



STUDY OF PROFESSIONAL COMPETENCE IN FUTURE EDUCATORS

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ABSTRACT

This article discusses the psychological aspects of the manifestation of professional competence in future educators, and describes the factors affecting the professional competence of educators. Practical recommendations have been developed to identify the psychological characteristics of the manifestation of professional competence in future educators of preschool educational organizations. The research work consists in studying the psychological characteristics of the manifestation of professional competence in future educators of preschool educational organizations and developing practical recommendations on improving the system of interpersonal relations.

KEYWORDS: Future teachers, professional competence, interpersonal relations, psychological characteristics.

INTRODUCTION

In the world, there is a need to develop professional competence in future educators, sustainably ensure a prosperous lifestyle for people, increase a sense of responsibility in interpersonal relationships, and create pedagogical and psychological mechanisms aimed at forming personal and professional competencies. Professional training of preschool educators around the world is an important factor in the formation of highly qualified personnel. According to UNESCO, 70 percent of educators in OECD countries have received formal training in their specialty. In developing countries, this figure is significantly lower and can drop to about 50 percent. This difference depends on the economic conditions of the countries, the capabilities of the education system, and the resources created for educators. As a result, the lack of sufficiently qualified educators in the preschool educational environment in developing countries can negatively affect the development of children. Increasing the opportunities for formal training for educators is a necessary measure to expand quality education. In this regard, one of the urgent problems remains the study of the issues of pedagogical and psychological adaptation, which plays an important role in the development of professional competencies in future educators, the development of the psychology of the future educator.

In the world, research is being conducted in scientific centers on the psychological characteristics of the individual, responsibility, communicativeness, behavior, culture and dynamic characteristics of initiative in relationships related to the development of professional competencies, the level of aspiration for the development of professional competencies. In this regard, there is a need to pay attention to issues aimed at studying the level of knowledge of the individual regarding the development of professional competencies, the addressee of

communication in interpersonal relationships, the diagnosis and correction of problems related to his behavior and values in interpersonal relationships, the development of professional knowledge and skills, and increasing the responsibility of interpersonal relationships from a psychological perspective.

LITERATURE REVIEW

Professional competence is a set of knowledge, skills and abilities that educators need to achieve high efficiency in their work. By developing professional competence, future educators will be able to successfully perform their professional duties, establish effective communication with children and educate them. Competence includes not only theoretical knowledge, but also practical experience, which is an important factor in successful work as a teacher. The professional competence of educators depends on factors such as their personal characteristics, namely empathy, emotional stability, communicative abilities and self-control. The professional competence of a person is directly related to self-confidence and professional personal identification processes, and develops in educators such aspects as motivation, responsibility, personal balance and establishing relationships with children.

In the process of achieving professional competence, educators may encounter various psychological problems, as they are in close contact with children and require high psychological preparation to meet their needs and interests. In this process, professional congruence is of leading importance, manifested as the educator's internal desire and suitability for their tasks and the processes of working with children.

Psychological flexibility is important in the development of professional competence. Educators must adapt to various situations and be ready for new conditions during the pedagogical process. Flexibility allows them to establish effective relationships with their students, adapt teaching methods and update pedagogical approaches. Educators with high flexibility are open to accepting innovations in their activities and tend to think creatively.

Educators' abilities to show empathy and sympathy are considered the basis of their work with children. Empathy allows educators to understand the feelings and needs of children and influence them accordingly. These abilities form trusting relationships with children and strengthen cooperation in the educational process. Educators with a high level of empathy are able to understand the mental state of their students and have a positive impact on them.

One of the important aspects of professional competence is personal maturity and self-awareness. Through self-awareness, educators learn about their capabilities, strengths and weaknesses, which is of great importance for them in the development of their activities. Mature educators strive to further develop their personality and have the ability to successfully manage themselves in their professional activities. The problem of the manifestation and development of professional competence factors in a person has been studied by many scientists. Scientific research conducted by educators, psychologists, sociologists has revealed a number of specific aspects of the problem of professional competence. Thus, each researcher approaches this problem based on his own approaches and unique scientific and practical experience. In general, the peculiarity of these views is that professional competence is studied in connection with professional competence. In this sense, each professional competence factor is of great importance in the professional development of a person. From this point of view, each of the interpretations analyzed below serves to reveal the methodological factors of the

factors of Professional Competence at one level or another. In addition, the problem of Professional Competence in a person has also been studied by Eastern scholars. In particular, Abu Nasr Al-Farabi, Abu Rayhan Al-Biruni, Abu Ali Ibn Sina, Yusuf Khos Hajib, Ahmad Donish and a number of other scholars have highlighted the specific aspects of this problem in their pedagogical and psychological views.

The great Eastern thinker, the encyclopedist Abu Nasr Al-Farabi, expressed his valuable thoughts on the formation of a person and the factors influencing it, namely education and upbringing. In particular, he dwells on the fact that education is a set of words and skills, and upbringing is a work-action consisting of practical skills [3].

From the above considerations, it is clear that the problem of socialization has always been of great importance for humanity. According to Abu Nasr Al-Farabi, "The word education is the unification of theoretical qualities among peoples and townspeople, and upbringing is the unification of innate virtues and practical professional qualities among these peoples. If education is formed only on the basis of words and learning, upbringing is a work-action consisting of practical work and experience" [3]. According to Al-Farabi, educational work is carried out in two ways; the first of these is to motivate children and encourage them, and the second is to force them. Al-Farabi described a perfect person with high professional competence as follows: "Whoever wants to learn the wisdom of science should start from a young age, have good health, good morals and manners, keep his word, be protected from bad deeds, know all the laws and regulations, be educated and eloquent, deeply understand the secrets of dealing with people, respect knowledgeable and broad-minded people, do not spare his wealth from science and people of science, and have knowledge of all real material things" 3. In our opinion, Al-Farabi placed more emphasis on the socio-cognitive component of a person's professional competence in his views.

Abu Ali ibn Sina emphasizes the need to approach taking into account the individual characteristics of each person. According to Abu Ali ibn Sina, each person is unique by nature. With these thoughts, the thinker points to the existence of each person's own individual psychological capabilities. These capabilities, in our opinion, are of great importance in analyzing the professional competence of a person [4].

In the opinions of Yusuf Khos Hajib, each person must mature and become worthy of society. For this, he must receive the necessary education from the day of birth. Reflecting on the upbringing of a capable person, he emphasizes paying attention to their mental characteristics. The upbringing of children must begin very early. Only then will our children, who are our future successors, be prevented from engaging in inappropriate behavior [5].

In the studies of I.A. Zimnaya, competence is interpreted as a specific ability that allows successfully solving problems and issues encountered in real situations in everyday life 6. It is undeniable that competence, interpreted as an intuitive ability, is one of the factors ensuring the success of a person.

G.K. Selevko also expressed his opinion on the specific aspects of the manifestation of a person's professional competence, explaining that professional competence is an integrated set of qualities that are based on the knowledge and experience of a person acquired in the process of education and socialization and are aimed at ensuring independent and successful participation in activities, and are manifested in his general abilities and readiness for work [7].

If these integrated qualities ensure the success of the professional activities of educators of preschool educational organizations, their practical application will lead to high results.

In the research of S.E. Elkanov, the following component structure of the educator's personality is proposed: general pedagogical qualities (pedagogical orientation and motivation); professionally important qualities; individual psychological characteristics; abilities, temperament, intuition, attention, memory, imagination, perception, speech, thinking, etc. [8].

If a teacher does not have one of the qualities in the above structure, it can also negatively affect the success of his professional activities.

CONCLUSIONS

In general, for a person to perform any work, he needs knowledge of the activity and professional skills.

Preschool educators, by the nature of their pedagogical activity, interact with the audience of children and their parents. Therefore, educators must have Professional Competence in order to have a cognitive-educational impact on children and their parents, colleagues. It is precisely communicative competence that serves as a referent for educators to have a cognitive, emotional-volitional, motivational impact on the child's personality.

The relationship between competence and the effectiveness of professional activity is widely analyzed in the literature. It is emphasized that through the development of competence, a person can achieve success in professional activity and achieve professional growth. This emphasizes the importance of considering competence as a success factor and forming it as a necessary quality for teachers, educators and other professionals.

In the psychological literature, the concept of professional competence is multifaceted and comprehensive, in which knowledge, skills, motivation and socio-communicative characteristics are considered as the main factors. The formation and development of competence occupies a key place in modern education and professional activity through the studied psychological theories and approaches. Professional competence is highlighted as a necessary factor for achieving efficiency, adaptability and success. In our opinion, the pedagogical-psychological, sociological views analyzed in the coverage of our dissertation work show the important importance of professional competence in personal life and professional activity. It is important to analyze the level of competence of preschool educational organizations in professional activity. In order to study professional competence and the factors influencing it, it is impossible to think about the development of professional competence without analyzing the level of formation of the social intelligence of the educator, the culture of communication, the psychological foundations of social perceptions of interpersonal relationships. In general, society imposes specific requirements on the activities of educators working in preschool educational organizations.

Professional competence As a factor of professional competence, it determines the psychological readiness of a person to the requirements of a particular profession. It can be noted that such readiness is associated with the characteristics of the organization of personal activity and real interaction and productivity of activity.

From the above definitions, it becomes clear that competence is a specific set of knowledge, skills and abilities required by a person to successfully carry out any activity.

In our opinion, for future educators, the individuality, uniqueness, diversity of knowledge and imagination of a person is a psychological process that is of particular importance. At the same time, the level of self-awareness and motivation play an important role in the development of professional competencies.

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