

A New Approach To The Development Of Professional Competencies Of A Teacher

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Abstract: This article reflects reflections on the professional competence of a teacher, concepts and types of competence, as well as factors in the development of professional competencies of a teacher's personality.

Keywords: Professional competence, competence, social competence, special competence, competence development.

Introduction: During the retraining and advanced training courses for teachers of educational institutions of higher education, close acquaintance with innovative educational technologies is important in increasing the intellectual potential of teachers of various specialties and enriching their worldview. As a result of the reforms carried out in the republic to develop the material and technical support of education, an information and educational environment is being created, methods for developing information resources and their use in the educational process are being improved, and students and teachers' access to global educational resources is expanding. At this stage, obtaining professional competence from each specialist requires constant improvement. So what is competence? What qualities are reflected in the basis of professional competence? It is necessary for the teacher to be able to highlight the qualities of competence in himself. These and related ideas will be discussed here.

"Competence" (Eng. "competence" – "ability") is the effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional competence, skill and talent.

"Competence" as a pedagogical category has entered the field of education as a result of psychological scientific research. From a psychological point of view, competence refers to "unconventional situations, how

a specialist behaves in unexpected (non-standard) situations, engages in communication, takes a new path in interaction with opponents, takes on ambiguous tasks, uses information full of contradictions, owns a plan of action in consistently developing and complex processes." From this, the following comment is made on the category of professional competence. Professional competence provides for the acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and their application at a high level in practice.

Professional competence implies not the acquisition of special knowledge, qualifications by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Competence also assumes that specialist knowledge is constantly enriched, learning new information, being able to understand important social requirements, searching for new information, processing it and applying it in their activities.

Professional competence specialist:

- consistently enriching his knowledge;
- absorbs new information;
- deeply understands the requirements of the period;
- seeks new knowledge;
- processes them and effectively applies them in their

practical activities.

1. Social competence-activity in social relationships possession of skills, qualifications, communication with subjects in professional activities access.

2. Special competence – to the organization of professional-pedagogical activities preparation, rational solution of professional and pedagogical tasks, real assessment of the results of their activities, consistent development of BCM, on the basis of this competence, psychological, methodological, informative, creative, innovative and communicative competence is prominent. They express the following content in themselves:

a) psychological competence – able 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 timely understand and eliminate various negative psychological conflicts;

b) methodological competence – methodically rational organization of the pedagogical process, correct definition of forms of educational or educational activity, ability to choose methods and tools for their intended purpose, effective application of methods, successful application of tools;

c) informational competence – the search, collection, sorting, processing and their targeted, appropriate, effective use of necessary, important, necessary, useful information in an information environment;

d) Creative competence-a critical and creative approach to pedagogical activity, being able to demonstrate that it has skills of creativity;

e) innovative competence-promotion of new ideas on improving the pedagogical process, improving the quality of education, improving the effectiveness of the educational process, successfully applying them to practice;

f) communicative competence is the ability to communicate sincerely with all participants in the educational process, including students, to be able to listen to them, to have a positive effect on them.

g) personal competence – to consistently achieve professional growth, to increase the level of qualifications, to show their internal capabilities in professional activities.

h) technological competence – mastering advanced technologies that enrich professional-pedagogical BKM, being able to use modern tools, techniques and technologies.

s) Extremal competence-in emergency situations (natural disasters, the technological process has failed), rational decision-making in the event of pedagogical disputes, possession of the right motor skills.

In a number of studies, professional competence and its specifics, which are directly specific to an educator, are studied. Among such studies is A.K. Markova and B. It is possible to include research carried out by Nazarovas. A.K. In his research conducted by Markova, it was stated that the professional competence of an educator consists of the following structural foundations:

Special or professional competence (high level of Organization of professional activities);

Social competence (collaborative organization of additional activities);

Personal competence (self-development, self-expression);

Individual competence (self-management, professional development and creation of innovations).

The implementation of a competency approach in educational practice requires deep and comprehensive scientific study of all aspects of this process. At the same time, it should be noted that competency is difficult to interpret as a pedagogical phenomenon, since, the competency category is introduced into pedagogy from other disciplines, which has a sufficiently deep understanding in the sciences. Competence is not only the presence and significant volume of acquired knowledge and experience, but also the ability to put them into operation at the right time and use them in the process of carrying out its service tasks. Competency in this sense is a description of a person, an individual, a professional, while it is the sum of the individual's personal capabilities, his ability to effectively apply his professional knowledge and experiences in his practical activities. Today, the quality and effectiveness of Education directly depends on the personality of the teacher, his level of knowledge, skills and approaches. Therefore, the development of professional competence of the teacher is one of the pressing

issues. Competence is understood as the ability of a teacher not only to have knowledge, but also to be able to apply this knowledge in practice, solve problems, effectively use modern methods and tools.

1. Professional development and continuing education: the constant updating of the teacher's knowledge and skills is an important factor that increases their competence. Advanced training courses, training seminars, webinars and other forms of continuing education opportunities serve to form an educator in accordance with modern requirements.

2. Practical experience and methodological skill: as the teacher's experience increases, his skills for effective organization of the course process, the use of various techniques, individual work with students are also enhanced. Good methodological training, work on innovative lesson developments, consistent work on oneself are among the main supports of teacher competence.

3. The use of information and Communication Technologies: a modern teacher should be able to effectively use ICT tools. Electronic resources, online platforms, digital presentations and tests help make classes fun and interactive. Also, ICT knowledge plays an important role in distance learning conditions.

4. Personal qualities and motivation: the personal quality of the teacher – responsibility, creativity, initiative, openness to learning – are some of the factors that determine his professional growth. The affection for the profession, the desire to work on oneself positively affects the communication of the educator with the student and the quality of the course process.

5. Organizational and institutional support: the leadership approach in an educational institution, the system of incentives, teacher-student traditions, the activities of methodological associations play an important role in the formation of teacher competence.

In addition, reforms in the field of education, state programs and regulatory legal acts also determine the direction of development of educators. In conclusion, the development of teacher competence depends on many factors, this process should be carried out in a systematic, continuous and complex way. Each teacher increases his professional potential by constantly

working on him, mastering and applying new knowledge in practice. This in turn serves to promote the quality of Education.

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