

FACTORS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF A TEACHER OF A SPECIAL EDUCATION INSTITUTION

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ABSTRACT

The article presents the importance of professional competence for teachers of a special educational institution, its social necessity, components of competence, internal and external factors influencing its formation, pedagogical conditions and technologies associated with the formation of competence associated with the profession of a teacher.

Keywords: Professional competence, national pedagogy, axiology, acmeology, reflection, professional image, social competence, social factors, module, technology

Since there are about one billion disabled people in the world today, establishing a consistent system of working with them requires that pedagogues working in special educational institutions have competence in special training. It is important to ensure the right of students of special educational institutions to receive education, to bring them to a physically healthy adult, to arm them with intellectual, moral, labor education knowledge, skills, and in this process, to prepare them to organize forms of social work in cooperation with their parents. is enough.

In the first years of independence, the education and training of children with physical or mental disabilities was defined as the priority direction in the field of education of our country. As a result, a number of legal and regulatory documents were adopted on the issues of education and upbringing of children with physical or mental disabilities, further improvement of personnel training system in this field, wide introduction of innovative methods into the education system.

Decree No. PF-5712 of the President of the Republic of Uzbekistan of April 29, 2019 "On Approving the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030", Decree No. PF-5847 of October 8, 2019 "On the Convention on the Rights of the Child", 13 January 2020 Decisions PQ-4860 of October "On measures to further improve the system of education for teachers with special educational needs" and the tasks defined in other regulatory and legal documents related to this activity serve as a program for the development of the professional competence of the educator of a special educational institution.

The term competence appeared in our national pedagogy in the 90s of the 20th century. Uzbek pedagogic scientists M.Ochilov, U.Inoyatov evaluated competence as a special activity of a person and proved that as a result of this activity, a person can demonstrate social and professional abilities, embody the ability to correctly distribute work related to the pedagogical process.

"Competence" means the ability of a person to have knowledge, experience, and authority and solve them in relation to a specific problem, issue, event. Therefore, the pedagogue's manifestations of competence are manifested in a general and special way.

Competence includes a set of interrelated personal qualities (knowledge, skills, skills and methods of activity) determined in relation to a certain range of subjects and processes necessary for highly effective activity [1].

The professional competence of a teacher of a special educational institution is a professional creative activity aimed at organizing a comfortable educational environment in accordance with the wishes and needs of children with disabilities in physical and mental development in special educational conditions, as well as the purpose and task of providing them with education. In this process, the pedagogue is the ability to understand and accept the valuable content of the professional activity, self-awareness as a subject of this activity, self-development, clarification of the goals and tasks of the special professional activity, and the ability to individually choose the methods of achieving it.

The formation of the pedagogical image of a special educational institution educator directly depends on internal and external factors. Their internal motives are directly related to the special education process, and the activity is realized as a result of striving for the process and result, striving for self-development, and manifestation of one's personal qualities and abilities. External motives appear when the activity process is carried out for a long time. The duty and obligation of a pedagogue educator of a special educational institution is a form of manifestation of an external motive.

The competence of a teacher educator of a special educational institution is formed in the following directions:

1. Curiosity to know:

- independent acquisition of new knowledge;
- finding solutions to problematic situations;
- Assimilation of additional knowledge, creation of a social program of self-improvement as a pedagogue-educator.

2. Social competence:

- sense of duty and responsibility:
- understanding the social importance of special education knowledge:
- social or positive motives: striving to have a positive attitude towards students, to support them:
- motives of social cooperation: orientation to the ways in which colleagues influence parents in different ways.

3. Academic competence:

- targeted organization of activities:
- turning external motivation into internal motivation:
- demonstration of initial and advanced levels of competence.

On the basis of the above considerations, it can be concluded that the formation of professional competence in a special educational institution's pedagogue directly depends on the individual characteristics, interests, personal wishes, spiritual and moral qualities, professional knowledge, skills, and the level of formation of skills.

Also, the professional competence of pedagogues of a special educational institution is formed under the influence of objective and subjective factors. Objective factors include social relations during training, attention to the human factor, conditions created in special educational institutions, tools, human improvement, and the increase in the professional skills of pedagogues, while subjective factors include the teacher's attitude to the processes taking place in society, his moral qualities, spiritual values, his profession. Well, it includes his desire to express himself in pedagogical activity, his personal character. Therefore, it is appropriate to solve the professional competence of a teacher of a special

educational institution based on the theoretical aspects of the personal activity-oriented, axiological, acmeological, reflexive approach.

In this process, it was concluded that it is necessary to identify and analyze the factors that stimulate the development of the competence of the pedagogue educator of the special educational institution, and to improve the integrated modular technology that allows the development of the professional competence of the educator.

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