



**Taraqqiy etgan mamlakatlarda pedagogik kompetentlikka oid ilmiy
yondashuvlar.**

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Annotatsiya.Keyingi o'n yilliklar mobaynida bir qator Yevropa, AQSh, Rossiya va bizning mamlakatimizda, oliy ta'lim tizimi tubdan isloh qilina boshlandi. Bunda asosiy e'tibor, talabalarda egallayotgan mutaxassisligi bo'yicha kompetensiya shakllanishi va takomillashuviga qaratilmoqda. Bugungi kunlarda jamiyat uchun butunlay yangi qiyofadagi mutaxassis talab qilinayapti. U faol ijodiy fikrlovchi, izlanuvchan, ilmiy axborotlarni mustaqil ravishda izlab topuvchi va ularni o'z amaliy faoliyatida qo'llovchi mutaxassis bo'lib yetishishi lozim.

Tayanch so'zlar: pedagogika, ta'lim, tarbiya, kompetensiya, hamkorlik, texnologiya, kasbiy kompetensiya, innovatsiya, milliy pedagogika, ilmiy izlanish.

**Научные подходы к педагогической компетентности в развитых
странах.**

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Аннотация.В течение последующих десятилетий в ряде стран Европы, США, России и в нашей стране система высшего образования начала радикально реформироваться. При этом основное внимание уделяется формированию и совершенствованию у студентов компетенции по специальности, которую они приобретают. В наши дни обществу требуется специалист в совершенно новом





облике. Он должен вырасти активным творческим мыслителем, исследователем, специалистом, самостоятельно ищущим научную информацию и применяющим ее в своей практической деятельности.

Ключевые слова: педагогика, образование, воспитание, компетентность, сотрудничество, технология, профессиональная компетентность, инновации, национальная педагогика, научные исследования.

Scientific approaches to pedagogical competence in developed countries.

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Annotation. Over the following decades, the higher education system began to be radically reformed in a number of European countries, the USA, Russia and in our country. At the same time, the main attention is paid to the formation and improvement of students' competence in the specialty they acquire. Nowadays, society needs a specialist in a completely new guise. He should grow up to be an active creative thinker, researcher, specialist, independently seeking scientific information and applying it in his practical activities.

Keywords: pedagogy, education, upbringing, competence, cooperation, technology, professional competence, innovation, national pedagogy, scientific research.

Introduction. Scientific discussions and debates continue among scientists and specialists around the world on the issue of approaches to pedagogical professional competence. It is obvious that Russian scientists, compared to pedagogical scientists from the USA and European countries, are lagging behind in the issues of professional competence. Chapter 3 of the textbook “Pedagogy” written by V. Slastenin, I. Isaev and others is devoted to “Professional competence of a teacher”[1] and gives ideas about this concept and skills. The authors note that the pedagogical competence system, practical and theoretical training, and professional competence of a teacher are of a





managerial and formative nature. Managing the formation of a personality requires competence. This, combining the theoretical and practical training of a teacher, demonstrates his professional skills. They write that the qualification classification of a teacher in a particular profession is measured by the standards of the pedagogical competence model. According to V.A. Bolotov and V.V. Serikov, the competency-based approach does not indicate the student's knowledge, but rather the ability to solve problems and considers it to be the first necessary ability.[2] In the scientific works of E.V. Bondorevskaya and S.V. Kulnevich, it is believed that the elements of competence that students accumulate should be directed only to the main goal, to carry out pedagogical activities, or should be necessary.

In the scientific article “Kompetentnostnyi podkhod k organizatsii obucheniya studentov v pedagogicheskom vuze”[3] published by V.S. Yelegina and S.M. Pokhlebyaev in the Russian journal “Fundamentalnoe issledovanie” in 2012, issue 3, the student in a competency-based educational environment receives creative results from his activities and at the same time masters the methods, ways, methods, approaches and styles of achieving success. It is the creative result created by the student that is the creative result of the collaboration between the student and the teacher. The purpose of assessing the student's mastery is to determine the level of effectiveness of the education provided, which, firstly, is to know the level of theoretical knowledge received at school, and secondly, the formation of competence in it, which will further accelerate its successful activity during practice. Modern education, which requires deep reforms and modernization, naturally raises the issue of an approach from the perspective of competence. This, of course, requires the preparation of a future teacher with professional competence.

Methods. The main goal of education is to form socially necessary qualities and competencies in the student, self-awareness as a person, constant improvement of one's knowledge, self-management and activation. Of course, we can see the level of study of this topic in many foreign and domestic scientific research conducted by





universities and specialists. If we want to look at the activities of the US higher pedagogical education system, it would be appropriate to look at the scientific works of B.D. Wolfson, T.N. Kurilova, Z.A. Malkova and others, if we want to know about the goals of US pedagogical education, it would be appropriate to look at the works of N.D. Nikandorova, V.Ya. Pilipovsky, on the professional pedagogical education of future teachers, G.G. Agapova, O.O. Borovikova, V.S. Budenko and others, and on the system of advanced training of US teachers, it would be appropriate to look at the works of V.B. Gargay, N.I. Kustinova and others. From the scientific works of the above-mentioned scientists, we can imagine that the Russian and US educational systems complement and enrich each other. It is noticeable that a continuous system of pedagogical personnel training has been created in the USA, Canada, Australia and a number of European countries, and they are studying this problem extensively, putting it into a certain system. In the USA, the authors who reflected on the philosophical foundations of the Competency Approach, their global goals and objectives, organizational system, essence, educational standards, quality, quality control of education, and the activities of higher pedagogical schools are M.Apple, D.Armstrong, D.L.Ball, D.Barnes, F.Baumgartner, M.Cochran-Smith, D.K.Cochan, L.Darling-Hammond, S.Feiman-Nemser, A.D.Glenn, and others.[4]

In our country, the implementation of the tasks set out in the National Program for Personnel Training places new demands on a modern teacher. The question of what a modern teacher should be comes to the fore. The issue of an approach from the point of view of competence is not approached blindly, as in foreign countries. Instead of professional competence, creative teams and pedagogical scientists have introduced the concept of professional skills, and in major scientific works aimed at developing methods and techniques for teaching a particular field and subject, but the approach to the issue of a competent teacher is only just being implemented. In the field of professional development of our country's continuous education system, practicing teachers are not able to adequately and effectively use the requirements of the current





perspective of organizing and implementing the educational process. The main reasons for this are that the problems of professional development have not been sufficiently studied, and only a few scientists have paid attention to the approach from the point of view of competence. In our republic, scientists such as B. Adizov, A. A. Ahmadov, A. Kh. Aminov, T. L. Khurvalieva, N. A. Muslimov, Sh. Saidkulov are conducting scientific research on the problems of advanced training and professional competence. These studies mainly study organizational pedagogical issues of improving the advanced training system and issues of pedagogical diagnostics. Scientists of the Abdulla Avloni Institute of Pedagogical Personnel Retraining, using the worldly experiences we mentioned above, reflect on the concept of competence and its types, T. L. Khurvalieva suggests studying professional competence by types. She recommends studying it by types of professional competence, stages of formation of professional competence, personal competence, general cultural competence and special competence. More from the materials of Russian pedagogical scientists, especially A.V. Khutorsky, who classified seven competencies of a teacher in education, he tries to apply them directly to the Uzbek pedagogical system. In this regard, on April 10, 2013, an international conference was held entitled "Pedagogical and Psychological Problems of the System of Secondary Specialized Vocational Education". At this conference, it is noticeable that all the articles, except for the scientific articles by T.Abdullaev, Z.Ismoilova "Pedagogical and psychological problems of changing the mindset of teaching staff", N.Abdullaeva "Development of students' creative thinking potential", N.A.Muslimov, O.A.Koysinov "Formation of professional and creative competence in the process of professional development of teachers of vocational education", F.Mirzaeva "Features of professional training of a pedagogical personality", Q.Olimov, K.Umatalieva "Development of professional competence of a teacher", are devoted to teaching methods and techniques, teaching technologies of various subjects and specialties, and traditional scientific theories of pedagogy. Thus, the system of separate study of issues of competence and approach





from the point of view of competence is being implemented very slowly. Taking this into account, it is worth noting that the issue of improving the competence of higher education teachers needs to be studied in depth based on the requirements of the National Personnel Training Program of the Republic of Uzbekistan, and that a lot of scientific work needs to be carried out.

Aspects of the formation of professional competence of a teacher

The goal of the National Program for Personnel Training is to radically reform the education sector, completely rid it of ideological views and stereotypes left over from the past, and create a national system for training highly qualified personnel that meets high spiritual and moral requirements at the level of developed democratic countries.

A teacher is responsible to society for educational and upbringing work in his specialty. Along with regularly improving his professional training, he must have the rights of a teacher, teacher, mentor, educator, pedagogue, or rather, have professional competence. Now it is no longer enough for a teacher to master practical and theoretical knowledge in his chosen profession, science, specialty. He must be able to apply new methods and techniques of education in any situation, in a word, be competent.

To dwell on the concept of “competence”, the approach from the point of view of competence, the competent, the content of these terms, first of all, we will pay attention to the national traditions and values that have been formed over the centuries. In our country, when a professional mastered his profession with skill and began to teach it to his students, they began to add this professional term to his name. Mosh tabib, Amon tabib, Oboqul kulol, Latif sartarosh, Murodjon hafiz, Mamatoy temirchi or Mamatoy aka pihklari, etc. This recognition is not because this person is a master of a certain profession, but rather because the inhabitants of the highlands are engaged in a certain profession, which also indicates that they have achieved such recognition through their high achievements. Chust knives, Chust skullcaps, Rishton potters, Urgut potters, Samarkand bakers, bread, etc. Of course, this is recognition, authority, trust





given to a person or a professional who has continuously developed his profession and served the people for many years - it is not difficult to perceive that it is competence, if we use a religious and scientific language. Similar thoughts can be said about folk art, but raising the profession to a higher level is a higher qualification than this competence - skill. Abdurahim Dorboz, Tursunboy wrestler, Mamat teacher, Mamat domla, etc. Explaining the concept of "competence", we will pay attention to the essence of this term. Competence is a Latin word that in Uzbek means "appropriate", "correct" or "suitable". It can be understood as a person who is capable of solving simple and complex problems using their knowledge, skills and practical experience. In many cases, the term "professional competence" is used. This word can be understood as the ability to successfully apply their practical experience, knowledge and skills in the performance of professional duties. Competence is a legal term. It is the rights and duties that fall within the competence of a specific body or person, determining the place of this person in the state and public system. According to the content of jurisprudence, competence includes the following elements: the objects being promoted (territories, events, actions, carried out within a certain scope), the set of rights and duties, powers that a certain body and person can use for their activities. Competence (social law). This is the authority of a specific subject for management processes established by law, and a certain social task is assigned to this authority. Competence is the authority of management. This is the personal authority of a specialist (employee) in solving certain professional tasks. Intercultural competence. The ability to successfully communicate with people from other cultures. The core competence of the organization. It is a factor ensuring the organization's competitive stability and is considered the main support tool in the fight against competition. Territory of competence. It consists of the sum of the knowledge and skills of an individual or team, who perform their tasks in a superior and competitive manner.

In the Russian-Uzbek dictionary published by the Academy of Sciences of Uzbekistan in 1983, "kompetentnost" was translated into Uzbek as "possession of deep





knowledge”, “based on deep knowledge”, “awareness”, “effectiveness”. “Kompetetentniy” was translated as having sufficient information, thorough knowledge, well-versed, competent, authorized, entitled to consider an issue. “Competence” was given in concepts such as a field or issue that a person is aware of, a right or discretion[5]. The two-volume “Explanatory Dictionary of the Uzbek Language” published by the A.S. Pushkin Institute of Language and Literature of the Academy of Sciences of Uzbekistan in 1981 did not include the concept of “competence” at all. In general, in our country, a competency-based approach to any field, in particular, to pedagogical activity, began to be used over the next five years. From the perspective of the specific morphological and semantic features of the Uzbek language, it would be appropriate to use the terms and concepts of “competence” in a sense close to the Latin words “competere” – “appropriate”, “compete” – “I am appropriate” or “I achieve”. We would like to express the opinion that according to the Uzbek alphabet, based on the Latin script, the use of the word “competence” in all semantic cases will prevent many confusions. It follows that the approach from the perspective of competence is appropriate to use the term as if this team or individual has such competence, and finally, has pedagogical professional competence. Thus, in any case, competence determines the place of a particular individual or team in society. It strengthens it with both legal and moral relations. A group, team or individual in society, having high qualifications and knowledge in a certain field, is formed as a competent person in their field and regularly improves this competence. This issue is approached from the perspective of the interests of society. By improving their competence, a person, first of all, realizes their vital interests, and at the same time achieves the level of requirements that society places on the individual. We have made a proposal to combine the concepts of “competence” and “competence” recommended by world scientists above. Analyzing scientific works on the approach from the perspective of competence, we clearly notice that different opinions are expressed about these two concepts. According to A.G. Bermus, “Competence combines all the





qualities, knowledge, experience, and, in general, the whole being of a developing individual into a single system.” “Competence is not only the fact that a person is knowledgeable, but also the continuous updating of his knowledge,” says M.A. Choshanov. According to M. Aronov, competence indicates the readiness of a specialist for a certain activity. The ability to act in uncertain situations is competence, says O.E. Lebedev.[6]

Competence is based on the intellectual, personal, social and professional life activity of a person, writes I.A. Zimnyaya. A.V. Khutorsky believes that the concepts of “competence” and “competence” can be distinguished as follows. Competence is a combination of a person’s personal qualities (knowledge, skills, experience, methods of activity) and is a person’s qualitative and effective activity in relation to objects and processes in a certain range. Competence means that a person has a set of competencies that express his personal attitude to types of activity and meet the requirements.

Result. As can be seen from the above, the issue of competence and its place in society are the subject of a number of ongoing debates. Understanding the basic elements of universal competence in the field of education is one of the main problems of modern pedagogy. In the issue of basic competence, there are different opinions on the application of the experience of world educators or on the establishment of competence criteria based on the norms of traditional Uzbek pedagogy, and there are many unresolved issues. L.T. Khurvalieva, a pedagogical scientist at the A. Avloni Institute of Teacher Training, defines it as follows: “Competence is knowledge, skills, qualifications, views, values and personal qualities of an individual, the manifestation of qualifications or the ability to influence” [7]. Education and upbringing are the main condition and guarantee of human development and the prosperity of the nation. Educational and upbringing processes are a national issue under state control. In our country, education, that is, teaching, is carried out in harmony with upbringing. Since the national program for personnel training requires a radical improvement of the educational process, it is noticeable that the training of competent teachers is also based





on these requirements. Competence or high skill, the training of highly qualified teachers has become the most urgent issue of our time, if we may say so, the most important task of the state and society. As we have noted above, pedagogical activity is close to artists and scientists in terms of its functions in society, professional qualities, and psychological principles. The characteristics of the pedagogical work are designed to educate and educate a person. The formation of human qualities in young people, the fact that the subject of labor is a person, and the impact on the person who governs society, in themselves require competence. The ancient Greek philosopher Plato said, "If the carpenter is a bad master, the state does not lose much from this, only the people are dressed worse. If the youth educator does not fulfill his duties well, then the country will be a category of ignorant, ignorant, uneducated and stupid people. The President of the Republic of Uzbekistan I.A. Karimov said, "The training of comprehensively mature, qualified personnel should be the main condition of our program for training personnel." Higher educational institutions In the resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further improve the system of retraining and advanced training of pedagogical personnel", the higher education system sets the task of organizing the main scientific and methodological center for retraining and advanced training of pedagogical and managerial personnel.

Conclusion. The Main Scientific Methodological Center is tasked with developing general education programs, educational and methodological and regulatory materials for retraining and advanced training of teaching staff of higher educational institutions, based on the results of their work on ensuring the required level of professional training of teaching staff, the results of their work on training and education of highly qualified personnel, and using modern methodologies. The same resolution stipulates the development of educational and methodological materials and effective methodologies for evaluating the activities of teachers in accordance with modern requirements, teaching foreign languages and information and communication technologies. It also organizes seminars and trainings in regional centers and sectoral





centers in these areas; the following: enterprises of our country in various sectors of the economy equipped with advanced, modern equipment and technologies in order to improve the content of curricula in relevant educational disciplines, and ensure the integration of education with production; develops programs for cooperation with research institutions (scientific institutions of the Academy of Sciences, sectoral scientific research institutes, centers, laboratories, etc.) in order to familiarize teachers with modern scientific achievements, priority areas of science development in relevant specialties, and effective methods of conducting scientific experimental and scientific research, and use them as basic facilities for retraining and improving the skills of teachers; coordinates the activities of regional and sectoral centers; organizes and conducts advanced training courses for senior staff of higher educational institutions. In accordance with this resolution, proposals to establish 5 regional centers for retraining and improving the skills of teaching staff, 10 sectoral centers, and abolish advanced training educational institutions and faculties under higher educational institutions are approved. So, the resolution of the Cabinet of Ministers provides for state sponsorship of improving the professional competence of teachers of higher education institutions. In this regard, we found it necessary to express our suggestions and comments on the implementation of this resolution. The Main Scientific Methodological Center, regional and branch centers are legal entities. A certain amount of fees is being introduced for advanced training services. This, of course, may create economic difficulties for some skilled teachers. Summarizing all organizational issues, we would like to make the following proposal:

- Higher education teachers who have successfully graduated from regional and sectoral centers should be involved in advanced training at the Main Scientific Methodological Center on the basis of a state grant.
- It should be envisaged to establish a test for a certificate of pedagogical professional competence.





- Certified teachers should be given privileges for scientific research and pedagogical activities.

- For testing and assessment exams, four areas of professional competence should be taken as the basis: a) theoretical and practical knowledge in the specialty; b) pedagogical skills; g) personal qualities; d) worldview. Thus, having pedagogical professional competence and obtaining a certificate confirming this competence creates opportunities for the teacher to further grow, improve his knowledge, work on himself, and instill love and confidence in his profession. As we have noted above, since competence, especially professional competence, determines the place of a person in society, society is also interested in training specialists with highly qualified professional competence. In his moral-didactic work “Turkish Rose or Morality”, Abdulla Avloni, one of the founders of national pedagogy, divides characters into good and bad, and uses modernity as the main criterion, substantiating his arguments with the thoughts of Hippocrates, Pluto, Aristotle, Saadi Shirazi and Bedil[8]. The writer considers love for the Motherland and fighting for it to be one of the best human characters. “The Motherland is the city and country where every person was born and raised, it must be valued, loved, and cherished,” he says. Abdulla Avloni, in his works, touched upon education and said, “Education is a matter of life or death, salvation or destruction, happiness or disaster for us.” Education is the main condition and guarantee of human perfection and national prosperity, a national issue under the control of the state and society, its goal and task is the upbringing of a perfect person, education is an inseparable harmony. Summarizing the above points, we see that the essence of the professional competence of a teacher is formed by relations related to education. The most important duty of a teacher to society, the result of his activity is the upbringing of a perfect person.

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