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PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 12 Volume: 80

Published: 30.12.2019 <http://T-Science.org>

QR – Issue



QR – Article



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RESEARCHING THE SCOPE OF PROFESSIONAL COMPETENCE WITHIN ACTIVITIES

Abstract: The article explores the interrelationship of professional competence and personality traits (communicativeness) and professional activities that affect the professional competence of educators.

Key words: continuous education, preschool education, professional activity, subject, emotional and willpower, curiosity, social, social intelligence, partnership activities.

Language: English

Citation: Ganjiyev, F. F., & Tulayev, K. U. (2019). Researching the scope of professional competence within activities. *ISJ Theoretical & Applied Science*, 12 (80), 388-391.

Soi: <http://s-o-i.org/1.1/TAS-12-80-77> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.12.80.77>

Scopus ASCC: 3304.

Introduction

Professional competence - analysis and interpretation of how and how learning is learned in the context of professional activity as a social psychological problem is important today. Because without the proper assessment of the scope of theoretical, scientific and practical-methodological researches on social intelligence, it is impossible to think about the improvement and development of the social intellectuals of preschool teachers operating in the system of continuous education. "The high level of responsibility for preschool teachers depends on the social intelligence."¹ This level allows educators of preschool education to identify themselves as subjects of social information, as well as social media entities. Formation of social intellectuals of preschoolers helps to correct students' defects in psychological development of emotional and willpower, intensifies cognitive activity, formation of knowledge, skills and

abilities, corrects social identity and social interaction in social environment.

It is clear that in the psychological study of the importance of social intelligence in the professional activities of preschool teachers, it is important to explain the psychological aspects mentioned above.

Literature Review.

However, although the basic theoretical approaches to the assessment of professional competence in psychology are not sufficiently described, it is important to consider the work of Russian psychologists (A.I.Sccher-Bakov, I.M.Yusupov, E.I.Rogov, A.D.Goneev, N.I.Lifintseva, N.V.Yalpaeva).²

The problem of professional competence has also been studied in a number of areas of psychology: in social psychology - G.M.Andreeva, E.A.Abulkhanova-Slavskaya, A.J. Yujaninova, D.Mayers, V.A.Labunskaya, E.S.Mikhaylova,

¹Выготский Л.С. Избранные психологические исследования – Москва: АПН, 2010. – 148 с.

²Гайнутдинов Р.З. Психология личности учителя узбекской национальной школы и ее формирование в системе

непрерывного образования: Автореф. дис. ... докт. психол. наук. – СПб.: 1992. –34 с.

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V.P.Bederkhanova, A.A.Bodalev, in general and age psychology S.L.Rubinstein, D.A.Leontev, A.V.Petrovsky.³

In recent years, the study of social intelligence in psychology has focused on professional activities (V.A.Slastenin, O.A.Abdulina, G.G. Kit, N.M.Nazarova, I.M.Isaev, V.N.Kelaseva).

The problem of professional competence of preschool teachers has also been studied in terms of the combination of activities and personalities (C.J. Rubinstein, B.G.Ananayev, A.A.Bodalev, A.N.Leontev, A. Maslow, A.G.Asmolov), G. Olport). Many studies carried out in the Republic are also devoted to the personality of the teacher, his / her interaction with students, and its role in the management of learning activities (M.G.Davletshin, E.G.Gaziev, R.Z.Gaynutdinov, Z. Klichova, L.S. Beknazarova, S. Jalilova and others).

Analysis.

Professional competence has been the focus of a number of researchers in relation to the individual's professional activities and educational process. One of the latest research in this area was Russian scientist I.B. Conducted by Kudinova. She devoted her research to the study of the psychological conditions of professional competence in high school students and students.

The study explored interpersonal communication and curiosity as a prerequisite for the development of personal competence.

Professional competence has been studied not only as a pedagogical process, but also as a subject and object of research in all areas of society. In this direction we can say that O.E. Boyko studied the importance of social intelligence in management. He has learned in his research that professional competence is one of the key competencies of the management field. This research work differs from other research activities by examining the role of professional competence in the management field.

It is worth noting that the problem of professional competence and its aspects of professional activity were also studied by representatives of psychology in our country. However, although the problem has not been given the status of professional competence, its key components have been exploring interpersonal relations, the ability to communicate, understanding and understanding, and pedagogical cooperation and activity management. If we turn to the general description of these studies carried out in our Republic, then Professor E.G. Ghaziev and his students are important in communicating the role of the individual in

managing the learning activities, communicating the activities of the individual.

E.G. Gaziyeu⁴ developed a taxonomy of key stages of collaboration, through which he systematized the mechanism for coherent teaching and learning partnerships. In his research, M.G. Davletshin focused on the psychology of modern day preschool teachers. He notes that the personal and professional qualities of modern preschool teachers are the most important factor in establishing the standards of student-teacher interaction with preschool teachers, and that modern preschool teachers may not be social psychologists and can therefore interact with students, suggests that children need to be aware of the use of psychosocial mechanisms in their community.

V.M. Ms Karimova's research concludes that preschoolers should think independently and freely in order to ensure effective interaction with preschool teachers. In turn, it is necessary to make drastic changes in the interaction of pupils, students and professors of preschool educational institutions, in the formation of cooperation activities, students' independent thinking skills and perceptions of students as active subjects of the educational process.

Kadyrov's research in this area is in-depth study of individual-psychological capabilities of students and the organization of educational process; selecting and changing appropriate and convenient ways for preschool teachers to interact with and engage with students; scientific guidelines for adapting educational and educational processes to the levels and attitudes of students' mental development, and assisting education entities to create the necessary conditions for the manifestation and development of personal and professional expectations of students.

G.B. Shoumarov's research is devoted to the establishment and development of ways and methods of psychological services in educational institutions to optimize the interaction and interaction of preschool teachers - pupils of preschool educational institutions.

Discussion.

Also, a number of studies have investigated the impact and interactions of preschool educators on collaborative activities and interactions of preschool teachers: Study of socio-psychological and national-cultural factors influencing the process of education and upbringing, psychosocial and ethnic characteristics of preschool teachers of the Uzbek school, national-psychological factors of student-teacher cooperation (A.M.Jabborov, 2000); An important psychological factor of the "preschoolers-pupils" interaction is to ensure the interrelation of

³Петровская Л.А. Компетентность в общении. – М.: Аспект-Пресс, 1990. – 216 с.

⁴ Петровская Л.А. Компетентность в общении. Социально-психологический тренинг. – М.: Изд-во Московского ун-та, 1989. – 242 с.

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individual thinking, collaboration and individual cognitive activities in communicating with students (Z.T.Nishonova, 2005); the importance of interpersonal relations and pedagogical styles in educated students with impaired mental development (G. Berdiev, 2000); age features and dynamics of the behavior (E. Azamkhodjaeva, 2002); the issues of formation of individual approach to adolescents (E. Ganieva, 2002); pupil interactions with preschool teachers and the educational impact of the teacher on them (A.I.Rasulov, 2001); Relationship system "Teacher - Student" (Sh. Eshmetov).⁵ Scientists of the Republic Usmanova explored the possibilities of interconnecting common intellect and social intelligence in the process of professional development of students.

Professional competence does not mean the acquisition of individual knowledge and skills by a specialist, but rather the integration of integrative knowledge and actions in each independent field. Competence also requires continual enrichment of specialist knowledge, new information, understanding important social requirements, the ability to search for new information, process it and apply it in its activities. Professional competence is manifest in the following cases: Expert with professional competence:

- consistently enriches his knowledge;
- acquires new information;
- understands the requirements of the time;
- seeks new knowledge;
- They are processed and effectively used in their practical activities
- In complex processes;
- when performing uncertain tasks;
- in the use of conflicting information;
- to have a plan of action in case of unforeseen circumstances

However, it is observed that psychologists of the country do not yet fully understand their professional competence for specific professional activities or, in particular, pre-school teachers. This requires, as an example of the activities of today's preschool teachers, a clear definition of the scope of his or her social intelligence. Thus, the analysis of the above-mentioned areas of research allows, firstly, to assess the scientific theoretical social intelligence, and secondly, it serves as a scientific and theoretical basis

for developing and applying professional competence criteria for research purposes.

It is possible to say that all theoretical and methodological bases allow to make relevant scientific clarifications in order to form relevant perceptions about the professional competence of educators of pre-school education institutions operating in the system of continuous education.

Thus, from the foregoing considerations, the process of professional competence is comprehensive in its purpose and essence, and it is important to examine it in every activity.⁶

At the same time, the study of the extent of professional competence of preschool teachers in their professional activity is unquestionably the key to academic opportunities that enhance the effectiveness of education. In this regard, the following scientific and practical tasks should be considered in the study of professional competence within the framework of professional activity:

1. Identify and analyze the possibilities of social psychosocial harmony between professional competence and professional competence.
2. Identify and investigate the social and psychological factors that influence the performance of professional competence indicators in the case of preschool teachers operating at different stages of the continuing education system.
3. Analysis of the relationship between personality traits and professional competence in preschool teachers.
4. Empirical analysis of correlation relationships between factors that ensure the harmonization of social intelligence and professional competence of preschool teachers, with a focus on drawing appropriate conclusions.
5. Development of professional competence development program for preschool teachers operating in the system of continuous education and taking them seriously.

Conclusion.

Thus, summarizing these scientific considerations, we can once again acknowledge that the study and study of professional competence within professional activities is one of the most important areas of social psychology. Solutions to this urgent problem are reflected in the object and objectives of the study.

⁵Жабборов А.М. Ўзбек мактаби мактабгача таълим муассасаси тарбиячиларининг психологик ва этик хусусиятлари: Псих. фан. док. ... дис. – Тошкент: 1999. – 317 б.

⁶Петровская Л.А. Компетентность в общении: Социально-психологический тренинг. – М.: «Альфа-М», 1989. – 276 с.

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