

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
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: 2021 Issue: 12 Volume: 104

Published: 13.12.2021 <http://T-Science.org>

QR – Issue



QR – Article



I. I. Khodjiboev

Tashkent State Pedagogical University
Independent researcher
Termez city, Republic of Uzbekistan

SOME QUESTIONS OF PSYCHOLOGICAL COMPETENCE OF THE TEACHER

Abstract: The article reflects the development of the psychological competence of a teacher in the process of his professional activity. The author notes the problems of forming the quality of teachers in educational institutions.

Key words: competence, psychological competence, communication, teacher, pedagogical activity, object, subject, pedagogical practice, concept.

Language: English

Citation: Khodjiboev, I. I. (2021). Some questions of psychological competence of the teacher. *ISJ Theoretical & Applied Science*, 12 (104), 445-447.

Soi: <http://s-o-i.org/1.1/TAS-12-104-35> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.12.104.35>

Scopus ASCC: 3304.

Introduction

Today, within the framework of a change in the educational paradigm, a new approach to the design of educational standards, the formation of professional requirements for a specialist (A.G. Bermus, N.F. Efremova, I.A. as the psychological competence of a professional teacher.

Competence and the concept of competence associated with it are traditionally widely used in the context of assessing the powers of an official or the professional characteristics of a specialist, but their significance in pedagogical sciences is not always interpreted unambiguously. However, before moving on to discussing the issue of professional competence of a teacher, we will try to give a general definition of professional competence in general.

Research by L.S.Vygotsky, S.L. Rubinshtein, A.N. Leontiev show that professionalism, the formation of a professional personality includes not only the assimilation of a certain amount of knowledge, skills and abilities, but also the formation of complex mental systems for regulating the social behavior of a person. characteristic of representatives of this profession, the accumulation of professional experience and the formation of the ability to further deepen and develop.

This psychological process is somewhat similar to the dichotomy of language and speech defined by

F. de Saussure: on the one hand, professional competence is an emerging and developing personality trait, but on the other hand, the development of professional fitness invariably affects the development of the personality. [1]

The main component of the professional readiness of a modern teacher is his competence. A special role in the effective implementation of the teacher's activities belongs to psychological competence, which allows you to effectively interact and manage in the pedagogical space.

Competence as a unity of the teacher's theoretical and practical readiness to perform professional functions characterizes not only the activity, but also the teacher himself as its subject in his independent, responsible, proactive interaction with the world. [2]

Thanks to this property, competence integrates the professional and personal qualities of a teacher, directs them to mastering knowledge and purposeful use in forecasting, planning and implementing activities, activates the teacher in developing his own abilities, in striving for self-realization in socially useful activities, and ensures his professional development.

The question of the psychological competence of specialists has recently become more and more urgent. The diversity of views and opinions on this issue does

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

not allow creating a unified systemic conceptual model of this problem.

Of course, the understanding of psychological competence is defined as an analysis of various aspects of human activity, so we want to address this problem through the example of studying the activities of a teacher.

Professional and pedagogical activity of a teacher is carried out on the basis of interaction "teacher-student", in the process of which educational, pedagogical, correctional, developmental and formative goals are realized. Therefore, when studying the professional and psychological competence of a teacher, it is advisable to pay attention, first of all, to communicative competence.[3]

It should be noted that in modern psychology there are several approaches to the study of communicative competence, conditions and factors of its formation. For example, representatives of the behavioral direction define communicative competence by the fact that a person has the skills to demonstrate appropriate behavior in certain situations, rationally assess the situation and act accordingly.

In psychological science, supporters of cognitive psychology believe that communicative competence is formed in direct proportion to the cognitive level of the subject, his knowledge in the field of human psychology, as well as social thinking, imagination and perception.

Representatives of humanistic psychology emphasize the peculiarities of the human value system and emphasize that communicative competence depends, first of all, on the sincerity, openness of the interlocutors, the acquisition of communication skills that allow the personality to develop. It is aimed at improving the psychological well-being of a person through the use of various positive psychological practices.

Some representatives of modern psychology consider communication as a place for approbation, testing and presentation of subjective models of personal behavior management in the process of activity. At the same time, it should be noted that communicative competence is manifested in the development of subjective control skills, the formation of a positive form of worldview, the desire for success, the formation of attitudes, the ability to purposefully conduct relationships.

Internal psychological well-being of a person and the well-being of a dog are considered as a guarantee of communicative competence.

Communicative competence is associated with the correct understanding of human behavior by others. The fact that the content of human behavior is transmitted to others in the process of communication makes a person feel like a subject of social partnership. Ultimately, a high level of communicative competence ensures success in

society, which in turn affects the level of a person's self-esteem. A low level of communicative competence leads to the appearance of such as stress, anxiety, fear. [4]

Communicative competence is manifested in the support of communication and respect for one's "I". Psychological support, encouragement and support of the student as a communicative partner in the teacher's professional activity is one of the important factors of pedagogical success in the classroom and outside the classroom.

It should be noted that serious attention should be paid to ensuring the effectiveness of practical exercises aimed at the formation of communicative competence in educational institutions specializing in training, retraining and advanced training.

Pedagogical practice has shown that in the process of work, teachers are faced with communication problems of the following nature:

- difficulties in the formation of behavioral goals and attitudes of swimmers in the organization of spiritual and educational activities;
- insufficient social and perceptual skills and competencies;
- lack of development of the ability to quickly adapt to various situations that arise in the process of pedagogical dialogue;
- the person has problems controlling his communicative behavior;
- lack of competence to solve problems in conflict situations;
- lack of cognitive skills in teaching swimming.

Another important component of the general structure of professional psychological competence in pedagogical activity is social competence, since a modern teacher not only transfers knowledge and information, but also acts as an intermediary between a developing individual and society. The purposefulness of the child-society relationship depends on how competent and effective the teacher is in life. [5]

The main functions of social competence include concepts such as adaptation, social orientation, and the integration of personal and social experiences. The level of social competence of a person is important in the process of communication and activity. At the same time, according to the results of studies carried out by psychologists, the formation of the level of social competence in people in the process of adaptation of citizens to the new social conditions of globalization plays a special role.

Environmental, political, ideological, social. These changes not only determine the development of social thinking, but also affect the identity of people, life values and personal problems. This puts before the psychological science the task of creating programs aimed at increasing the level of a person's competence in solving problems related to socialization. In our opinion, this task is associated not only with him, but

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

also with the activities of teachers who are responsible for the formation of a versatile person in their students.[6]

Social competence is one of the most important forms of psychological competence studied in modern psychology. It reflects the creative characteristics of a person as a subject of social interaction.

The mechanisms of formation of competent social behavior of the subject, tendencies of manifestation, motivation, interest in the content are characterized, first of all, by the influence of the nature of the interaction "person-society" on social development. Since competence is a specific structural characteristic of a person, psychologists emphasize another component of this structure - autocompetence.

In modern psychology, autocompetence is a category that determines the subject's readiness to purposefully change personality traits and behavioral skills, to reasonably use the resources of his mental abilities and be able to do so. [7]

Autocompetence includes new knowledge, information, effective communication of information, a high level of self-control skills and abilities, independent formation of willpower to achieve success. At the same time, during the life of an individual x, in the case of an extreme, unpredictable x, internal x of the penis, the modification of the penis is a comfortable, acceptable situation, the ability to

create conditions x, am is an example of autocompetence.

Thus, autocompetence is a quality of a person, which is formed at certain periods of a person's life and allows you to work effectively with a specific type of activity. The results of the analysis of psychological competence show that this is a complex psychological structure consisting of a system and interdependent properties. [8]

The concept of psychological competence refers to professional and personal qualities that help a person to positively solve problems that may arise in his professional activity and life.

The psychological competence of a teacher has semantic and technological features and develops in the process of transferring information in various specialties and specialties. [9]

The problem of developing a person's psychological competence is analyzed from different points of view in psychology (cause and effect; directions and trends in the development of competence in achieving professional skills; the relationship between internal and external conditions for achieving high competence; criteria and measurements of psychological competence).

Studies have shown that the psychological readiness of the teacher to form competence, as well as the long-term content of the present, lead to faster and more effective compilation.

References:

1. Lomakina, G. R. (2012). *Pedagogicheskaja kompetentnost` i kompetencija: problemy terminologii*. Tekst: neposredstvennyj. Pedagogicheskoe masterstvo : materialy I Mezhdunar. nauch. konf. (g. Moskva, april` 2012g.). (pp.276-279). Moskva : Buki-Vedi.
2. Gutko, A. V. (2011). Psihologicheskaja kompetentnost` v strukture professional`noj podgotovki budushhego pedagoga. *Izvestija Samarskogo nauchnogo centra RAN*, №2-6.
3. Kadyrov, U. D., & Hozhiboev, I. I. (2021). Nekotorye voprosy psihologicheskoi kompetentnosti prepodavatelja. *Mir obrazovaniya-obrazovanie v mire*, №. 1, pp. 46-50.
4. Asmolov, A. G. (2001). Psihologija lichnosti. Principy obshhepsihologicheskogo analiza. Moscow: Smysl.
5. Gazman, O. S. (1996). Pedagogika svobody: vklad v gumanisticheskuiu civilizaciju XXI veka. *Uhod - podderzhka - konsul`tacija*. Ser. «Novye cennosti obrazovaniya», Vyp. 6. / pod red. N. B. Krylovoj, Moscow.
6. Isaev, I. F. (1993). *Teorija i praktika formirovaniya professional`no-pedagogicheskoi kul`tury uchitelej*. M. Belgorod.
7. Kondrat`eva, A. S. (1979). Svjaz` kognitivnoj kompetencii s pojavleniem vnushaemosti i rigidnosti v social`noj percepcii. *Vestnik MGU*, Ser. 14, Psihologija, № 2.
8. Shherbakova, T. N. (2003). Razvitie psihologicheskoi kompetentnosti uchitelej v sisteme povysheniya kvalifikacii. *Stavim v nauku: Sb. nauch. statej*, Vyp. 4, Rostov na Donu.
9. Kadyrov, U. D., & Avazov, K. H. (2021). Covremennye aspekty formirovaniya soznaniya lichnosti v obespechenii ustojchivogo razvitiya obshhestva. *Internauka*, №. 3-1, pp. 53-54.