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# DEVELOPING TEACHERS` PROFESSIONAL COMPETENCE AND CRITICAL THINKING IS A KEY FACTOR OF INCREASING THE QUALITY OF EDUCATION

Guljakhon Umrzokova
*Jizzakh state pedagogical institute*, umrzokova@jspi.uz

Shakhodat Pardaeva
*Jizzakh state pedagogical institute*, pardaeva@jspi.uz

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**Umrzokova Guljakhon, umrzokova@jspi.uz**

**Pardaeva Shakhodat, pardaeva@jspi.uz**

**Jizzakh State Pedagogical Institute**

**Abstract.**

This article is about developing teachers` professional competence and critical thinking. It discusses the role of professional competence and critical thinking in the improvement of Education. Analysis of a wide range of scientific and methodological works on the problem under study helped the authors to reveal the concept and types of competence, as well as the main competencies of a modern teacher. A teacher's work is professionally competent, in which pedagogical activities are carried out at a high level, and in which good results of cadets' learning are achieved. The highest component of personality is professional competence.

**Key words.** professional competence, critical thinking, intellectual potential, pedagogical activities, scientific and methodological works, modern teacher competence.

## INTRODUCTION.

"Science and education are of paramount importance for increasing the intellectual and spiritual potential not only of young people, but of our entire society. Where science does not develop, there is regression, the backwardness of society in all spheres of society. The desire to acquire modern knowledge, be enlightened and have a high culture should become a vital need for all of us, "- said the President of the Republic of Uzbekistan Sh.M. Mirziyoyev in his message to the Oliy Majlis. The tasks set today by the state require the formation and

improvement of teachers' professional competence, readiness to solve pedagogical problems in non-standard situations.

The most difficult task facing any university is improving the quality of education. In solving this problem, the professional competence of the teacher plays a huge role. The socio-economic and spiritual development of society directly depends on the professional level of the teacher. The changes taking place in the modern education system make it necessary to improve the qualifications and professionalism of the teacher .

**THE MAIN PART.**

Professional competence is an individual characteristic of the degree of compliance of a person with the requirements of the profession. If we try to determine the place of competence in the system of levels of professional skill, then it is between diligence and perfection. Correcting professionalism with various aspects of a specialist's maturity, four types of professional competence are distinguished: special, social, personal and individual. If we reveal competence, then we see that it has its own functions: cognitive, regulatory, control and assessment function, self-assessment. Scientists believe that professionalism is the highest level of pedagogical competence. This is the mastery of skill and innovation in their field. In general, a professional can be characterized as a person who, while mastering a profession, follows high standards, enriches the experience of the profession with an original creative contribution.

Analysis of a wide range of scientific and methodological works on the problem under study helped the authors to reveal the concept and types of competence, as well as the main competencies of a modern teacher. A teacher's work is professionally competent, in which pedagogical activities are carried out at a high level, and in which good results of cadets' learning are achieved. The highest component of personality is professional competence.

The professional competence of a teacher is a manifested readiness for pedagogical activity, his attitude to work, personal qualities, as well as a desire for

a new, creative understanding of his work. It is a complex and multifaceted phenomenon. It is determined not only by the professional basic knowledge and skills of the teacher, but also by the value orientations of the motives of his activities, his understanding of himself and the world around him, the style of relationships with the people with whom he works, his general culture, and the ability to develop his creative potential. The main components of professional competence are:

• social and legal competence - knowledge and skills in the field of interaction with public institutions and people, as well as mastery of the techniques of professional communication and behavior;

• personal competence - the ability for continuous professional growth and professional development, as well as self-realization in professional work;

• special competence - readiness to independently perform specific types of activities, the ability to solve typical professional tasks and evaluate the results of one's work, the ability to independently acquire new knowledge and skills in the specialty;

• self-competence - an adequate understanding of one's social and professional characteristics and mastery of technologies for overcoming professional destructions;

• extreme competence - the ability to act in suddenly complicated conditions, .

Professional competence is usually understood as an integral characteristic of business and personal qualities, reflecting the level of knowledge, abilities and skills, experience sufficient to carry out a certain type of activity that is associated with decision-making.

A university teacher, his attitude to the educational process, his creativity and professionalism, his desire to reveal the abilities of cadets - this is the main resource, without which the new requirements of the SES for the organization of the educational process at the university cannot exist. Much depends on the desire and character of the teacher and on the level of his professional training. And to

make the teaching attractive, you need to conduct classes in an interesting way. This is achieved by using interesting teaching aids created by the teacher himself in the form of problematic questions, crossword puzzles, educational and cognitive tasks, slide presentations, projects. Since the concept of "critical" is often used to describe the main content of our study, we will briefly comment on this concept.

Criticism is a set of opinions expressed in order to study, discuss, analyze, justify and address shortcomings in order to evaluate something. In this sense, criticism is seen as a factor of progress. If the criticism is justified, it will have a positive impact on development, leading to the elimination of existing shortcomings. [wikipedia, 2019]

In scientific sources, the art of critical discussion is seen as the ability to evaluate. Criticism can sometimes create tension in the existing environment by exaggerating trivial shortcomings and abusing the opportunity to express oneself freely. Criticism is directed at the individual, the group, the community, and more specifically, the results of their activities. Critical thinking serves the common good, while ensuring the harmony of personal interests with the common good.

Experts say that the study of critical thinking is a separate subject. Critical thinking is applied in all areas of life, including education.

The technology of "developing critical thinking through reading and writing" originated in America in the 1980s. It was first used in Russia in the late 1990s as "Reading and Writing for Critical Thinking." The basis of this technology is the theories of J. Piaget on the stages of mental development of the child, LG Vygotsky on the general development of the child and the relationship between education, E. Popper and R. Paul on the formation and development of critical thinking, E. Brown and N. Beck on metacognitive education.

The commendable state of the research is that they, in particular, applied the main points of the theories highlighted in the research of Curtis Meredith, Charles Temple and Jane Still to language practice, bringing it to the level of pedagogical technology and distinguishing stages of formation, methodological methods and

results evaluation. The ideas of the technology "Development of critical thinking through reading and writing" applied to language practice are as follows:

- children are selective by nature and want to understand the world, they can analyze serious questions and present original ideas;

- The teacher is a smart helper, helping to develop effective thinking skills by directing students to constant research;

- Critical thinking is formed in the process of discussion, writing, working on the text. These types of activities are familiar to students, but the types of work need to change gradually;

- There is an integral connection in the process of formation of thinking skills and democratic civic consciousness.

Critical thinking involves the ability to draw logical conclusions and make informed decisions. Critical thinking is a system of ideas focused on conclusions and evaluations based on the analysis of things, events, and happenings.

There is also an extended definition of the concept of critical thinking: "The intellectually regulated process of collecting, evaluating, applying, conceptualizing, actively analyzing information that has been accepted or created as a motivating guide."

D. Halpern, in his book Psychology of Critical Thinking, describes critical thinking as follows: A different definition is focused thinking. "

Critical thinking is not only a result but also a process. In the process of our activity in perceiving the ideas presented by others, critical thinking remains passive because what is created by others is accepted: critical thinking begins only when the newly accepted ideas are examined, evaluated.

Richard Paul and Linda Edler of the California Center for Critical Thinking interpret critical thinking as "giving a new shape to thinking by understanding its strengths and weaknesses". Another member of the same center, K. Wade, "considers critical thinking to be the ability and desire to objectively evaluate the

basis of well-proven causes, and to continue to think, no matter what, critical thinking is not purely negative thinking." [3]

At the American National Center for Critical Thinking, critical thinking is interpreted as an intellectual process of analyzing and synthesizing, evaluating, and conceptualizing information perceived through experience and observation. Researchers at the center argue that the intellectual skills of critical thinking must meet certain universal requirements (standards). These include clarity, clarity, validity, relevance, objectivity, rationality. The mechanism of critical thinking includes the following thinking operations that determine the process of reasoning and justification: goal setting, problem identification, hypothesis making, arguments (bases), predicting consequences, accepting or not taking alternative views.

Over the last 35 years, a number of studies have been conducted on the problem of critical thinking and teaching it.

In the 1990s, under the leadership of the American Philosophical Association, the Delphi project was completed, resulting in a concrete definition of "critical thinking": critical thinking is a goal-oriented, controlled thinking, a process of people's cognition.

According to Delphi, a critical thinker is a person who is meticulous, knowledgeable, thoughtful in decision-making, open-minded, flexible, honest in his judgment, prone to change his mind, articulate in debates, sensitive in difficult situations, prudent in choosing criteria, patient, aspiring should be. [1]

Critical thinking is often understood to mean "pointing out shortcomings". In a survey of primary school students during the survey, most teachers answered questions about critical thinking in this context. In fact, this is not the case. In English, the term "critical thinking" is interpreted as one of the main goals of education in the ability of a person to think about the information they perceive.

Students begin to look for answers to questions such as: "What is different from what they already know?", "What does it look like?", "How can this be used?" In order to compare the information obtained with their previous knowledge.

By teaching students to think in this way, conditions are created for them to solve the problem independently, to create new opportunities for research. This interpretation can also be called a conscious approach. Because in today's fast-paced world, such activity is important.

Critical thinking is not done in order to find negative aspects in objects and things. Critical thinking is a type of intellectual activity characterized by a high level of understanding, perception and objective attitude to the world around a person. Critical thinking has several parameters:

• The data obtained are the starting point of critical thinking, but not the end;

• The onset of critical thinking is characterized by asking questions and identifying problems that need to be addressed;

• Critical thinking always seeks to create convincing evidence;

• Critical thinking is a type of social thinking.


The development of critical thinking is, first and foremost, the comparison of knowledge with experience and other sources. Everyone has the right not to believe the information they have heard, to check its accuracy and the logic of the evidence, as well as to consider the possibilities of solving the problems they face every day.

Critical thinking gives people the following opportunities:

- Assists subjects in setting priorities in their personal lives and professional self-determination;

- includes personal responsibility for the perfect choice;

- increases the level of subjective culture with different information;

- develops the ability to analyze and produce independent conclusions;

- predict the consequences of their decisions;

- allows you to develop a culture of communication in joint activities.

It is impossible to imagine a harmoniously developed person without critical thinking.He has the ability to form his own point of view, not to relate his point of view to someone else's point of view. It promotes personal growth. Analyzing the situation and choosing a solution is an individual's ability.

How to develop critical thinking?

To learn to think critically, you must always practice. You can start developing at any age. A person who studies thinking can reach a new level of development and get closer to achieving goals.

It is not easy to teach thought and teach the way to the goal. If a person sets vital tasks and develops a plan to accomplish them with the help of critical thinking, he will definitely succeed.

**CONCLUSION.**

Critical thinking is a natural process, common thinking. However, in real life situations, people are skeptical of this. Raising and developing thinking means improving the quality of life, making the right decisions, and achieving success in life. Thinking creates a positive view of the world and develops logic.
Developing thinking has many advantages. These include:
• ability to draw correct conclusions;
• ability to gather the necessary information;
• ability to justify and justify;
• ability to know the problem clearly;
• ability to use ideas;
• interaction with people;
• Ability to use alternative thinking.

Critical thinking is a necessary condition for freedom of choice, quality of forecasting, responsibility for their own decisions. So critical thinking is, in fact, tautology, synonymous with quality thinking.

Critical thinking is the highest level of thinking and is a complex mental activity. Therefore, we believe that critical thinking is not appropriate to calm down with this criticism.

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