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Abstract. In order to understand the concept of pedagogical competence, it is necessary to carry out a deep analysis in connection with pedagogy. Pedagogy is a science that deals with education and educational theories. It is also called the art of teaching students to learn effectively. Taken figuratively, it means the science that shapes the child's creative side. But it can be clarified that here "science" is the science of teaching and the child is considered a learner.

Keywords: Pedagogy, innovative methods, education, teachers, students, teaching process.

Pedagogy is the science of teaching students to learn effectively. Pedagogical competence refers to the performance, knowledge and skills in teaching and learning, so it includes the ability of teachers to manage the teaching and learning process from the planning to the evaluation stage. According to national government policies and regulations, teachers' pedagogical competence is basic education, students, curriculum development, lesson plans, dialogic teaching and learning process, educational assessment and is to understand the potential development of students. However, this means the ability to work in curriculum planning, assessment, reflective teaching, classroom management, tutoring, etc. Thus, the main thing in the teacher training program is that trainee teachers are trained to impart pedagogical knowledge and are sent to implement all this in the teaching-learning process during practice. Today, one of the most important tasks to be solved in the process of teaching students and researchers of the institute is to develop their passion for learning, updating their knowledge, improving their skills and qualifications. As one of these skills and qualifications, their professional-linguistic preparation should not be overlooked [1. 93].

One of the important tasks that are solved today in the process of training a future teacher at the Higher Education Institution is to develop his passion for learning, updating his knowledge, improving his skills and qualifications, one of which is the integration of professional and linguistic theories. tie up This is a continuous process of professional education and self-education.

In the modern education system, the demands for foreign language teachers in schools and universities have increased significantly. Tendencies to strengthen the general humanitarian and philological training of graduates of schools and higher educational institutions require a new quality of linguistic training of the teacher himself [5].

The system of professional training of a foreign language teacher cannot always meet the new demands of society, especially in terms of the socio-cultural characteristics of the teacher, his readiness to solve educational problems from the perspective of a new paradigm, from the positions of forming communicative skills today. rather, language education interpreted in terms of training a person to implement the dialogue of cultures in the conditions of the modern multicultural world has become extremely relevant [2].

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Implementation of the main directions, quality renewal of general education, which is usually defined in a number of fundamental documents, is possible only if there is an effective system of teacher training and professional development. It is recognized as a continuous process of professional education and self-education.

The existence of various specialties in the training of teachers and teachers in the system of pedagogical higher educational institutions, as well as the expansion of the linguistic additional and post-university education system, which is not always implemented in the right direction, will lead to certain difficulties in the future. will be the impetus for its creation.

Requirements for the content and level of training of graduates are changing, but new standards are not always provided by new training manuals, often new requirements are not implemented in newly created training materials. In such cases, language teaching is carried out according to a defined profile or model, based on the texts selected by the teachers themselves [4. 9].

From this point of view, there are problems faced by teachers: how to choose a text or how to adapt it for certain tasks, to a certain educational environment, and to create an acceptable methodological tool for working with it, to determine cultural functions, etc. The same issues arise when working with the materials offered in them, which do not fully meet the requirements of the new educational paradigm and modern educational standards of language education. It is necessary to take into account the specific characteristics of the teacher's professional competence, which can be a specially organized process of the teacher's personal task and the activity of management structures [3. 16]

The results of the development of professional competence may be different depending on various psychological and pedagogical factors affecting the formation of a teacher. The professional competence of a teacher (teacher) as a cumulative indicator of certain characteristics cannot initially exist in a graduate - it is formed primarily in the process of practical activity. At this point, it is necessary to analyze the teacher's qualification in the classroom [39,58].

In order to develop pedagogical competence or skills in the classroom, it is necessary to follow the following main directions:

- Development of educational design;
- development of educational materials;
- development of presentation skills;
- development of entry skills;
- Ability to use instructional manuals along with ICT;
- use of the correct methods, maximum levels and methods of teaching;
- development of management skills;
- formation of questioning skills;
- use of blackboard;
- development of strengthening and motivation skills;

- the ability to assess the student's skills;
- the ability to use pedagogical technologies.

Pedagogical competence of the teacher is very important for quality education. So, to develop this skill, you need to practice hard. Skills can be developed by following the steps below. If they fail the first time, they prepare, implement and evaluate again according to their needs. And again, it is necessary to complete the steps of preparation, implementation, evaluation.

Conclusion. It is necessary to ensure the synthesis of pedagogical and professional knowledge in order to significantly increase the quality of training of pedagogical personnel. The integration of pedagogical and technical knowledge, based on changes in the fields of science, education, technology, technology and production economy, serves to ensure the effectiveness of the educational process. This process creates the need to implement certain changes in the creation of the technology of substantiating the content of teacher training and professional competence formation. In particular, qualities such as social, special (psychological, methodical, informational, creative, innovative and communicative), personal, technological and extreme competence are reflected on the basis of professional competence and creativity specific to a pedagogue.

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