

RESEARCH ARTICLE

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THE IMPORTANCE OF WORK ON SELF-DEVELOPMENT IN ACQUISITION OF PROFESSIONAL-ACMEOLOGICAL COMPETENCE

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Abstract

This article explains what competence is, types of competence, as well as the importance of working on oneself and self-development in acquiring professional acmeological competence.

Keywords Competence, methodological competence, innovative competence, professional competence, communicative competence, work on oneself, self-development.

INTRODUCTION

Educating a person in all aspects is the eternal dream of humanity, and our ancestors looked for ways to teach the younger generation enlightenment, spirituality and culture, to lead them to perfection and the rules of the law. The concept of a teacher-mentor expresses the goal of developing intellectual maturity, worldview, human faith, duty and responsibility, moral qualities characteristic of the people of our society, based on the knowledge created by the younger generation. A teacher represents responsibility and the important and proud work of preparing our younger generation to become worthy children of our nation. The political maturity of the teacher, his creative approach to his tasks related to educating students and awareness of his responsibility to society, and the constant improvement of his skills contribute to his professional growth.

It is considered appropriate to organize educational processes based on various new approaches. Our respected President Sh.M. Mirziyoyev said: "In order for our youth to become independent thinkers, have high intellectual and

spiritual potential, and become people who are not inferior to their peers in any field on a global scale, our state must be happy. And we we will mobilize all the forces and capabilities of our society" [1], and not without attention, the youth of our independent Uzbekistan is focused on free thinking. Therefore, one of the high tasks facing us, teachers, is to organize lessons based on modern approaches, based on the requirements of the new era.

That is why President Sh. Mirziyoyev, in his video election address dedicated to the development of school education, said: "Our highest goal is the further development of science in our country, the education of our youth with deep knowledge, high spirituality and culture. Education is our future, a matter of life and death. Therefore, we have no right to delay reforms in this area. "If every leader changes his style of work, if changes occur in a school, village, district, then the state will develop," they said. [2] Society and the state need specialists capable of continuing active creative knowledge, education and development. They must have the potential to solve complex life and professional

problems. This depends on the acquired knowledge, skills and abilities, as well as additional qualities that are expressed by the concepts of "competence" and "competence".

A competent approach is a new pedagogical reality from the point of view of modernization of higher education. Within the framework of this approach, practical experience, competence and competency are considered as didactic units, and the traditional three elements of education (triad) - "knowledge - skill - competence" are divided into six units (sextet) - "knowledge - knowledge". in the form "qualification - qualification - practical experience - competence - competence". First of all, it is necessary to clarify the essence of the concept of "competence". Competence (a Latin word meaning to achieve, to be right) is the subject's willingness to set a goal and effectively implement external and internal resources to achieve it, in other words, it is the subject's personal ability to successfully solve problems. associated with a specific object of activity.

The concept of "competence" entered the field of education as a result of psychological research. Consequently, competence is "the way a specialist behaves in non-standard situations, unexpected situations, enters into communication, stands in a new way in relationships with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and" owns an action plan in complex processes . "

The pedagogical competence of L.M. Mitina is understood as knowledge about the subject, teaching methods and didactics, pedagogical communication skills and competencies, as well as methods and means of self-development, self-improvement, self-realization in their harmonious combination [3]. In the structure of pedagogical competence, he identified three components: active, communicative and personal. Based on the structuring of pedagogical competence proposed by L.M. Mitina, we believe that the following set of competencies is sufficient and necessary, the level of mastery of which determines the level of development of the pedagogical competence of future specialists: - active or special competence (knowledge, skills, competence and individual

methods of implementing pedagogical activities); - personal or professional competence (knowledge, abilities and skills related to professional self-improvement and self-realization); - communicative competence (knowledge, skills and competencies associated with the creative implementation of teaching activities).

The concepts of professionalism and competence have common features. There are several types of competence:

Professional competence is the acquisition by a specialist of knowledge, skills and abilities necessary for professional activity, and their practical application at a high level.

Social competence is the ability to be active in social relationships, mastery of skills, and the ability to communicate with subjects of professional activity.

Special competence is preparation for organizing professional pedagogical activities, rational solution of professional pedagogical problems, realistic assessment of performance results, consistent development of BCM, psychological, methodological, informational, creative, innovative and communicative competence based on this competence. thrown into the They express the following content.

Psychological competence is the ability to create a healthy psychological environment in the pedagogical process, organize positive communication with students and other participants in the educational process, be able to understand and promptly eliminate various negative psychological conflicts.

Methodological competence is a methodologically rational organization of the pedagogical process, the correct definition of forms of educational activity, the correct choice of methods and means, the ability to effectively use methods, the successful use of means.

Creative competence is a critical, creative approach to teaching, the ability to demonstrate one's creative abilities.

Innovative competence - improving the pedagogical process, improving the quality of

education, promoting new ideas to improve the efficiency of the educational process and their effective implementation in practice.

Communicative competence is the ability to sincerely communicate with all participants in the educational process, including students, to be able to listen to them, and to have a positive influence on them [4].

Each type of competence includes a set of skills, knowledge and abilities. For teachers, they manifest themselves at different levels. You can determine how developed certain competencies are by paying attention to the indicators of his behavior in the performance of official duties. How is competence developed? The main thing for the formation of teacher competence is special professional education. In the future, knowledge and skills acquired in practice will complement the level of initial competence.

Self-improvement and self-development are important in acquiring professional and acmeological competence. Self-development tasks are determined through self-analysis and self-assessment. Work on oneself is the organization of practical actions of a teacher with the goal of consistent development of his professional knowledge and personal qualities.

Self-care can be seen in:

- Creative and critical approach to activities;
- Achieving professional and creative cooperation;
- Development of business abilities;
- Get rid of negative habits;
- Mastery of positive qualities;
- Teacher as a specialist:
- Improving the pedagogical process based on a clear sense of purpose;
- Increase the efficiency of the teaching process and one's own work activity;
- Mastery of pedagogical knowledge, which is constantly updated;
- Know advanced technologies, methods and tools;

- Effective implementation of the latest scientific and technical innovations in our activities;
- Improving professional skills;
- The skill is the prevention of negative pedagogical conflicts, the search for measures to eliminate them and work on oneself.

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