

## FACTORS INFLUENCING THE DEVELOPMENT OF A TEACHER'S PROFESSIONAL COMPETENCE

*Rakhmatova Nargiza Dalibaevna*

*Tashkent State Pedagogical University named after Nizami*

*Department of "Theory and Methodology of Music"*

*acting Associate Professor*

**Abstract:** This article highlights the concept of competence, the features of the development of professional competence of teachers, the structural foundations of pedagogical professional competence, special criteria of pedagogical professional competence, criteria of pedagogical professional competence.

**Key words:** education, pedagogical conditions, competence, professional competence, social competence, autocompetence, extreme professional competence.

The issues of formation and development of professional competence are considered in the works of V.A.Adolf, T.G.Brahe, E.F.Zeer, I.A.Zimny, N.V.Kuzmin, M.I.Lukyanova, A.K.Markov, A.M.Novikov, G.S.Trofimova, G.Bernhard, V.Bloom, H.Marcus, R.S.Turner, B. Nazarova et al. Professional competence is of particular importance, as the education system is currently characterized by significant innovative changes. In the current conditions, a teacher must be successful and in demand, ready for any changes, be able to quickly and effectively adapt to new conditions, show a desire to become a professional, constantly update their knowledge and skills, strive for self-development, be professionally competent.

The success of the development of innovative education, in turn, is largely determined by the willingness of professional personnel working in the field of education to work in an innovative mode, flexibly, promptly respond in their professional activities to the constantly changing needs of society and the individual.

V.Adolf identifies the following special criteria of professional competence:

- Select, highlight. It is characterized by the degree of acceptance of pedagogical goals that have professional and personal significance for a person. Subjectively, this manifests itself in a differentiated reflection of the goals of pedagogical activity, which determine the desire of a person to realize himself as a teacher during his studies at the institute.

- Understanding. This means the ability to purposefully manage the mental activity of teachers, to master the techniques of competent analysis of professional situations.

- Effectiveness. This is manifested in the specific results of activities related to the pedagogical change of problematic situations, in the degree of discrepancy between “desired” and “necessary”.

- Creative character. It is determined by the ability to turn non-standard pedagogical situations into socially and personally significant goals, to find optimal solutions to them.

- Interest. It is necessary to combine personal and professional interests [2.].

According to V.Adolf, the decisive influence on the structure of professional competence in accordance with its goals in the system of vocational training is exerted:

- structure of knowledge-related activities;
- the structure of the general object of study is the reality surrounding a person, the subject structure of reflected scientific knowledge;
- the specifics and necessity of specific types of cognitive activity;
- the need for positive development of individual personality traits (abilities, interests);
- the logic of developing the main parallels of the educational process.

Researcher B.Nazarova notes that the professional competence of a teacher consists of the following structural foundations:

- special or professional competence (high level of professional activity organization);
- social competence (joint organization of professional activities, social responsibility);
- autocompetence (ability to social and professional development);
- extreme professional competence (ability to work in unforeseen situations) [1.].

Consideration of the role of personal activity in the development of professional competencies is logically connected with the allocation of the concept of superactivity. The level of human activity in shaping one's own destiny is largely determined by one's ability to set worthy goals for a person and allow him to go beyond the available possibilities. Professional activity in excess of the criterion is understood as an activity expressed in a person's desire to exceed the regulatory requirements of professional activity and job responsibilities. One of the important factors determining the development of professional competence is social and professional activity. By carrying out professional activities, the teacher develops, developing, he develops activities. However, if the activity begins to acquire a strictly regulated character, a person with a high level of activity experiences the greatest discomfort in this situation, dissatisfaction with his position in the workplace. A subjective sense of self-satisfaction, continuous development begins to develop professional competence. The teacher must act professionally, be active beyond the criteria. Excessive professional

activity can manifest itself in the transition to a new educational and qualification level or in the transition to a qualitatively new, innovative level of activity.

Research conducted by N.V.Kuzmina has shown that at the stage of professionalization with the formation of an individual style of activity, the level of professional activity of a person decreases, conditions arise for stagnation of professional development.

Thus, among the selected factors, the conditions of education, that is, its innovative nature, are important. After all, it is the innovative educational environment that presupposes the orientation of the teacher to the active implementation of professional activities, which, in turn, requires the development of professional competence.

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