

The Essence of the Development of Universal Competencies of Teachers of Educational Science in the Process of Professional Development

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Annotation: The article provides information about the essence of the development of professional competencies of teachers of Educational Science in the process of professional development. The need and essence of the development of universal and social competencies of educators in our country is substantiated in the resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 No. 1059 "on the approval of the concept of continuous spiritual education and measures for its implementation". The decision requires the formation of work on the scientific and technological reform of youth education in Uzbekistan on a modern basis based on the needs of today, based on basic competencies, qualities.

Keywords: discipline of upbringing, professional competence, concept and educational process, spiritual and moral education, competence, social competence, spiritual and moral quality.

Introduction. Today, the fundamental essence of the expected result from the development of general and social competencies of teachers of Educational Science in the process of professional development is determined in this decision. The concept shows that loyalty to the motherland, duty and responsibility, initiative and other qualities do not become practical habits in its nature, while remaining in the minds of young people as theoretical concepts, as a result of which there is a discrepancy between their actions with their words about these qualities, which creates a number of problems in the way young [1]

In some students, the lack of formation of high goals, mobilization for self-study, insufficient development of the qualities of will, perseverance, diligence, responsibility also harm the quality of Education.

Analysis of literature on the topic. Insufficient educational materials on increasing the competencies of teachers, including methodological manuals on the field of spiritual education, necessary textbooks for students, require modernization of the content and process of training teachers of educational science. According to the views of S.N.Malyutkin, there are two differences in the structure of social competence:

- social intelligence, social skills, skills of social behavior, effective methods of carrying out socially significant activities, skills of effective interaction in effective life situations to the component of cognitive behavior;
- Constructive behavior skills are based on entry. In this, too, the personality is represented by motives and values, personal qualities that ensure the self –realization of the individual.

A positive solution to these problems is directly related to problems in the general competence of teachers. The research methodology is a new, systematic approach to upbringing, plays a decisive role in the guaranteed formation of basic qualities in a child, bringing to the full surface the socio-pedagogical capabilities of higher educational institutions and the school, and raising scientific and methodological continuity between them to a new level. And how the II stage of the "concept of continuous spiritual education" will take place personally depends on the student. Because the chief and only, professionally decisive subject of spiritual and moral education is the teacher of educational science. [3]

Chapter VI of Appendix 2 of the decision is defined as "the implementation of spiritual education in the system of general secondary education." It defines that the first period of the process of spiritual education in the system of general secondary education covers primary classes. Priority directions for the implementation of the concept and plan of measures:

Effective implementation of tasks related to the education of the population, especially young people, provided for by the strategy of actions in five priority areas of development of the Republic of Uzbekistan in 2017-2021, providing them with the most necessary support competencies for a peaceful life;

- development of scientifically based indicators of the assessment of spiritual education;
- setting the main directions for the spiritual education of infants and children, relying on the principles of continuity, continuity in the process of upbringing;

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- step-by-step formation of such important qualities in young people as loyalty to the motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, hard work from childhood;
- development and introduction into life of the mechanism of effective interaction of parents, educator, teacher, continuing educational institutions and the neighborhood community in the implementation of continuous spiritual education;
- increasing the population's knowledge of the upbringing of children, pedagogical culture, regularly familiarizing citizens with effective pedagogical technologies, methods and forms of implementation tested in the world experience of continuous spiritual education;
- formation of a healthy worldview against destructive ideas that erode the morality of the media, including malicious information, which is distributed through the internet world information network, leading young people astray;
- In the organization of continuous spiritual education, tasks related to direct social competencies were identified, such as the effective establishment of cooperation between state organizations, civil society institutions, the media and the private sector. [4]

Analysis and results the teacher of educational science is presented with the participation of cognitive and operational components of social competence. It is a question of the formation of certain spiritual and moral competencies, such as loyalty to the motherland, entrepreneurship, willfulness, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, hard work in students on the basis of the state educational standard of general secondary education and educational programs. In the process of professional development, trained teachers should be able to show the following basic requirements:

- to be able to follow the pedagogical team in his personal example, attitude to work, to master pedagogical skills and management skills, to master the achievements of science;
- to be able to choose the right path at work, to be able to conduct a pedagogical analysis of the situation, to get out of the situation correctly, to take a creative approach to each case;
- to put it into practice, looking for new ideas, internal possibilities;
- commonality, intelligibility, appreciation of national values, awareness of masterpieces of World Culture, breadth of worldview, kindness, humanity, respect for the individual;
- to give each pedagogical employee a task based on his character, capabilities and needs, to enter the trust of the team, to achieve the timely fulfillment of the said opinion, proposal, decision made, to clearly define the tasks, goals, prospects facing the pedagogical team, School;
- to establish a sincere relationship with people, to enter into dialogue, to be able to convince the team, to help, to raise the mood of employees, to follow the voluntary-forced self, to notice and implement alternative options for each case. [5]

It is necessary to be able to think logically, concisely, succinctly, figuratively, to convey the thought to the slope, to enter into the heart of the interlocutor (or team) with his own eloquence, to be embodied in the leader. It is necessary to show dedication, responsibility, purity, perseverance, courage, diligence in the interests of the team, diligence, fairness, assertiveness to oneself and others, and be an example for everyone. It is necessary to give teachers more freedom and independence, to keep them from controlling every step, to forgive the mistakes they make when introducing the news, to give them the time and opportunity to correct them themselves, to give pedagogical workers sluggish, indecisive, to have a role in the leader and pedagogical team in raising the quality efficiency of Education.

Continuous professional development processes based on regular familiarization of public education employees with achievements, innovations in science and technology in their field, professional and pedagogical skills, advanced pedagogical technologies in educational processes, their professional knowledge on the use of innovative teaching methods, systematic development of qualifications and skills, short-term training courses on the popularization of advanced pedagogical experiences, field training, training seminars, , science includes nights, scientific and practical conferences, preparation of scientific and methodological materials, as well as theoretical and practical classes in professional development institutions, as well as remote professional development processes.

In the process of continuous professional development, the formation of reflexive competence is important. Internal factors play an important role in this. An important condition for the productivity of human thinking is its orientation to the individual, aspirations, motives, goals, attitude to values, features inherent in the individual-psychological and cognitive method. Being able to behave optimally in problematic situations arising in pedagogical activity requires that reflexive competence is sufficiently developed.

In this, reflexive mechanisms such as awareness, re-awareness and modification perform an important function. Constructive, creative thinking in problem situations is formed at the expense of mastering reflection at the intellectual and personal level. Reflexive competence expands the range of probable behavior of the subject of activity due to the creative

understanding and overcoming of the tense situation, allowing to ensure a productive and harmonious course of interaction between the individual and the situation.

Conclusions and suggestions in conclusion, the general competence of a teacher of educational science is manifested mainly in the system of professional development, in the work of pedagogical content carried out with the population, colleagues, students and their parents. At the same time, the orientation of the goals and directions of Education as the principles of continuous spiritual education in the reality of the National idea, science, technological support, continuity, continuity, individual approach, moderation, competency approach, unity of education and upbringing, pedagogical responsibility perform important technological tasks.

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