

Main quality levels of pedagog professional competence

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Resume. *The article reviews the concepts of "competence", "pedagogical competence", their pedagogical interpretation, and the importance of pedagogical professional activity. It also having determined the main quality levels that defines the professional competence of the pedagogue and criterias for assessing their availability level.*

Key concepts: *competence, pedagogical competence, quality levels, , qualitative levels defining pedagogical competence, pedagogical empathy, socioeconomic content, occupational activity, occupational approach, overall culture level, lesson aim, lesson tasks, motive, motivation, educational programs, developing educational programs.*

The problem of training highly qualified specialists in the conditions of globalization is gaining more topicality than ever. Consequently, at all times, qualified professionals have been the driving force of society's development, and have taken the lead in ensuring its social, economic and cultural development. The professional training of the specialist is characterized by the notion of "competence". Professional competence is crucial in evaluating the degree of professionalism and expertise of the expert regardless of the field. For this reason, in recent years in Uzbekistan, special attention is paid to the increasing the competence of the specialist.

Many teachers consider professional-pedagogical qualities as moral qualities, love to children, the ability to organize education and training, the capacity for pedagogical activity, and the level of professional training.

In modern conditions, the professionalism of teachers is of great importance. "The development of professional competence is a dynamic process and professional development that leads to the formation of individual professional qualifications that can constantly improve and improve self-discipline." [8]

The level of professional and pedagogical competence of the pedagogue is deeper in the knowledge of the basics of the subject matter, the interest in

organizing pedagogical activities, self-confidence, organizationalism, competence, student satisfaction, impartiality, pedagogical activity can be evaluated on the basis of criteria [1].

Results of the survey conducted with teachers and students of Higher educational State University on the basis of the general understanding of the concept of "pedagogical competence" revealed the following three main qualities: pedagogical empathy and sociopharmaceuticals, professionalism, and the level of common culture. The essence of pedagogical competence is covered by the following quality indicators.

I. Pedagogical empathy and socioreanalysis. In terms of linguistic meaning, empathy is to understand the emotional state of another person through caring for one's own subjective world.

The concept of "empathy" is traditionally meant to put others in place and to look at the world through his eyes. Empathy is not only an instrument used in pedagogical professional activities, but also a major strategy for educational or educational activities. Also, empathy is not just an external observer, but with others, caring for them, pitying and burying them into their world. Pedagogical empathy is a more complex quality that emerges as a specialist, helping to create a psychological climate that enables learners to develop their personal qualities that are oriented towards universal values [12]

Empathy is a professional characteristic that must be mastered by all professional staff (managers, sellers, managers, psychologists, health workers, teachers, law enforcement officials, employers, etc.) according to their professional needs.

Pedagogical, professional, pedagogical empathy (pedagogy) is a pedagogue of the participants of the learning process: understanding the behavior, emotions, aspirations, aspirations, attitudes, behaviors, students, parents and colleagues, in which the pedagogue is able to understand the student's personality, his wishes, and thus, have the ability to influence students effectively [7, 113]. Ownership of pedagogical empathy provides the teachers of educational institutions with the opportunity to "read" their inner spiritual state, experiences, thoughts, and lifestyle intentions by their actions and gestures. As a result, pedagogues and pedagogues will be able to organize, control and evaluate educational and educational processes efficiently, consistently, without any contradiction.

Thus, pedagogical empathy reflects the following qualities: understanding the student's or student's internal state, thoughts and feelings; worry and disaster for others; Role Playing - helping people recover their emotions in the face of difficult situations, imagining themselves, using emotions; to exert anxiety over the suffering of others, to positively impact students who are in a difficult situation with words of comfort and excitement [7, 113]. Thus, a certain level of pedagogical ownership of pedagogical empathy indicates that it is capable of experiencing the joy of the student (or student), understanding the causes of his experiences, and the correct understanding of the pedagogical phenomena

associated with the student (or student), as well as with other participants in the learning process.

In order to understand the meaning of the concept of "social reflection", you first need to know the meaning of the term "reflection" ("reflectio" - reflection, reflection). The sources are described in the following terms: reflection: 1) theoretical activity of understanding and understanding of one's actions and their basis; [13], [3], [2] and [394], by thinking about the essence of their personal feelings, emotions and thoughts.

Socio reflection - a person's self-esteem, self-esteem and ability to self-evaluate, **the pedagogical sociology** of the pedagogue's aspiration to analyze and understand the teacher's behavior, morals, actions, peculiarities, and perception of students (students) the ability to view and evaluate the way the student (student), parent, colleague and managers are able to look at their image (their teacher's perceptions).

In the pedagogical activity of the pedagogue, Sector illustration allows the role of society in the society, the ability to observe and analyze the behavior of others and others. In other words, the role of a teacher in society is a source of its own development, and it includes the understanding of another person's inner world, solving any difficulties in the work, student's (student's) life, his impact on personal development, enabling them to concentrate on enriching or removing them.

In short, the combination of pedagogical empathy and sociophysics is important for the organization of pedagogical activity of pedagogues and helps to develop students' sense of love. The question is how to assess the pedagogical occupational well-being and pedagogical empathy.

It is well-known that in the pedagogical, psychological and sociological processes, the individual possesses certain qualities, skills and qualifications are assessed according to certain criteria and indicators that are based on them. Based on this tradition, it can be argued that the pedagogues of pedagogues should have the following criteria in identifying and assessing the level of ownership and competitiveness of educational institutions: when all students (students) encounter difficulties in solving one or another problem, do not hesitate to address a teacher does it; tries to look at the current situation from the perspective of others and understand its essence; support students (students) and colleagues in the necessary situation; see the internal factor (s) that will help to ensure the maturity of each student (student) and create the necessary pedagogical conditions that will ensure their further development; can analyze the root causes of behavior, psychic experience and behavior of student (student).

It should be noted that these criteria are based on the general nature of pedagogical professional activity. Depending on the specificity of the specialty, pedagogical activity, the criteria should be considered as a creative approach.

II. Critical approach to professional activity means that the teacher is planning, distributing, and structuring current affairs for a certain period of time,

disciplined and orderly. Such teachers can become good organizers. Having achieved a high level of self-organization of professional activity, the teacher can properly and wisely allocate time, predict the time spent, and perform the work according to the plan. This feature allows the pedagogue to be self-controlled without external audits and inspections, to be able to independently analyze the activity and to achieve it.

If the situation becomes complicated, then the teacher will start to make a positive decision and keep the emotional stability and activeness. It also takes the necessary adjustments to make the plan quicker, if the situation requires the desired outcome.

The pedagogue's skillful approach to professionalism is assessed based on the following criteria and the level determined by them: Organizes the activities of students and students (students) in achieving all the stated goals; The scope of pedagogical activity is reasonably organized; has a constructive effect on the errors and challenges that arise in the process of organizing pedagogical activities; introduces the necessary corrections according to the situation; it can also have psychological stability in situations with the highest emotional load.

These criteria are also based on the general nature of pedagogical professional activity. Depending on the type of specialty, pedagogical activity, it is necessary to have a creative approach to their identification.

III. The level of common culture is a set of cultures of a pedagogue's life expectancy, value-oriented approaches, speech and personality-based relationships, and it serves to promote universal values, adherence to goodness, beauty, and freedom. The general culture of the teacher is reflected in every one of his actions and every word. In the overall assessment of the personality of a teacher, ethical principles, which are manifested in the qualities of humanity and the service of social actors, play a leading role. They are in line with the content of the teacher's activities, which in turn defines the main goal of their support and development.

The general culture level of a teacher can be assessed by the following criterion and indicators based on them: independent, free, critical, creative thinking abilities, wide worldview, and communicate on a variety of topics; the behavior of the pedagogue is in line with the moral standards; aware of social changes in society, economic and cultural phenomena; pedagogical morals and communication skills; expresses his / her thoughts accurately, clearly and clearly, distinguishes him from the others because of the high level of speech culture.

These criteria can be defined on the basis of general pedagogical activity and can be characterized creative, depending on the specific field of specialty, pedagogical activity.

IV. Cognitive competence of a teacher. As in all educational institutions, it is important to cognitively organize pedagogical activities at the Higher Education Institution. Theoretical correct organization of pedagogical activity means that it is reasonable to set theoretically and ideological principles. In essence, the theoretical and philosophical basis of pedagogical activity is its purpose, tasks, expected

outcome, ways of achieving it, forms, methods, tools, technologies, and logical conclusions on the basis of expectations, guarantees of the expected results.

Cognitive competence: 1) ability to carry out different types of learning activities and to evaluate the various daily and professional issues by evaluating self-development, the ability to apply their knowledge and their implementation (6); 2) Theoretical and practical readiness of pedagogue to professional activity, its continuous improvement, ability to make creative decisions in certain conditions [3].

I.G. Lipatnikova and T.Yu.Parshina interpret their cognitive competence as an integral quality that expresses the self-development, personal readiness and professionalism [4].

In the study by D.Dudko it is shown that the structure of cognitive competence consists of: 1) persistent professional and pedagogical perfection; 2) formation of professional and pedagogical self-development skills; readiness, creativity to create new pedagogical values; have the ability to create innovations in pedagogical activities [3]. According to G.Kazimova, critical and creative thinking is a key element of cognitive competence, and cognitive competence does not distinguish between them [14].

According to the cognitive approach, the most important aspect of the theoretical -ological (pedagogical) basis of pedagogical activity is to set goals, to set the tasks correctly and wisely. Under certain circumstances, it is difficult to determine the purpose correctly, based on the nature of the pedagogical activity. Indeed, the objective and the precise definition of the overall process will ensure that the expected result is achieved. The uncertainty of the goal is to determine the wrong functionality of the tasks, the type of activity, the methods and tools that are selected, and the expected result is abstract. This, in turn, leads to inadequate and inefficient pedagogical activity.

The teacher's goal-setting is to organize the following stages: identify the subject of the training (or spiritual-enlightenment) and its theoretical description; identifying and justifying the educational objectives of the training (or educational activities); to create an image of the outcome and to achieve it from the technological point of view; Formation and justification of educational and training activities according to tasks; choosing forms, methods and means of achieving results, explaining them; development and justification of methodical instructions; Forming a system of students' requirements for the implementation of educational and training activities; Explaining the purpose of the study or educational activities; controlling and directing students and their activities; Correcting students' activities when needed; assessment of the fulfillment of educational and training activities by the students.

The teacher's competency is a key factor in achieving success not only in the goal setting, but also in the value of all pedagogical activity. The goal is to make the right choices and methods that are fully available to the immediate and future perspective of pedagogical activity. Accordingly, the proper functioning of the

teacher, the identification of appropriate tasks not only determines the nature of professional activity, but also promotes the achievement of the expected outcomes and helps the process to be effective.

The level of cognitive competence can be defined by the pedagogue's ability to have three important skills. They said:

- 1) The ability of students to set goals and tasks in terms of their age, attitudes and needs;
- 2) Ability to translate the subject matter into a pedagogical task;
- 3) the ability to attract students to the process of defining objectives and tasks.

These criteria allow determining the degree of competence of the teacher. Here's what we are talking about.

4.1. The ability of the students to set goals and objectives in terms of their age, attitudes and needs. As you know, each lesson (lesson) is organized on the sole purpose. The objective of the lesson is to explicitly indicate the purpose of the course and to engage in the relevant training. Typically, learning goals are characterized by verbs that reflect accurate actions that enable them to identify, measure, and evaluate results [10].

This capability helps students to put their tasks into account and explain how they can achieve their goals, interests, and needs. If a pedagogue wants to know, understand, and express the purpose of each student, it will be clear to him that he has a cognitive competence. It has information about the age characteristics, individual differences, interests and needs of pedagogical students, and organizes activities based on them in practice.

The pedagogue is characterized by the following characteristics that the student has the ability to pursue goals and objectives, taking into account the age, attitudes, and needs of the students: knows how to set up the purpose of the training according to the age characteristics of the students; defines the goals and objectives of the learning activities, taking into account the readiness of the student to master the study material; sets out the learning objective, taking into account individual characteristics of students; to take into account students' knowledge, well-being, and development level in setting goals and objectives.

The ability of the OTM teachers to set goals and objectives, taking into account the age, attitudes and needs of the students, can be adapted to the content of the above mentioned indicators, based on the specificity of their professional activity.

4.2. Ability to translate the subject matter into a pedagogical job. Any effort to achieve results on any purpose is "divisible" into a system of tasks within a specific timeframe and under certain circumstances.

Teaching (or educational) functions are understood to mean the goal being settled in real, realistic circumstances. In essence, learning (or educational) tasks are one of the key components of the activity, and help students to present the learning (or educational) goal in certain educational, educational settings. To

achieve a single goal, it is usually necessary to solve a number of tasks. The goal can be achieved through different methods and methods. Tasks are defined by the pedagogical, the realistic working conditions, the students' potential, and social factors. Educators with competent, professional competence express their responsibilities to students as a result of which students make a full, effective solution. This, in turn, ensures the expected outcome.

The topic of the session identifies the content of the learning material for the timeframe, and the purpose of the exercise determines the outcome and character of the activity. In practice, the teacher relies on the subjects of the training. At the same time, a teacher should be able to distinguish between the subject of the training and the difference between the subject and the difference between them.

The purpose of the course is not only determined by the content of the subject, but also by the peculiarities of the curriculum selected by the teacher. One of the most important issues in setting a goal is to distinguish between the subject and the learning objective. Theoretical analysis shows that the most common mistake in the process of setting the goal is to mislead the educational objectives of the subject. That's why each pedagogue has a problem of moving the subject matter to teaching and pedagogical tasks. A pedagogue should not only focus on the subject matter, but also determine the complexity of the curriculum, whether it is independent of the nature of the subject matter and the interconnected tasks that can be addressed in the process of organizing all activities.

The pedagogue's actions are assessed according to the following indicators: • Formulate goals and objectives based on the subject; has the ability to clearly define the learning objective in the form of a set of interlinked goals; formulate the objectives of the training according to criteria; explain the purpose and objectives of the course to students; the goal can be linked to the learning outcome.

The ability of the OTM teachers to transfer the content of their subject matter to a pedagogical job can be adapted to the content of the above mentioned indicators, based on the specificity of their professional activity.

4.3. The ability to involve students in the process of defining objectives and tasks. This indicator demonstrates the ability of a pedagogue to aim for a student's learning goal. The student accepts the purpose of the work as a learning aid, and strives for achieving the goal. The success of the teacher in solving this problem depends on the involvement of students in the process of forming the goals and objectives of the course. In order to achieve efficiency, students should be in the focus of the teacher's attention to involvement in the process of identifying the objectives. While achieving goals, the teacher demonstrates how to achieve a goal in practice, but clearly identifies the action program and stages in determining the control objectives. In addition, it will be possible to analyze changes if certain operating conditions change. Attracting students to define their goals and objectives, pedagogical collaboration develops, and students develop pedagogical skills.

If cognitive competence is examined, it can be categorized as a knowledge of the methods used to achieve goals, planning, learning and living situations, and time allocation [5].

The effectiveness of the teacher's efforts to engage the students in the description of the goals and objectives of the training is assessed on the basis of the following criteria: - involvement of students in the process of identifying the objectives and tasks; encourage students to demonstrate their learning outcomes as well as ways they can be achieved; involve students in the independent expression of the subject matter of the study; ask the students to express their aims and objectives as they themselves understand; encourages students to formulate their goals and objectives.

The ability of OTM teachers to involve students in the process of setting goals and objectives can be adapted to the content of the above mentioned indicators, based on the specificity of their professional activity.

V. Motivation competence of pedagogue. This competence reflects the teacher's ability to motivate the students to demonstrate their learning. "Awareness activity is characterized by the following: the initiative of the subject in the learning activities, measures to ensure participation in the learning process; Changing the functionality of students; the need to acquire new knowledge; interest in both the object of learning and the learning process; the specific level of development of the motivated environment "[11, 139].

It is a distinctive feature of professionalism that a pedagogical teacher is encouraged to increase students' learning-learning activity and to have the motivation to achieve educational activity. Standards that reflect the essence of pedagogical activity will help to identify the most important tasks posed by the teacher. If any activity is not of interest to the current process, the activity will be ineffective or ineffective.

Interestingly, a person is eager to engage in certain activities. Mutually complementary interests provide motivation.

Motivation means that a person is motivated by something that he or she is engaged in, whether or not he or she is engaged in certain activities or activities. It can be said that motivation is an integral part of the system of general pedagogical activity of pedagogical activity. It is understood that factors such as motivation, motivation, commitment, sense of duty, benefit, etc., are the reason of their full motivation in their educational activities.

Motivation is an aspiration to pursue specific targeted actions, and it is a form of management that is created on the basis of the objective and allows the highest level of personality psychology.

Therefore, one of the most important practical tasks facing the teacher is to create a motivation for students to participate actively in the organization of educational (spiritual and educational work) process (i).

The effectiveness of the outcome of a practical effort by the pedagogue to motivate students to acquire knowledge or to build a certain moral and ethical

quality can be measured by the following three main indicators: 1) the ability to create conditions that promote success in teaching and spiritual enlightenment; 2) ability to create pedagogical conditions for positive motivation to students; 3) The ability of students to create conditions for self-motivation.

The following is a summary of the capabilities of these skills.

5.1. The ability to create situations that succeeds in educational and spiritual-enlightenment activities is particularly relevant to the professional qualities that a teacher should have. Therefore, in the course of education or spiritual-enlightenment work, students need support in certain circumstances in order to achieve the intended outcomes. In most cases, students were in need of methodological and practical support from the teacher.

The pedagogy does not only train students' sense of self-sufficiency by meeting these needs, but also by achieving complex results. In pedagogical practice, the use of such a "small and fast victory" guarantees the expected outcome. The success of the first few minutes of starting a certain work stimulates motivation in students. If a pedagogue seeks to indicate that a student is able to achieve a certain degree of success in learning and learning, first, he encourages the student to act effectively in the pursuit of new achievements, and secondly, that the teacher has professional competence. The student should always "adjust himself" to the success of the activity, even at the educational institution. A teacher should be able to convince students that they have the skills and attitudes that succeed.

And if the pedagogue can encourage students by using vocabulary that encourages them to communicate effectively, the motivation will be further enhanced. At the same time, teachers should be able to use pedagogical, positive emotions and phrases that give a positive spirit to the students and encourage them to move forward. For example, when a competent pedagogue referred "well, the result was good", "more than expected", "we were expecting the same result", "very good, that is, our effort is not worth it", "you are better off" will increase.

When setting a goal, the teacher clearly shows what should be achieved, rather than what you should avoid, rather than just saying "give it a reply" rather than "do not give an answer".

The pedagogue should emphasize the importance of students for their success and to emphasize the importance of ensuring that each positive change takes place consistently and keeps them on track, taking into account their unique abilities. By marking the smallest student achievement, component teachers recognize them as winners. Indeed, "a high level of trust, internal motivational orientation and self-management leads to various achievements by trainees" [15].

The ability of the OTM pedagogues to create the conditions for success in educational, spiritual and educational activities can be assessed using the following criteria: Students are encouraged to be interested in their subject; emphasizes even the smallest student achievement; Students can build confidence in their strength; demonstrates success and achievements of the student in his / her learning

activities; Students will be able to independently manage the tasks that can be distinguished by the success of the students in achieving their success.

The ability of pedagogues to create the conditions for success in educational and spiritual-enlightenment activities can be adjusted to the content of the above mentioned indicators, based on the specificity of their professional activity.

5.2. The ability to create pedagogical conditions for positive motivation to students. The pedagogue is able to harmonize the learning process with the identification of each of the students' leading motivation and create a positive impetus to reinforce the corresponding process. Having profound knowledge of the curriculum development in pedagogical activity helps the pedagogue to achieve high results in professional activities.

A teacher should always be aware of the behavior of the students, making sure that each student has the ability to make the wise decisions that he or she is interested in. The problem of education and upbringing is the essence of the pedagogical activity. As you know, in solving relevant problems, decisions that are creative (creative) or intuitive, along with standard decisions (decisive rules).

The ability of a pedagogue to create a positive motivating pedagogical environment for students is determined in accordance with the following three main indicators: 1) qualification of exemplary training programs and their practical application; 2) Ability to develop didactic and methodical authorship programs; 3) ability to make decisions in pedagogical situations.

5.3. The ability of students to create conditions for self-motivation.

VI. Methodological competence of the teacher. The qualitative organization of pedagogical activity is determined by the ability to choose the style, method and methods of work alone in one lesson. A competent, competent pedagogue can adapt educational technologies to the age and individual characteristics of the students. Depending on the interests and needs of students, it will change the way they work on specific conditions. In his work, he uses the teaching methods to encourage students to communicate effectively.

An important element of the teaching process is the additional resources and methodological materials used by the pedagogue. Every method employed by a teacher will help you achieve your educational goal.

The criteria for determining the pedagogical competency of a teacher can be determined in accordance with the criteria: the student community uses certain teaching methods; the methods applied are in line with the students' understanding and learning objectives; the current methods apply to the present circumstances and the time of studying the subject; modern teaching methods; use modern information and communication technologies in the lesson.

6.1. Professional competence of the teacher. The competent pedagogue introduces theoretical knowledge in practice. It provides students with theoretical knowledge on the subject and provides practical and practical examples. Careful learning of the subject is necessary, but not sufficient, for effective teaching.

The problem is that the pedagogue knows the subject well but can not effectively organize the learning process. A competent pedagogue should not only rely solely on evidence but also be aware of scientific research methods. A well-educated teacher knows the questions that students can ask in advance. Helps students gain profound knowledge. Provides information about science problems. Students are aware that such teachers have a wealth of information on the topic. A competent pedagogue sometimes casts students' knowledge and does not disclose some of their information for independent research. When the students hold scientific debate, the pedagogue shows the importance of learning science.

The professional competence of the teacher can be determined on the basis of the following criteria: the teacher knows the subject; working programs are based on interdisciplinary communication.

6.2. The ability of a teacher to take into account the subjective capabilities of students and academic groups. A competent pedagogue is an individual approach to organizing the learning process, effectively utilizing advanced teaching methods and techniques, utilizing cutting-edge methods and technologies in an academic setting and taking into account the subjective capabilities of each student.

This pedagogue considers it important to know more about the student's age and psychological traits. The student knows that there are physiological or intellectual restrictions (such as rapid or inadequate thinking, too much activity or activity in mastering the learning material, or fast or slow response to information). Students are aware of their potential, educational opportunities, and support them in the process of pedagogical influence. And most importantly, the teacher attaches a great deal to the students that the quantitative content of the teaching materials is compatible with the learning abilities of the students. Based on the content of the topic, the choice of teaching methods is based on the learning objective, and the purpose of the course is to emphasize the peculiarity of student learning. Students are given individual tasks according to their individual capabilities. The pedagogue is well aware of the level of students' knowledge, skills and skills.

The activity of the teacher of the OTM is to provide individual and psychological assistance to students. Therefore, it creates a creative atmosphere in the academic group of students and helps to establish a friendly relationship between them.

The pedagogue's ability to take into account the subjective capacities of students and academic groups is assessed by the following criteria: Understanding the social status of the academic group, taking into account students' interactions and their professional considerations; Fully aware of the ideas of the Universal Declaration of Human Rights and act in accordance with it; consistently analyzes students' knowledge and development level based on the results and other diagnostic indicators; Depending on the individual characteristics of students, they have been able to form a separate training bank, depending on their category of individuals with specific psychological characteristics; the qualifications of

students prepared by a teacher confirm their awareness of the individual characteristics of the academic group members.

VII. Methodological preparation for the selection of developmental curricula and teaching materials. The particular qualifications of a pedagogue in professional decision-making in his / her professional work are determined by the ability of his / her choice of educational programs and curriculums, which he / she is developing on the basis of his / her age, psychological and individual abilities. Methodological preparations for the selection of programs and didactic materials require that the pupil be fully responsible for decisions taken by him.

Teaching material is a well-chosen and methodically-organized and learning-oriented material based on presentations, which includes audio and written texts, information that is expressed through voice signals (formulas, charts, charts), gestures and gestures, reflects [9].

There are two approaches to choosing pedagogical curricula and teaching materials: 1) student development programs and training materials are personally prepared by the teacher itself; 2) The pedagogue uses available current training programs and training materials.

In developing and implementing curricula the pedagogue takes into account the level of professional training of the students. The proper selection of educational and methodical complexes, as well as the development of didactic and methodological materials by the teacher, are an integral part of pedagogical activity. The outcome of professional activity is determined by the fact that, with some other factors, the effective implementation of the pedagogical curriculum in practice.

7.1. Provision of adequate information on the process of education and spiritual-enlightenment work. The level of information provision in the process of organizing pedagogical activities also plays an important role. The pedagogue is authorized to provide students with sufficient information on the subject of their education.

Sufficient access to information on educational and spiritual-enlightenment work is evidence of the cognitive and methodological competence of teachers. In order to effectively organize professional relationships with students, it is necessary to fully demonstrate that the teacher has the ability to adequately evaluate his / her level of knowledge, skills, qualifications and training, to be aware of the characteristics of the students, to process and provide training information.

Information is a compulsory component of pedagogical activity. Complete formulation of the information base of the pedagogical activity, ensuring the completeness of the evidence, the effectiveness of its effectiveness.

Acquiring adequate methodological training in the selection of educational programs and didactic materials in pedagogical activity makes it possible for pedagogues to obtain high marks.

In his work, a teacher will have to consistently admit his / her decisions in a proper, impartial assessment of the behavior of students, to encourage every student to arouse interest in the exercises, and to ensure that the need arises.

Differentiation of educational approaches allows the teacher to change at different levels according to their size and orientation, based on the single educational standard.

Although curricula are diverse, their preparation is in line with the principle of traditionalism. Programs provide the basic requirements for achieving learning outcomes in accordance with the conditions set out in the curriculum. Teaching students on the basis of the application of the curriculum developed in the pedagogical activity will help to develop their personal qualities and psychological traits.

A competent, competent pupil of educational programs, comparing educational materials with textbooks, can see the advantages and disadvantages of textbooks and teaching aids.

There is a possibility for the teacher to have a methodological preparation for selecting educational programs and didactic materials on the basis of the following criteria: comparative analysis of developing curricula and teaching materials; studying the content of methodological and didactic materials to identify their advantages and disadvantages; a justified choice of textbooks and teaching materials for taught subjects; To ensure that the work program developed by a teacher is able to solve educational tasks.

Typically, the didactic potential of a teacher's work program is assessed by the student's ability to ensure the efficiency of the learning process.

7.2. The ability of the teacher to develop author's curriculum and prepare didactic materials. Each pedagogue understands the importance of teaching principles and the principles of individualization in teaching. Therefore, it produces authoritative programs that allow for the organization of educational activities according to these principles and prepares didactic materials.

As you know, only pedagogical pedagogues will be able to choose different teaching methods and techniques for the learning process. In contrast to the traditional approach to the teaching process in modern conditions, it tries to introduce non-traditional methodologies and methodological tools.

The new materials are used to prepare for the training, find additional information on the subject, self-study book, media guide, digital educational resources and more. In the process of learning new sources of knowledge are based on different sources - knowledge from the Internet, scientific, popular science magazines and collections.

7.3. Ability to make decisions in pedagogical situations. The pedagogue must consistently perform tasks such as decision-making, discipline in professional practice, increased student learning activities, and stimulating interest in science in a particular student. A competent pedagogue, of course, analyzes educational and learning situations, understands the essence of students' actions, and proposes

creative solutions to achieve educational and educational goals. At the same time, he must be patient and self-controlled, and he must be able to make decisions that are specific to the circumstances in particular.

An experienced pedagogue should be able to independently make a wise decision. He / she can independently evaluate the effectiveness of his or her colleagues, relationships with students and parents. He understands the importance of a responsible approach to the decisions he makes. It is therefore not afraid of acting on it, does not expect guidance from the management, but rather reacts quickly to the current situation. A teacher takes into account the diversity of opinions in decision making, readiness to review his or her decisions under the influence of evidence or new information.

Decision-making skills of a teacher can be assessed according to the following criteria: encourages ideas and takes into account the views of students, even if their point of view differs; colleagues use pedagogical proposals to solve topical issues of higher education; prove the validity of the adopted decision; revise its decision under the influence of the situation or new evidence; takes into account the views of parents, colleagues and students in making decisions.

VIII. Organizational skills of a teacher. This capability reflects the ability of the teacher to interact with students, to assess their effectiveness, their effectiveness, and the ability to manage their activities effectively.

Organizational skills are evident in the preparation and conduct of training, in the management of the academic group. The pedagogue is evident in the organization of the work of each student, creating the working environment and the mood, creating the necessary conditions. All this creates the interest, demand for learning subjects, and enhances learning and learning activity in students. This behavior of a teacher creates a unique approach to some students, taking into account their individual abilities, and a positive outlook.

The teacher unites different teams and individual forms of work, organizes independent work of students, and reduces the same type of exercises. It creates an atmosphere of active communication, that is, not only a monologue, but also a dialogue and polylogue, which enables students to demonstrate their independence in self-actualization, the way they behave, the forms and methods of teaching and learning, as well as the choice of academic tasks and didactic materials.

This capability can be evaluated on three basic criteria:

- 1) the ability to establish relationships of the subject;
- 2) The ability of students to organize their educational or spiritual-enlightenment work;
- 3) Pedagogical evaluation of the results of students' educational or educational activities.

8.1. Establishing relationships with subject subjects. The relationship between the teacher and the student is reflected in their understanding of each other's relationships, the establishment of partnerships, the positive attitude towards it, the student's activity, and the readiness to help. A competent pedagogue

takes seriously the student's problems. In general, this attitude of the teacher to the student can be called caring. At the same time, the teacher understands the importance of influencing students and realizes that it should be effective. That is why it becomes more demanding and firm when necessary. It always selects ways to influence and interacts with the interaction process.

The speaker of the pupil is to understand the psychological traits of the students, parents, colleagues, ask questions to clarify their relationship, achieve clear, concise expression of information, and control their emotions in the communication process.

The ability of a pedagogue to establish a relationship with a subject can be assessed on the following criteria: Knows how to establish partnerships with students; disputes can be resolved wisely; communication with students through positive emotions; Establish partnership relations with colleagues; as a member of the academic community in the development and use of various activities, projects, programs and so forth; knows how to create a business environment and support discipline during the workout.

It is possible to evaluate the ability of an OTM pedagogue to organize students' educational or spiritual-enlightenment activities using the following criteria: encouraging students to think; Formation of skills, skills of effective organization of educational activities of students; Clarifies the material in a clear fashion, based on didactic principles; Knows how to organize student activities to achieve planned outcomes; know how to arrange students to search for books, computer and media applications, digital educational resources, and other relevant information.

8.3. Ability to analyze the results of students' educational or educational activities. A competent pedagogue should be able to achieve the level of students' development, not their immediate evaluation. A pedagogical assessment indicates that the student's level of knowledge, skills, skill and training meets the current standard requirements. A teacher's assessment will serve as a basis for monitoring and managing student activities. After all, the assessment by the teacher reflects the degree of student achievement. A competent pedagogue understands the evaluation criteria, explains the evaluation criteria before the completion of the assignment, and justifies the assessment.

The teacher can demonstrate to the student how much he / she meets the requirements of an independent assessment assignment. This approach allows the student to deal with a misunderstanding, anxiety, or anxiety. At the same time, the pedagogue does not reduce the importance of students' creative, non-standard thinking skills.

It is important for students to understand the essence of the evaluation and evaluation procedures. This is because the evaluation of the individual's behavior on external factors is observed in all stages of continuous education - preschool, general secondary, secondary special, higher and postgraduate education institutions, as well as families, mahalla and community. The pedagogue's assessment will help the student to thoroughly enforce the legal norms and the

rules of conduct, which are a prerequisite for students to succeed in social relations, by providing a sufficient explanation of the reason for the higher education level.

The pedagogue's ability to pedagogically evaluate the results of students' educational or educational activities is assessed on the basis of the following criteria: the student's age and individual characteristics; Explains the assessment, shows students ways and shortcomings; applies different methods of student performance evaluation; pedagogical evaluation, student self-evaluation and self-evaluation methods; helping to develop skills for independent learning activities.

Theoretical analysis, interpretation, assessment (assessment, test questions, oral question and answer) and evaluation methods are used to describe, identify and evaluate basic quality characteristics of the professional competence of the teacher.

The professional training of the specialist is characterized by the notion of "competence". Professional competence is crucial in evaluating the degree of professionalism and expertise of the expert regardless of the field. For this reason, in recent years in Uzbekistan, special attention is paid to the competitiveness of the specialist. At the pedagogical level of professional competence, there are three basic qualities: pedagogical empathy and sociopharmaceuticals, critical approach to occupational activity, general culture level, cognitive, motivational and methodological competence, methodological training for developing educational programs and teaching materials. Each of them defines the content and results of the interaction with the student (student), parents, colleagues and managers. These key quality characteristics, which are characteristic of pedagogical competence, are assessed on the basis of specific criteria. Evaluation will be based on independent criteria, based on the general, as well as the type, direction of the pedagogical activity.

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