

## **PEDAGOGICAL COMPETENCE OF HIGHER EDUCATION TEACHERS**

*Samarkand State Institute of Foreign Languages*

*Department of Theory of English Language and Literature*

***Sh.O. Mamayoqubova***

*Email: mamayoqubovashahlo@gmail.com*

**Annotation.** This article describes the basic concepts of university teacher's competencies. It reveals the nature of the university teacher's competence as a subject of the educational system and a key factor in their relationship with students.

**Keywords:** competence; teacher; upbringing; higher educational institution; pedagogy of higher education.

One of the key issues for students is the problem of living in a dynamically updating society. The reality is that today's young people are "thrown out" of strategically important paths of social development because they have less social experience than other categories of people and their prospects for civic and professional self-determination are less clear. They creatively use not only the body of knowledge and skills acquired in secondary and higher education, but also their own personal experience in order to succeed in socialization, specialization and self-actualization in a cross-cultural space. We are faced with the need to leverage. Purpose of research. A characterization of the nature, content and form of university teacher competence, the means and methods of education in universities, the totality of educational information and educational experience reflected in university pedagogy. Higher education occupies a special place in the educational system as a particular social institution, as educational institutions are aimed at the vocational training of future professionals. Higher education teachers do not deal with children, but adults with set goals and life values. "Analysis of everyday educational practice shows that higher education does not always fully prepare future

professionals to work in new situations. They lack the personal qualities and abilities that would help them to retain their dignity in life, to maintain self-discovery in crisis situations, to avoid personality deformation and deterioration, and often have low moral stability. Addressing the underpreparedness of students for professional activity requires that unused resources be incorporated into improving the quality of higher education.

The teacher is one of her central figures in educational activities and carries out responsible tasks, for example in the education of the younger generation. Educational activities are born out of demand and shaped by the fulfillment of needs. In the process of educational activity, the personality of the teacher is formed, enriched and developed. Educational activities are activities aimed at educating the younger generation. In other words, it is a professional activity aimed at carrying out the process of training, education, development and character building of the student. The structure of educational activities consists of the following aspects:

1. The purpose of educational activities is to educate a population that is beneficial, comprehensive and harmoniously developed for this society.
2. The purpose of educational activities is who imparts knowledge, educates and guides.
3. The purpose and subject of educational activities are those who acquire knowledge and skills and conduct research.
4. Conditions for educational activities include social interest in the education of the next generation, existence of factors that determine the effectiveness of education, unity of staff, and high knowledge and skills of school teachers.
5. The outcome of educational activities is a relatively slow process. At the end of the school year, this will be possible through various checks and comparisons. This includes quality student training. Educational activities are complex and diverse. Depending on the task at hand, educational activities include teaching, educating, organizing, advocating, self-education, etc. Each has a specific structure.

The job of a university teacher in modern society is increasing and becoming more and more complex. Teachers are no longer just lecturers who teach the basics of science. Students develop experiences of social interaction, discover their own competencies and roles in a multicultural society, and identify their educational needs as a systematic and comprehensive acquisition of professional skills. increase. As already mentioned, the subject of educational activity is the teacher, that is, the person who teaches, imparts knowledge, directs, advises, guides, and educates. There are many definitions of a teacher in the pedagogical literature. The narrow and broad sense of teacher is defined as follows. In the narrow sense, a teacher is someone who teaches, advises, or guides someone. Something - history, literature, mathematics, etc. You can understand who is teaching and giving the right advice and direction in this area. In the broadest sense, a teacher is a person who is specially educated, educated, knowledgeable, educated, has a broad and inclusive attitude, and has the knowledge, skills, and habits of any educational institution. A person who directs and guides. I have one more definition. Teachers deliberately and systematically connect young people and other students to codified national and universal values, create spiritual bonds between generations, and develop national economies, sciences, cultures and arts. pedagogically trained workers who give a strong impetus to the further development of Since the beginning of the teaching profession, various opinions have been expressed about what a teacher should be and what qualities should be possessed. In his Politics of Athens, Aristotle showed that Athenian teachers were chosen by ritual. These teachers had to train the young physically and morally, instilling qualities such as class loyalty, discipline, and a desire to govern. A harmonious combination of scientific and pedagogical research in teacher activity contributes to the success of teaching and enhances the creativity of teaching. Teacher participation in research enhances educational effectiveness, enhances scientific development, and enhances creative potential. In addition to the types of competence, many experts also mention standards of professional competence for teachers, such as general culture, communicative competence, personal competencies, general professional competencies,

and self-education. More precisely, the focus is on the self-education and self-development of teachers. The concept of professional competence of a teacher expresses the unity of the theoretical and practical preparation of the teacher to perform educational activities and characterizes the professionalism of the teacher in a particular subject and field of pedagogy. The eminent Czech educator Y.A. Komensky showed that the moral upbringing of children begins with positive example by teachers. Great educators in their own way developed school rules and teachers' educational norms. He showed that teachers raising children must be candid, steadfast in achieving their own goals, disciplined in the classroom, earnest, confident, and self-respecting. JJ Russo, I.H. Pestalozzi, A. Disterweg and others emphasized the teacher's spiritual world in the education of the new generation. The teaching profession differs from other professions in terms of respect, profession, responsibility and complexity. The duties of a teacher are many and varied. "The novelty of the content and methods of the writing courses held by professors and teachers, the creative atmosphere of the communal life of teachers and students, contributes to personal and professional development, civic qualities (social responsibility, tolerance). etc.) to arouse the interest of young people in the development of." When working with students, teachers use both natural phenomena and technology, as well as artistic imagery and sign systems. The art of teaching therefore imposes certain demands on all areas of physical, mental and emotional development, spiritual qualities and in general a person's personality. This art requires high efficiency and diligence, and above all the perfect health and tranquility of the nervous system of the teacher. Skills are not limited to skills or abilities, but distinguish people by their success in a particular activity. As criteria for the self-education and self-development of professional competence of university teachers, the following should be considered:

- self-demand, self-criticism,
- propensity towards innovative activities, practicality of teaching activities. and the need to update theoretical experience,

## **References**

1. Bolshanina, L.V. (2018). Theoretical approaches to the definition of the concept and structure of the communicative competence of a teacher of higher education. *Siberian Pedagogical Journal*, 2: 79-85. (in Rus.).

2. Kazarenkov, V.I. (2008). The mission of a higher school teacher as a scientist, mentor, and person. *RUDN Bulletin. Series Psychology and Pedagogy*, 3: 87-91. (in Rus.).

3. Novikova, I.A., Novikov, A.L. (2013). Tolerance types and features of intercultural adaptation in international students. *Journal of Educational and Social Research*, 3(7): 625-630.

4. Filippov, V.M. (2010). Four stages of internationalization: managing the processes of internationalization of higher education at the global, regional, national and institutional levels. *Higher Education Today*, 6: 4-8. (in Rus.).

5. Samusenko, I.L. (2013). Structuring the concept of "emotional competence" in the professional activity of a teacher. *Bulletin of Tver State University. Series: Pedagogy and Psychology*, 2: 38-42. (in Rus.).

6. Nasibova Sevinj Khalil, PhD in Philology, lecturer, Azerbaijan State Oil and Industry University, Azerbaijan Republic "On the pedagogical competence of a high school teacher"