

**PEDAGOGICAL COMPETENCE AND ITS ROLE IN THE  
EDUCATIONAL PROCESS**

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**ABSTRACT.** In the educational process, pedagogical competence is recognized as the main factor that ensures the quality organization of teaching activities. Today, it is becoming more and more important to learn what criteria determine the competence of a modern teacher. Taking a serious approach to this topic, the article recognizes the concepts of competence and competence and the similarities and differences between them. The types of professional pedagogical competencies are noted separately. The stages of formation of pedagogical competence are described.

**Keywords:** competence, competency, professionalism, strategy, professional and pedagogical competence, guidelines.

**ПЕДАГОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ И ЕЕ РОЛЬ В  
ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ**

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**АННОТАЦИЯ.** В процессе преподавания, педагогическая компетенция является одним из основных факторов, который способствует качественной организации учебного процесса. На сегодняшний день очень важно исследовать критерии, которые необходимы для развития педагогической компетенции у современного педагога. Серьезное изучение

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данного метода отражено в статье, которая посвящена изучению концепта "компетенция", различий и сходства между ними. Виды профессиональной педагогической компетенции исследуются отдельно. Также описаны стадии формирования педагогической компетенции.

**Ключевые слова:** компетентность, профессионализм, стратегия, профессиональные педагогические компетенции, эталонные критерии.

For the educational system to be effective in today's society, students must be highly qualified, aspirational, competitive, enterprising, and spiritually and physically healthy. The goal of "educating a highly educated and intellectually developed generation, creating a pool of competent scientific and pedagogical personnel in higher education institutions" was set in the 2017–2021 action strategy for the further development of the republic of Uzbekistan.

Questions such as how the process of its formation takes place as well as the identity of a competent pedagogue arise. It's critical to clarify the meaning of the words "competence" and "competence" in this context. Not all educators are familiar with the definition of "competence" and the distinctions between the two terms. The term "competence" refers to a teacher's education, abilities, skills, and experience. In other words, it refers to his capacity to carry out a particular kind of work. Both terms are similar in reality.

Competence refers to the degree of knowledge use in the work process, whereas competence refers to the totality of knowledge and its availability in people. There are various ways to define competencies: - the american approach views competencies as patterns of employee behavior.

The employee will produce good results if he has the required abilities and knowledge - in the european perspective, competencies are viewed as a description of job duties and anticipated job outcomes, that is, the capacity to act in accordance with recognized standards.

The ability to apply one's knowledge, skills, and abilities in daily activities is the definition of competence in the state educational standard of

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general secondary education, which was approved by the cabinet of ministers on april 6, 2017. The pedagogue must understand the meaning of competence and competence in order to carry out their duties effectively. They must also be aware of the best course of action to take in order to advance professionally and in all other respects. Despite having similar names, professionalism and competence mean different things. A professional pedagogue works to develop his skills, strives to achieve specific goals and results, develops working values, and these typically align with the standard of the work process, so professionalism is more than just having a certain body of knowledge.

It also means having developed competencies. The definition of competence is somewhat ambiguous because it calls for both knowledge and the capacity to use it. Competency can only be assessed after a thorough review and observation. Competency and professionalism concepts share some characteristics. It should be noted that individuals who fully satisfy the established requirements and standards do not always develop into true professionals because some do not know how to put knowledge into practice, rendering such pedagogical activity ineffective.

The following types of professional pedagogical competences should be distinguished: - special pedagogical competence - possession of the necessary knowledge to carry out pedagogical activity at the required level. Furthermore, this type is necessary for the pedagogue to accurately gauge his professional standing and chart his professional development. - social pedagogical competence - a pedagogue's ability to successfully develop relationships with colleagues and plan collaborative actions depends on their level of social competence. The idea of social pedagogical competence encompasses things like effective communication techniques, educational cultures, and accountability for work outcomes. - the ability to plan lessons and activities logically, time management, and a desire for personal development are the main elements of personal pedagogical competence.

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People who have a high level of personal pedagogical competence are less likely to burn out and can work under time constraints. Each type of competence consists of a specific set of abilities, knowledge, and skills. They appear on various levels in pedagogies. By observing the signs of his behavior when carrying out service obligations, it is possible to ascertain how this or other competencies have evolved. The most important factor in the formation of a teacher's competence is special professional education. In the future, the initial level of competence will be supplemented by knowledge and skills developed through experience. The development of professional competence is a gradual and ongoing process.

It can be divided into the following phases: 1. Acquiring unique information. 2. To learn useful information and abilities. 3. Training as well as specialized courses. 4. Having experience in your field. 5. Getting to the professional level in one's field. 6. Gaining knowledge, experience, and new skills help educators become more competent in their work. The facilitator's personality traits play a significant role in the process' success.

The system for evaluating the competence of pedagogues includes the following elements: - the level of competence of pedagogues - criteria corresponding to the standard are used for evaluation; - labor productivity and work quality; - compatibility of personal characteristics with the field of education; - availability of additional skills; - desire for personal growth. When determining a teacher's level of competence, using behavioral indicators is effective. What the distinctions between competence and competence actually mean are these things. Regular, independent, focused, transparent, and with clearly defined criteria should be used to evaluate the qualifications of specialists.

The levels of competence are simple to ascertain once you have a basic understanding of what they are. The following algorithm can be used to develop a competency model: 1-create a job description. The types of competencies needed for the position should be made crystal clear at this point.

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2-Choosing the speed of verification is step two. It depends on the characteristics of the educational institution and the personnel exchange.

3-Approval of the test or exam administration process based on comparisons for each position. Passing the test or exam is step four.

4-Data analysis and systematization constitute the fifth stage.

5- Making a decision based on the assessment's findings at step 6 may result in promotion, transfer, or dismissal.

7- is to conduct a final analysis of how well the educational institution's authority and work were assessed during the reporting period. Completely develop a risk and barrier case study in step eight. Developing specific or core competencies is the best way to apply your skills to any job.

They are based on the principles and ethics of the educational institution. Along with the personal characteristics of a teacher, a person should also possess the following personal effectiveness competencies: - maturity, striving for growth, such as the search for professional values or creative ability; - sufficient self-awareness and confidence; - flexibility, willingness to change; - knowledge of work etiquette; - self-management against stress; - image. Criteria like teamwork, leadership, cooperation, coaching, and the use of official authority are demonstrated as indicators of a teacher's management aptitude.

The development of pedagogues is a crucial task, so our proposal is to conduct training based on the activities of the educational institution and send every teacher who does not meet the competence requirements to additional training. The process of competency development is one that is gradual and ongoing, to put it simply. Under the direction of seasoned mentors, it starts in a higher education setting and continues in the workplace. It should not be forgotten that high professional competence includes the employee's character traits as well as their level of knowledge, practical skills, and experience.

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