

PROFESSIONAL COMPETENCE - DIGITAL EDUCATION AN IMPORTANT CONDITION FOR ACTIVITY IN THE ENVIRONMENT

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ABSTRACT: - At all times, the quality of any activity, work or labor was determined by the possession of the relevant competencies by a person (specialist). After all, competence is the ability to perform activities, the ability to perform actions. In modern conditions, specialists acquire the necessary skills directly in the process of professional and, in particular, higher education. This article discusses the possession of professional competence as a social need for teachers.

KEYWORDS: Competence, competence, professional competence, possession of professional competence, education, educational environment, digital educational environment, activities.

INTRODUCTION

Competence is a highly valued professional quality in an information society based on rapidly evolving information and communication technologies and strong competition. Professional competence in all areas allows a specialist to fully fulfill their responsibilities, feel responsible for the results of their work and, most importantly, be satisfied with their work.

Translated from the English language, the concept of "competence" (Latin "competo", "competence", "competency") in the lexical sense means "to be competent" [2, p. 138]. According to the theoretical essence of this concept: 1) the range of issues that are well mastered by any person, the scope of someone's authority, law is studied [9, p. 16-17]; 1) the solution of certain issues on the basis of a person's specific knowledge and experience [4]; ability to solve certain professional tasks [5] and others.

It should be noted that all the existing definitions serve to further clarify the essence of the concept in one way or another. Although the definitions vary in form, the content is individual the only characteristic quality - ability, reveals the essence of ability.

In our opinion, competence is enough for exactly one action competence, qualification required for completion. A set of multiple competencies, on the other hand, naturally ensures that competencies are decided. The concept of "competence" in terms of individual action, activity, represents individuality and acquires a special character.

The genesis of the concept of "competence", which is actively used in the current context of language consumption, is of a classical nature, and interesting evidence is presented for its first use.

In particular, the results of a study by V.Ya. Glon

The Middle English Dictionary of the University of Michigan dates back to 1398, the Merriam-Webster Dictionary to 1596, and the Online Etymology Dictionary to Etymology: online dictionary ") 1590, on the website " Dictionary.com " 1585-95 [1, p. 525-526]. Interestingly, one of the sources states that the term "competence", which is a set of competencies, was even mentioned in the "Hammurabi Law" (the law created by the famous ruler of Babylon (Old Asia) in 1792-1750 BC) [10, pp. 67-68].

It is known that the basis of any activity consists of several competencies (sets of competencies) that serve to ensure its successful implementation, and is recognized as "competence". According to M.H.Usmonbaeva's approach, competence is "effective use of theoretical knowledge in practice, high level

to be able to demonstrate professional skills, abilities and talents "[6, p. 5].

Like the approach to the concept of "competence", the concept of "competence" is interpreted differently by the authors. In our opinion, AV Khutorskoy's approach to both concepts was able to fully reveal their essence. That is, competence is a set of interrelated qualities of a person (knowledge, skills, abilities and methods of organization of activity), which are manifested in the organization of the necessary quality, productive activity within a specific subject or process, competence - the corresponding mastery of competencies [8, p. 141]. It should be noted that if the competence is used in daily activities, in this case it belongs to the person, if applied in professional activities, it belongs to the specialist, and it is recognized as professional competence.

According to VA Slastyonin, professional competence refers to the theoretical and practical preparation for the implementation of the relevant activity in relation to the professional activity of the teacher and personal qualities - competencies, which implies a specific general description [7, p.17].

M.Mulder (M.Mulder) defines professional competence as “the ability of a person to be effective (valuable) in a particular professional field, job, task, organizational process or situation (problem solving, ability to apply innovations in activities, ability to move actions from one state to another) showing general, rounded, and internal ability ”[10, pp. 67-68]. In 1996, at a symposium on the prospects of education in Berlin, W. Hutt-Maxer emphasized that the concept of competence is the basis of the term competence [3, p. 10].

Competence content refers to which activity of competencies and is directly related to the relevant activity, for example, “pedagogical competence”.

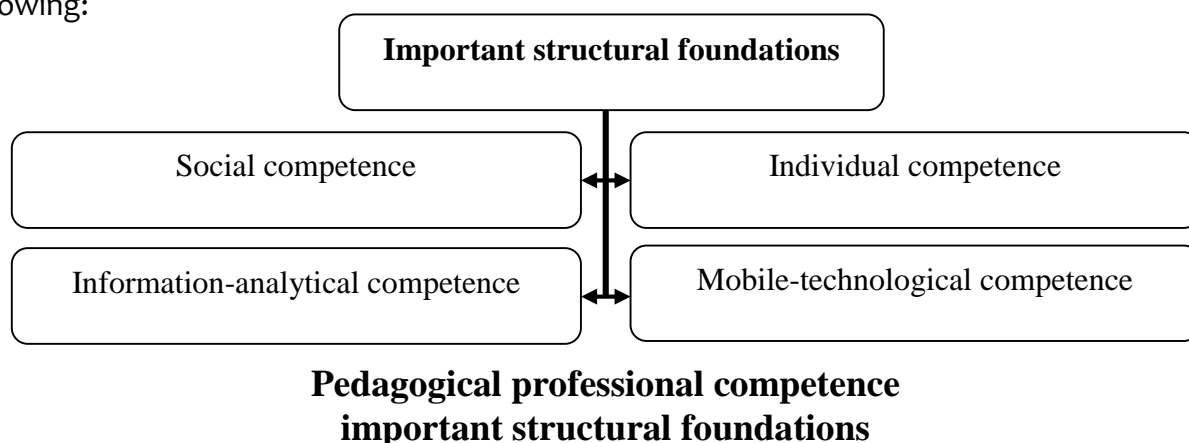
When appropriate, it is appropriate to interpret the concept of "pedagogical competence". In our opinion, pedagogical competence is the ability of a teacher to easily apply the existing knowledge, skills, qualifications and experience in order to effectively carry out professional activities. can apply.

Every educator, regardless of specialization and direction, should be able to have the qualities of competence, both general and specific. AK Markova considers that on the basis of professional competence of the teacher it is necessary to show the following structural bases: special competence (psychological, methodical, informational, creative, innovative, communicative and other qualities of competence), social competence, personal competence, individual competence [6, 8 -b.].

The approach of the researcher B. Nazarova differs in part from the views of AK Markova on the basics of professional competence inherent in the teacher. That is, the educator must have the following foundations of professional competence: special competence, social competence, auto competence, and extreme professional competence [6, p. 8].

Based on the views of researchers on the structural foundations of pedagogical professional competence, as well as taking into account the radical changes in the information society and the field over the past five years, we found it expedient to supplement the ideas of AK Markova and

B. Nazarova. The basis of professional competence reflected in the personality of the teacher is the following:



1. Social competence. This competence reflects the teacher's communication with students, colleagues, parents of students, representatives of organizations involved in the organization of education and their active participation in this process. At the same time, the relevant competence means the participation of the educator in the spiritual and enlightenment life of society.

2. Individual competence. On the basis of this competence reflects the aspirations of the teacher to effectively organize professional activity, based on personal abilities and individual characteristics. This type of competence demonstrates the ability of the teacher to work on himself, to show their creativity in the process of professional activity.

2. Information-analytical competence. In the context of globalization, this competence of the educator serves to distinguish useful information for himself and for students from the large flow of information, to use them in the educational process. Information-analytical competence allows the teacher to search for relevant scientific bases, national and cultural values, ideas that ensure the development of the individual from print and electronic sources, to select, process, store, present to students the expected results.

3. Mobile-technological competence. Significant changes in the social, economic and cultural life of society, of course, require updating the system and content of education. The rapid development of ICT requires teachers to quickly review the content of curricula, to enrich them ideologically. In short, in the context of globalization, educators need to be able to respond quickly (mobile) to socio-educational changes.

Thus, the outcome and quality of any professional activity depends on the possession of certain competencies by the specialist who performs it. Having the competence to perform relevant professional activities will help the specialist to withstand the growing competition in the field. This requires the creation of the necessary conditions for the effective acquisition of important competencies by students in the training process.

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