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PRIMARY FACTORS OF PROFESSIONAL COMPETENCE FORMATION IN TEACHERS

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Abstract:
In this article, the situation in the education system today, the ideas from the concept of the development of the public education system of the Republic of Uzbekistan until 2030, the Cabinet of Ministers of the Republic of Uzbekistan "Improving the procedure for attestation of pedagogic personnel of preschool, general secondary, secondary special, professional and extracurricular educational organizations "Measures" contains opinions and comments about the aspects of the tasks defined for the teaching profession, as well as a number of forms of education.

Keywords: Knowledge, education, competence, competence, educational paradigms, dual education.

The historical, socio-cultural transformation of lofty ideas, proposals, thoughts and initiatives that accelerate the pace of development is first of all reflected in the education of a paradigmatic nature, and it acquires practical implementation through the means of education. This process causes the demand to increase in terms of content and volume, while the main attention is paid to the education system in general, and to the teacher in particular. That is, the teacher should be ready for innovative processes within the scope of his professional activity while adapting to the constantly changing educational contexts. Today's dynamically developing society requires each person to develop his/her own potential, develop the society and become an active member of the developing society by self-development, independent education of his/her personal and professional qualities. And this reality is to research the professional activity of a particular teacher, analytically study the main factors of his achievements and further develop these factors, at the same time, scientific study of the factors that have become problems in his professional activity and within the necessary methodological, didactic, pedagogical, psychological requires making corrections by making recommendations. These tasks, which are related to the paradigmatic nature of education, can be successfully performed by improving monitoring technologies, building a model that includes the methods of organizing monitoring and clarifying the factors that ensure its productivity [1, 35-b].

In the conditions of updated educational paradigms, the professional competence of a teacher (biology teacher) creates a stable basis for the successful organization of structural activities (organization of the educational process, self-development, design, research, etc.). In modern education, a teacher is not only a person who skillfully conveys information, information and specific knowledge about the subject, but also a close adviser of the student, a scientific leader of a young researcher, a designer of a set of tasks aimed at personal development, and a multifaceted activity owner who performs such tasks as a "navigator" of the educational environment (Y.I. Kuzminov, I.D. Frumin and others) [2, p. 49]

According to the conclusion of the working group of European countries formed to study the level of compliance of the teacher to the requirements formed in the conditions of modern educational paradigms, the solution to this problem should include the following tasks:

a) teachers are actively involved in the process of continuous professional development and development of professional competences and their activities are encouraged in this process;

b) systematic research of the level of competence that ensures the success of his professional activity using the model of professional competence of a pedagogue and the tools and technologies suitable for his goals;

c) during the entire professional activity, the necessary level of opportunity should be created for the teacher to acquire the necessary competencies, to develop his professional and personal qualities [3, 61-b].

The conclusion is that educational paradigms are changing, education itself has a paradigmatic nature as a system and process, and therefore, the model of improving the methodology of monitoring the activities of all its subjects, the teacher's professional activity (in our research - the teacher's professional competence) has the character of flexibility.

In the construction of a model for improving the methodology of monitoring the teacher's professional competence, the teacher's personality as a source of individual professional experience is considered as the main target object, and in this model, the "deficiency" in the structure of the professional competence of the biology teacher, his needs as a subject of activity, and the main directions of his professional improvement are also reflected.

In the second part of this chapter, in the context of adapting the methodology of monitoring the level of professional competence of the biology teacher to the conditions of modern educational paradigms, based on the requirements of the personal-process approach, we noted that this competence consists of five structural complexes, and among them, psychological and pedagogical competence complexes are in the leading position in terms of importance. we were However, despite the fact that there is enough work devoted to the research of the teacher's activity, there are

not enough methods that fully and convincingly determine the pedagogical and psychological structural complexes of his professional competence [4, 29-b].

Therefore, in the model of improving the methodology of monitoring the formation of the teacher's professional competence, work was carried out on the creation of information support for the study of the psychological, pedagogical, methodical, general cultural and emotional-ethical aspects of the professional activity of the biology teacher. For this purpose, we have developed a set of pedagogical, psychological and methodical tests. Through the analysis of these tests, the research of the professional activity of the biology teacher was carried out by introducing an activity approach. The active approach creates opportunities to study the level of professional competence of the biology teacher directly during the activity.

In the construction of the model, the monitoring of the professional competence of the biology teacher is a reflexive assessment process that includes diagnostic-predictive observations, which provides an informative basis for the teacher's professional development (study of the "missing" components of competence, digital and textual information about the level of the need for professional development) [5, 26-b] was derived from the opinion.

The model of monitoring the teacher's professional competence was developed on the basis of all the principles used in the monitoring organization and conducting technologies and methods. These principles are: scientificity, integrity, objectivity, integrity, based on evaluation mechanisms, adaptation of the system of criteria to existing conditions, transparency, relevance, protection of information and a number of other principles related to the personality of the teacher. The model of improving the methodology of monitoring the teacher's professional competence is considered as a structure with the characteristics of system and invariance. The composition of this structure includes the following components:

a) main tasks (intended to be solved within the framework of monitoring);

b) content developed to ensure the fulfillment of tasks;

c) monitoring process management and technological practices that demonstrate a logical invariant sequence of monitoring stages;

g) conditions that ensure a technologically detailed transition of the monitoring process;

d) analysis and diagnosis of results.

As part of the model of improving the methodology of monitoring the professional competence of the teacher, we defined the following tasks:

-clarification of the theoretical and methodological bases that ensure the change of the teacher's activities in the conditions of updated paradigms;

- to isolate and separately study as an object of monitoring the sets of teacher's professional competences necessary for the successful performance of pedagogical, didactic, educational tasks in the conditions of updated educational paradigms;

- aligning the existing methodology of monitoring the teacher's professional competence with the conditions of the updated educational paradigms in biology (this task can be considered completed in Chapter 2 of this chapter);
- checking the level of effectiveness of the improved version of the method of monitoring the teacher's professional competence in practical conditions during the experimental work;
- analyzing the data obtained as a result of applying the improved methodology of monitoring the teacher's professional competence to practical conditions and diagnosing the level of effectiveness of this model based on the results.

The second component of improving the methodology of monitoring the teacher's professional competence - the content of the model, includes three stages:
- to study the theoretical and practical aspects of the professional preparation of the biology teacher, as well as "deficiencies" in this regard, to study the level of the need for self-professional development (the study methodology is presented in Chapter 2 of this chapter);
- development of criteria for determining the formation of teacher competence based on the level of professional preparation of the biology teacher (the set of criteria was developed in the 2nd chapter of this chapter);
- performing direct monitoring of the professional competence of the biology teacher according to the relevant criteria (applications, test tasks, creative tests and biology quizzes presented in the 2nd chapter of this chapter. Tests aimed at determining the structural complexes of psychological, pedagogical, methodical competence, questionnaire content, experimental tests will be cited throughout).

The component of the model called technological practices, which manifests a logical invariant sequence of monitoring process management and monitoring stages:
- to study the professional qualities of the teacher, the productivity of the organization of activities, which created the basis for the achievements of the teacher by introducing a personal approach;
-studying the teacher's pedagogical, psychological, communicative activity by introducing a process approach;
- on the basis of an active approach, it refers to the study of the unique personal and professional aspects of the teacher in his direct educational activities [6, 52-b].

The component of the model for improving the methodology of monitoring the professional competence of a biology teacher, called the conditions that ensure the technologically detailed transition of the monitoring process, requires the fulfillment of didactic, technological, pedagogical and psychological requirements introduced into the monitoring technology. These requirements include adherence to the basic principles used in the monitoring process.

And finally, the last component of the model, that is, the component called the analysis and diagnosis of the results, includes the final results obtained on the basis of the improved methods, "filling" the professional competence of the biology teacher on the

basis of his self-development and students in the conditions of the updated educational paradigms, making methodical recommendations.

Despite the fact that there are many approaches to the objective and comprehensive assessment of this phenomenon by fully clarifying the structure of the teacher's professional competence, its essential role in the educational process, and its content, many of them do not have the reserve capacity to reveal the structural complexes that we have identified. Technologies for monitoring teacher professional competence, although the requirements formed as a result of educational paradigms are reflected, their options adapted to regional conditions have not been developed, and this reality served as the basis for our construction of this model based on reflexive evaluation. Professional competence of the teacher as a category has its own interpretation and recommendation, and as a phenomenon it is ambiguous. That is, since it is not possible to express this phenomenon with quantitative indicators, it requires the skillful use of quality-oriented research methods from the persons conducting the monitoring. As a result:

1. The final results of monitoring are the use of statistical methods only in some places (only when digital information is obtained, in particular, when the results of tests, creative assignments, quizzes aimed at determining competence in science are summarized).
2. We can observe that the form representing the level of professional competence is also changing in a quality-oriented manner.

This situation, which is observed in connection with the limited use of quantitative methods in the monitoring of teacher professional competence as a phenomenon, is justified from the point of view of the ultimate goal of monitoring. That is, the process of monitoring the teacher's professional competence, which is considered the main goal, has only an individual character, and the obtained result belongs only to a particular subject. Therefore, when the results are openly interpreted, the teacher invited to the monitoring can find out how accurate and objective they are. In the monitoring technology that we propose, the results of the teacher on all structural sets of competences are shown on the basis of reflexive diagnosis of his activity. That is, we relied more on the teacher's responses to questionnaires, psychological questionnaires, tests, conversations, and interviews when assessing the level of formation of these complexes for all structural complexes of the teacher's professional competence. Only the result on the three points of subject competence is quantitative. We clarified the answers given by the teacher during the reflexive-analytical diagnosis of his activity by methods such as research observation, analysis of normative documents, and free conversation.

There is a stable relationship between society, development and science. That is, science acts as a leading force for development, and at the same time determines the perspective of society.

At the same time, the society sets qualitatively and quantitatively renewed requirements for development, which creates a need for the further development of the "leading force". The starting point of the relations between science, development and society in terms of mutual development and complementarity is the quality of education, especially general secondary education. That is, in this regard, educational paradigms in the society are updated, and the "triad", which is in stable contact, and the system that acts as a link between them, sets new demands on education.

Updated educational paradigms require monitoring the quality of education, the level of professional competence and competences of teachers, along with educational parameters, studying all the elements that make up the educational system in content and essence and making the necessary corrections. Taking into account the above, we are in the framework of improving the methodology of monitoring the professional competence of teachers.

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