarkand State Institute of Foreign Languages Department of Theory of English Language and Literature*

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**Annotation:** One of the main problems is the formation of a person who can meet the requirements of the reforms implemented in the current developing society, who can withstand the competition arising in the production lines, who can get into unexpected situations, and who can effectively work at the level of the requirements for the qualifications of specialists in the labor market. . In the following article, the issues that arise in the training of teachers and the development of professional competence in them are presented through separate examples.

**Keywords:** modernization, communicativeness, professional competence, communication, competence, communication, intellectual potential.

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Developing the professional competence of the teacher is one of the complex problems in improving the qualifications of pedagogues. In addition, at the current stage of reforms related to the introduction of innovations and development of education, the problem of adaptation to professional pedagogical activity is becoming more evident. Teachers are being improved by developing their professional competence along with practical, psychological, methodical, research types during their work. In order to eliminate such problems, first of all, it is necessary to provide all-round assistance to teachers, as well as to provide them with practical assistance.

It is necessary to include diagnostic, communicative, management and projective training methods in the essential characteristics of professional formation with its own meaning. The pedagogue's cognitive activity is expressed in many ways by the complexity of the studied objects, the influence of the boundaries separating social events, their search, abstraction, which in turn implies observation, the ability to study the inner world of the interlocutor. In this case, the teacher has the desire to develop himself, to constantly improve his knowledge and skills, which is expressed by observing other people and studying them.

It is distinguished by its various manifestations in the works aimed at researching the increase of the teacher's professional skills. The first is the ability to be specially educated - the ability to acquire professional skills at a sufficiently high level, to plan one's future professional development. The second is the ability to be educated socially - the ability to work together, cooperation, as well as the methods of professional communication adopted in this work, and the development of social responsibility for one's professional results.

The teacher's professional competence, voluntary qualities, intellectual potential, emotional qualities, and practical skills are formed on the basis of individual qualities that reflect the level of social and cultural activity of a person, as well as self-management ability. Such situations are measured by the competence of a specialist with professional qualifications, the education system aimed at its formation, the level of knowledge, skills and qualifications, according to the tradition formed in developed countries. It is important to recognize the

following as important pedagogical conditions for the development of the teacher's professional competence;

- normative and educational-methodical documents that meet modern requirements (state educational standards, model curricula, working curricula, model curricula, work programs, textbooks, training manuals, methodological recommendations, additional special literature, instructional tools, lesson plans, existence of projects, etc.);
- high level of knowledge, skills and qualifications of scientific pedagogical staff (professors, associate professors, teachers, qualified tutors, technicians), sufficiently developed level of professional competence and having scientific potential;
- material and technical equipment of the educational process (educational buildings, educational auditoriums, educational workshops, practical-laboratory equipment), information technologies (radio, television, computer, copiers, laboratory equipment, audio, video, multimedia, simulators, film projectors, availability of slide projectors, video projectors, set of technical tools, etc.);
- the creation of a social and educational-technologically favorable environment (teachers, students, leaders and students, as well as the content, direction, unity of goals, etc. of mutual relations of students);
- Consistent, continuous and systematic implementation of organizational and educational-practical activities.

Summarizing the definitions and descriptions given to the concept of "professional competence of a teacher", it can be interpreted as follows: Professional competence of a teacher is one of the important aspects of professional competence in the activity of a pedagogue. Expresses his interests. For this, he should be inclined to manage the process of creative research, remember that the effectiveness of creative research depends on the pedagogical, psychological and theoretical preparation of the teacher.

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