

PROFESSIONAL COMPETENCE OF A TEACHER IN THE USE OF PEDAGOGICAL TECHNOLOGIES IN PROFESSIONAL ACTIVITY

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Annotation: This article covers the importance of pedagogical technologies in the process of modern education and the role of the teacher in the formation of professional competence. The article analyzes the possibilities of improving the effectiveness of the educational process by correctly selecting and introducing pedagogical technologies into practice. Also, special attention is paid to the concept of professional competence, its main components and requirements for a modern teacher.

Keywords: pedagogical technologies, professional competence, innovative education, methodological approach.

Аннотация: В данной статье рассматривается значение педагогических технологий в современном образовательном процессе, а также их роль в формировании профессиональной компетентности преподавателя. Анализируются возможности повышения эффективности учебного процесса за счет правильного выбора и внедрения педагогических технологий. Особое внимание уделяется понятию профессиональной компетентности, ее основным компонентам и требованиям к современному педагогу.

Ключевые слова: педагогические технологии, профессиональная компетентность, инновационное образование, методический подход.

Introduction

One of the main tasks facing the educational system in modern society is the training of competitive, qualified and competent specialists. Pedagogical technologies play an important role in this, as they serve to organize the educational process in a systematic, effective and interactive way. And the formation of professional competence of the teacher is an integral part of this process.

In the process of teaching, expressed on the basis of the requirements of pedagogical technologies, educational goals are achieved. In the period when scientific and technical progress is accelerated, the effectiveness of teaching, mainly the role of the student in the teaching process, will depend on the attitude of the educator towards him. Two types of teaching technology can be distinguished here: authoritarian and personality-oriented.

In authoritarian technology, an educator is manifested in the quality of a single subject, while students only act as an "object". In this, the initiative and independence of the student is lost, training is carried out in a mandatory way. The usual traditional teaching concerns authoritarian technology. In this, first of all, YaInIn authoritarian technology, an educator is manifested in the

quality of a single subject, while students only act as an "object". In this, the initiative and independence of the student is lost, training is carried out in a mandatory way. The usual traditional teaching concerns authoritarian technology. In this, first of all, Ya.A.The organization is provided for in the "class-lesson" system of teaching, expressed by Komensky, based on the principles of didactics. Still the most common in the world is the "class-lesson" system of teaching, which is characterized by the following characteristics: students with approximately the same age and level of preparation form a class(Group): A Class (Group, stream) is engaged in a single educational plan, single educational programs and a single schedule of classes.

The basic unit of instruction is the lesson, which is devoted to one subject of one subject and is directed by the teacher; the study books are mainly used for household chores. Traditional teaching is mainly aimed at mastering knowledge, skills and qualifications, and does not provide for the development of the individual. The basis of traditional teaching, YaThThe basic unit of instruction is the lesson, which is devoted to one subject of one subject and is directed by the teacher; the study books are mainly used for household chores. Traditional teaching is mainly aimed at mastering knowledge, skills and qualifications, and does not provide for the development of the individual. The basis of traditional teaching, Ya.A.The principles of pedagogy formulated by Komensky are:

The term "modular teaching" is associated with the international concept - module ("modulus", lat. modulus), whose single meaning denotes a node consisting of closely related elements that can function. In this sense, it is understood as the main tool of modular teaching, as a block of completed information. he term "modular teaching" is associated with the international concept - module ("modulus", lat. modulus), whose single meaning denotes a node consisting of closely related elements that can function. In this sense, it is understood as the main tool of modular teaching, as a block of completed information. The module is a fundamental concept of this science: a certain process or law, a branch, a certain great subject, a group of interconnected concepts.

The module is a logically completed educational material of the discipline, oriented to the assimilation of one or more concepts, formed on the basis of developed principles. 1982. A UNESCO conference lecture described the module as "a separate training package (package) designed to gain one or more qualifications in individual or group training by carefully familiarizing and sequentially learning exercises at a private pace. Modular training is considered one of the promising systems of training, since it is the mastering of the human brain that is best adapted to the system.

Modular teaching technology is developed and implemented in accordance with the accepted principles of teaching. The following principles form the basis of modular teaching technology:

1. Principle of activity: this principle means that modules are formed in accordance with the content of the activity of a specialist. According to this principle, modules can be constructed on the basis of an activity approach in science or a systematic activity approach. In the science activity approach to modular teaching technology, it is necessary to structure modules as a result of the curriculum and Program Analysis. In the approach to systematic activity, a block of modules, based on the analysis of professional activity of a specialist, is formed.

2. The principle of equality, equality. This principle, the interaction of the educator and the reader, determines the character of the subject - subject. This shows that modular teaching technology applies to the category of person-oriented technologies. That is, modular training technology will be adapted to the individual psychological characteristics of the individual.

3. The principle of systematic quantization. The principle of equality, equality. This principle, the interaction of the educator and the reader, determines the character of the subject - subject. This shows that modular teaching technology applies to the category of person-oriented technologies. That is, modular training technology will be adapted to the individual psychological characteristics of the individual.

3. The principle of systematic quantization. This principle is based on the theory of information compression, the concept of engineering knowledge, the requirements of theories of didactic unit approximation.

Important to the appropriation of educational material is the degree to which the practical significance of the module is revealed during classes, the connection of the content of the module with other modules, the analysis of the same errors of students in the study of the same module.

1. The principle of motivation (arousal of interest). The essence of this principle will be to stimulate the educational and cognitive activity of the student. This is the main rule. Arousing interest in the educational material of the module, encouraging learning, encouraging active creative thinking during training, are the tasks of historical and problematic elements of the module.

2. Modularity principle. The principle of motivation (arousal of interest). The essence of this principle will be to stimulate the educational and cognitive activity of the student. This is the main rule. Arousing interest in the educational material of the module, encouraging learning, encouraging active creative thinking during training, are the tasks of historical and problematic elements of the module.

2. Modularity principle. This principle serves as the basis for individualization of teaching.

The correct use of technology in education increases the professional competence of the teacher. For example, with the help of interactive methods, students develop independent thinking, communication skills and skills for solving problem situations. At the same time, the teacher must constantly work on himself, learn new technologies and put them into practice.

Each method of pedagogical influence has its own natural features, which arise in the specific unity of two elements, y'ani , the features of the pedagogical States being created; new thoughts born in students to the new pedagogical state, the content of the new reasons for upbringing and the merits that will be based on overcoming personal shortcomings. The use of pedigree methods of influence is based on kilish adherence to specific pedagogical principles. Each method of pedagogical influence has its own natural features, which arise in the specific unity of two elements, y'ani , the features of the pedagogical States being created; new thoughts born in students to the new pedagogical state, the content of the new reasons for upbringing and the

merits that will be based on overcoming personal shortcomings. The use of pedigree methods of influence is based on kilish adherence to specific pedagogical principles. These principles include: -pedagogical optimism; respect for students; to understand the status of the reader's permission; to reveal the external features and reasons of the reader's personal nature; to interest the reader in his fate.

The main forms of persuasion style are discussions on explanatory, reading, ideological and moral topics, organizing lectures, discussions, organizing meetings, introducing works of art, viewing and analyzing TV shows and theater performances, etc. The main forms of persuasion style are discussions on explanatory, reading, ideological and moral topics, organizing lectures, discussions, organizing meetings, introducing works of art, viewing and analyzing TV shows and theater performances, etc. k. consists of S. Spiritual, enlightened, cultural image of a competent teacher: -purity, truthfulness, perseverance, conscientiousness, Salvation, protection of one's position, conscious understanding, educated, intellectual, humanity, humanity, compassion, kindness, sincerity, impartiality, humility, humility, inferiority, conscientiousness, incompetence, the need to have the same sentiments as the one who stands in the lesser nobility.

In conclusion, if the main pedagogical requirements mentioned above are embodied in the teacher as a competent teacher, he will be able to develop educational work aimed at improving the cognitive activity of students, as well as effectively use technologies of pedagogical influence.

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