

## AXIOLOGICAL APPROACH TO IMPROVING THE TEACHER'S PERSONAL COMPETENCE

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### Annotation

The article describes the essence of the concepts of personal competence of a teacher, the structure and content of personal competence.

**Keywords:** teacher, competence, competent person, personal competence, personal competence, structure, component, content.

It is known that in 2019, the concept of developing the higher education system of the Republic of Uzbekistan until 2030 was developed. This concept envisages the goals of improving the quality of education, training competitive personnel, effective organization of scientific and innovative activities, development of international cooperation, based on the needs of the social sphere and economic sectors, ensuring the solid integration of science, education and production in the higher education system.

It is known that in the concept of development of the higher education system of the Republic of Uzbekistan until 2030, the educational process in higher education institutions will be gradually transferred to the credit-module system; based on international experiences, the introduction of advanced standards of higher education, including the step-by-step transition from education focused on acquiring theoretical knowledge to the educational system focused on the formation of practical skills in educational programs, were identified as important tasks. The credit-module system of training is implemented in direct harmony with the competency approach, and as a result of modular training technologies, the competencies that will be developed in future specialists are reflected.

The implementation of a competent approach in modern education, the creation of a new generation of state educational standards based on it, and the wide popularization of the concepts of "competence" and "competency" require a thorough analysis of them. In this article, we focus on the analysis of the main scientific approaches that serve to describe competence.

Competence is a set of competencies (J. Raven). The founder of the psychological theory of competence, the English psychologist J. Raven, based on the concept that "competency is a set of competencies", emphasized that there are many of them. J. Raven interpreted the components of competence as characteristics and abilities<sup>33</sup> that allow people to achieve important personal and professional goals, regardless of their nature.

Competence is an integrative quality of a person (KMLevitan). Professional competence is considered as an integrative characteristic of a person, which is manifested in his readiness and ability for successful professional activity, taking into account the social importance of the specialist<sup>34</sup>.

Competence as a person's compliance with professional requirements (AKMarkova). Professional competence means "the individual characteristic of a person's level of compliance with the requirements of his profession, which allows him to act independently and responsibly; human maturity in professional activity, professional communication, professional development". Thus, the analysis and generalization of scientific approaches to the understanding of competence allows us to conclude that, according to it, competence is an integrative characteristic of a human personality, a characteristic, based on the acceptance of basic social and professional requirements, a person's professional activity (professional competence) and in general it is a certain characteristic, such as the ability and readiness for vital activity and actualization of subjective qualities (independence, responsibility, and therefore - the ability to make a motivational-valuable choice).

Competencies are a combination of characteristics that give a person the ability to solve life and professional problems, to realize himself personally and professionally. Accordingly, the more appropriate and complete the "knowledge" of competences, the more ready people are to solve problems and tasks in various areas, that is, in general, productive life activities.

It should also be noted that at the level of modern science, the concept of "competence" covers not only the operational component of a person's readiness to work (and therefore does not include the sum of knowledge, skills and abilities), but also his work and behavior in the social context, the value of his behavior. includes a valuable component that reveals motivational foundations. Thus, the European scientific project TUNING offers the following universal structure of competences:

- 1) knowledge component (theoretical knowledge in the academic field, ability to know and understand);
- 2) practical component (practical and operational application of knowledge to specific situations);
- 3) value component (values as a method of perception with others in the social context and an integral part of life, value-motivational foundations of human behavior)<sup>36</sup>.

The issue of the teacher's personal competence is of particular importance in the context of the reform of the pedagogical education system. Its main goal is to align the quality of professional training of pedagogues with modern requirements reflected in professional standards and state standards of higher pedagogical education.

Personal competences (systematic according to TUNING) are among the main competences (general, universal, universal).

Basic competences are competences that are not directly related to a particular subject or professional field, but are generally necessary for a person's productive life and create a necessary basis for the development of his professional competences (that is, competences that are directly related to the content of professional activity). However, as we mentioned above, the personality of the teacher is the most important "tool" of his activity. The teacher "works" not only with the help of his scientific knowledge, methodical skills and abilities, organizational skills, but also with his valuable orientations, life and professional motives, principles, beliefs and principles. It is these personal components that model the teacher's communication with students and have a significant impact on their development. In this regard, it is very difficult to distinguish personal competence in pedagogical activity from professional competence. In addition, in our opinion, it is appropriate to consider it as the basis of professional competence.

At the same time, the concepts of "personal competence" and "personal competence" should be clarified. On the one hand, the study of scientific approaches to the understanding of competence, on the other hand, the understanding of the individual as a "psychological tool" of human interaction with the world and pedagogical activities allowed us to formulate the following definitions: **personal competence is** the acquisition of fundamental social and professional requirements and humanitarian values, personal qualities ( independence, responsibility, the ability to make a motivational-valued choice) based on the achievement of high levels of manifestation and self-management, to the maximum full realization of one's personal potential, to successfully solve a wide range of vital and professional tasks, to generally productive life activities, including is an integrative quality of the human personality, which is reflected in the ability and readiness for effective professional activity.

**Personal competences are** a set of characteristics (knowledge, skills, competence, motivation, values and attitudes) that ensure maximum full realization of one's personal potential, successful solution of a wide range of life and professional tasks, productive life activity (including effective professional activity).

In general, the content of personal competence can be explained as follows: to be ready to work on changing one's personality, behavior, activities and relationships throughout life for the purpose of rapid personal and professional development; ability to overcome difficulties, solve problems, make optimal decisions and choose in non-standard and complex situations; stability against adverse environmental factors. However, even in such a situation, a person can find a certain "benefit" for himself, for example, to satisfy his need for love, attention and care of close people ("secondary benefit"). If a person does not find any advantage in his situation, then the situation deepens and he is faced with helplessness, helplessness, difficult life situation ("despair"). The discomfort of this situation prompts you to look for a way out of it.

"Defensive behavior" is a kind of "way out" because it allows you to reduce or stop negative experiences. Since the human psyche is a compensatory system, it is possible to "turn on" the psychological defense mechanisms, that is, the methods of creating "illusions of peace of mind" described in classical and modern psychoanalysis: from "denial" ("no problem") and "repression" ("I don't think about problems ") (Z. Freud) to "rationalization" (instead of recognizing the problem, its "rational" explanation), "shifting responsibility" (instead of taking responsibility, placing it on others and external circumstances) and "cynicism" (recognizing values teasing them instead of getting them) pass (K. Horney). It is also possible to use certain tools that "eliminate" negative experiences; including: pharmacological agents (from harmless sedatives to strong antidepressants), alcohol, psychoactive and narcotic drugs. And the most radical way of protection is suicide.

Formation of willingness to solve the problem ("persistence") is a constructive way out of "despair". This way out of the situation is possible only if a person has a previously high level of personal resources that allow him to mobilize himself to solve the problem. Accordingly, all efforts are directed to the search for the "exit" that needs to be found ("insight"). Then the formation of the necessary personal competencies and the return to the effective stage of self-development ("productive life activity") begins.

Thus, the issue of formation of personal competencies is an important issue related to psychological, social, professional and other aspects of human health.

### Books

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