



COMPETENCE IN THE FIELD OF EDUCATION

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Annotation.

The article is about usage of different types of competences in the field of study. Each of the type consists of its specificity and value.

Keywords:

Competence, psychology, conceptual, development, relationship.

The main purpose of modern education is to prepare a person who is fully developed for society and the state, who is socially adapted to society and work, who is able to work on himself. Therefore, the level of competence of teachers is important in the education of a comprehensively developed person. The concept of psychological and pedagogical competence in pedagogy means that the teacher achieves the highest results in the educational process, has a high professional competence, as well as communicative and positive qualities.

The meaning of the word "competence" is defined as awareness, reputation, a broad understanding and experience in their field. Competence is a personal quality, which is the ability, knowledge, skills and abilities that are expressed in different situations, pedagogical activity and social life. Opinions on this word, the diversity of opinions, do not reflect it as a single, systematized, conceptual tool. The concept of competence is defined by the analysis of various aspects of a person's activities.

The professional pedagogical activity of the teacher is carried out on the basis of "teacher-student" interaction, in the process of which the educational, pedagogical, correctional, developmental and formative goals are realized. Therefore, in studying the professional competence of a teacher, it is expedient to pay attention, first of all, to communicative, i.e. communicative competence. The competence of the teacher is based on the influence on the spiritual state of the student, that is, his psychology, and the establishment of relationships. In modern psychology, there are several approaches to the study of communicative competence and the conditions and factors of its formation.

For example, representatives of the behavioral field define communicative competence by the fact that a person has acquired the skills to demonstrate appropriate behavior in certain situations, to assess the situation rationally and to act accordingly.

Proponents of cognitive psychology believe that communicative competence is formed in direct relation to the subject's level of cognitive, that is, intellectual knowledge, his knowledge of human psychology, as well as social thinking, imagination and perception.

Representatives of humanistic psychology emphasize the characteristics of the value system of the individual, and say that communicative competence depends, first of all, on the sincerity, openness of the participants, the acquisition of communication skills that allow personal development.

Some representatives of modern psychology, aimed at improving the psychological capacity of man through the use of various models of positive psychological action, try to test and test the quality of subjective models of self-control in the process of activity. Communicative competence is characterized by the development of subjective control skills, a positive outlook, the pursuit of success, the formation of attitudes, the ability to conduct

relationships in a purposeful way. Improving the internal mental environment of the individual is seen as a guarantee of communicative competence.

Communicative competence is also related to the correct understanding of a person's behavior by others. The correct communication of the content of human behavior in the process of communication gives a person a sense of satisfaction as a subject of social partnership. According to research by scientists, a high level of communicative competence ensures success in society, which in turn has a positive effect on a person's self-esteem. Researchers are analyzing the low level of communicative competence that can lead to stress, anxiety and fear.

Communicative competence is manifested in the support of the meeting with the interlocutor, respect for his "I". Psychological support for the student as a meeting partner in the professional activity of the teacher is one of the important factors of pedagogical success in class and out of class. Therefore, at present, special attention is paid to ensuring the effectiveness of practical courses aimed at the formation of communicative competence in educational institutions specializing in training, retraining and professional development of teachers.

The results of the analysis identified and conducted by the researchers show that there are communicative problems of the following nature that teachers face during their work:

- the difficulty of forming the way for students to work together in the organization of spiritual and educational activities;

- insufficient development of socio-perceptual skills and abilities;

- lack of ability to quickly adapt to different situations that arise in the process of pedagogical communication;

- the person has problems with controlling their communicative behavior;

- lack of competence to solve the problem in conflict situations;

- lack of cognitive skills in perceiving the student's condition.

Another important component of the general structure of professional communicative-psychological competence in pedagogical activity is social competence, because the modern teacher not only educates the student, conveys information, but also plays a role in the development of the individual and society. The purposefulness of the child-society relationship also depends on how competent and competent the teacher is in social life.

The main functions of social competence include such concepts as adaptation, social orientation, and the combination of personal and social experiences. The level of social competence of a person is important in the process of communication and organization of activities. At the same time, according to the results of research conducted by psychologists, the formation of the level of social competence in people in the process of adaptation of citizens to the new social conditions of globalization plays a special role. Environmental, political, ideological, social changes determine not only the development of social thinking, but also affect people's self-awareness, life values, personal problems. This puts before the science of psychology the task of creating programs aimed at increasing the level of human competence in solving problems related to socialization and social adaptation. In our opinion, this task belongs to the teachers, who are responsible not only for themselves, but also for the formation of their students as mature people.

Social competence is one of the most important forms of psychological competence studied in modern psychology. It also reflects the creative qualities of man as a subject of social partnership and cooperation. The mechanisms of formation of the competent social behavior of the subject, the tendencies of its manifestation, motivation, interest in the content, first of all, show the influence of the character of the "human-society" relationship on social development.

Since competence is a unique structural feature of a person, psychologists emphasize another component of this structure – auto-competence. In modern psychology, auto-competence is a category that indicates the readiness of the subject to change personality traits and behavioral skills in accordance with the purpose, to use the resources of their mental capacity, and to have the capacity to do so. Auto-competence includes the acquisition of new knowledge, information, effective information, a high level of self-control skills and abilities, and the independent formation of willpower to succeed. At the same time, an individual's ability to create a favorable, acceptable situation by changing his internal state in the event of extreme, unforeseen events in the process of life is an example of self-competence. Thus, auto-competence is a quality of a person, which is formed at certain stages of human life and allows you to effectively engage in certain activities.

The results of the analysis of psychological competence show that it is a complex psychological structure consisting of a system and interrelated features. The concept of psychological competence refers to the professional and personal qualities that help a person to solve problems that may arise in the course of professional activity and life. The psychological competence of the teacher acquires content and technological aspects, and develops in the process of acquiring information on various specialties and specialties.

The problem of developing human psychological competence in psychology is viewed from different perspectives (cause and effect); trends and tendencies in the development of competence in the acquisition of professional skills.

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