

PSYCHOLOGICAL IMPORTANCE OF DEVELOPING THE PROFESSIONAL COMPETENCE OF TEACHERS

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Annotation

In this article, the role and advantages of psychology in the improvement of professional competence of teachers of Science in schools are discussed. It is also mentioned about the forms of professional Comets of teachers.

Keywords: competence, pedagogy, activity, innovation, education, upbringing, profession, Skills, Qualification, interactive, continuing education.

Introduction

Today, radical reforms are carried out in the system of retraining pedagogical personnel and overloading their skills in the Republic.

The years of independence are literally beginning with the implementation of large-scale reforms aimed at defining the prospects of socio-economic and cultural development of the Republic of Uzbekistan, striving to occupy a worthy place in the ranks of the countries of the world community. Studying the experiences of the developed countries of the world, taking into account local conditions, economic and social resources, the implementation of radical reforms in all spheres of society's life has been ensuring the achievement of new achievements. Although the international cooperation in various fields is yielding its results, however, it requires individual dedication, dedication, enthusiasm and determination from members of the society to strengthen national independence in all respects, enrichment of achievements, rapid elimination of existing shortcomings. The needs of social life since ancient times have forced a person to be able to distinguish between the psychological features of people around him and take them into account in his behavior. In the process of all life and activity of a person, the study and management of his psyche is a practical task of psychology.

Taking into account the activity of different professions in the educational institution in different directions, as well as children of different ages and with different psychological development, as well as groups of children of preschool age, as well as individuals with different individual psychological characteristics, it is possible to say that in the development of professional competence of teachers, all managers of educational, in addition to knowing

the essence and meaning of the basic concepts of psychology and their effective use in their management activities, it is also necessary that the educational institution psychologists can use their services wisely and provide them with both theoretical and practical assistance.

In the development of professional competence of teachers, the psychologist of the educational institution is considered to accelerate the psychological adaptation of young teachers to the conditions of the educational institution, determine their professional interests and inclinations, organize a number of activities for the purpose of studying individual psychological characteristics, such as dating tests, questions and answers, Business games, seminar-training, round tables, meetings.

The psychologist takes a specific role in the development and improvement of the professional competence of teachers, in the organization of joint activities of teachers with the administration of the educational institution, carries out such tasks as the ability of teachers, interest in work activities and professions, the identification of the reasons for which the positive and negative feelings in them come and

It applies the existing scientific and theoretical knowledge in the field of psychology of children and adolescents, General Psychology, Social Psychology and Pedagogical Sciences directly to practice and creates conditions that determine the development of psychological development and professional competence of teachers.

The psychologist of an educational institution occupies a special place among individuals who have a psychological impact on teachers and members of the team in the development of professional competence of the teacher, therefore, he in-depth studies, analyzes and makes the necessary conclusions, including the activities of the community of an educational institution that directly affects the psyche of the teacher, the, that is, it studies the relationship between teachers and the educational institution and the students, analyzes the inadequacies that are allowed and carries out psychoprophylactic and Psychoconsultative work in the educational institution on the basis of the results obtained.

Taking into account the psychological characteristics of young teachers, the conditions of the educational institution, participates in the planning of educational activities, makes proposals for improvement of the educational process. He gives advice to educators, educators and parents on psychological problems.

In our opinion, in order for the leaders of educational institutions to effectively carry out their functional duties in the direction of the development of professional competence of teachers, it is necessary to establish a sense of responsibility in them, to be interested in the organization of innovative processes and their results, to be equally interested in the results of their labor activities and, the psychology of an educational institution plays an important role in ensuring the participation of all employees in making decisions that differ from each other in terms of purpose, function and content, solving issues and problematic situation in the direction of achieving the goal.

If we pay attention to the content and essence of the functions of Information-Analysis, target-motivation, preview-planning, organizational-execution, control-diagnosis and Regulation-Coordination, which play a special role in the organization and management of pedagogical processes, the implementation of these functions is observed by psychologists in the performance of their functional tasks.

The main task of the information-analytical function is the collection and in-depth study and assessment of information about pedagogical processes on a continuous basis, and these information is also necessary for psychologists. Because they plan to organize and improve their activities on the basis of collecting and analyzing information about the existing conditions in the educational institution, their interaction, the psychological environment in the team, as well as the interests, inclinations, individual psychological characteristics, abilities and opportunities, as well as family conditions and activities, and determine the ways of implementation. In this process, the novelty and reliability of information is of particular importance.

The function of motivation-motivation implies the organization of activities aimed at arousing interest in the subjects of Management in the direction of achieving the set goal. The purpose of the educational institution is considered to be general, in the process of designing the organization and management of pedagogical processes, the direction of the functional tasks of psychologists, taking into account the conditions and situations in the team, is distributed according to the assignments.

One of the main conditions for effective achievement of the goal is the observance of the requirements for setting the goal, that is, in the direction of the distribution of various tasks agreed upon vertically and horizontally, the unity of the goals is maintained and the formation of interest of the subjects, in which the goals in the direction of their functional tasks are, the goals are analyzed and the duration of their implementation is determined, in this process psychologists perform a target-motivation function.

Conclusion

Proceeding from the purpose, function and essence of the above functions, we can say that psychologists of an educational institution

- monitor the process of direct interaction between the pedagogical staff of the educational institution, parents and students;
- the formation of a psychological environment necessary and accessible to all, the formation and effective use of educational relations;
- control over the organization of the educational process on a scientific basis in accordance with the state educational standards, as well as the development of professional competence of teachers;

- to examine and analyze the existing relationship in the educational institution, the professional competence of teachers and Om which affect the psychological development of students;
- development of professional competence of teacherstirishga study and analysis of the activities of team members directly affected, that is, the relationship between teachers and managers, teachers and students, parents and educational institutions and students;
- identification and analysis of existing conflicts and inadequacies in the educational institution;
- teachers ' interest in the development of their professional competency, identifying the reasons that lead to the positive and negative characterization in them, as well as determining the most optimal ways of influencing them;
- collection, processing and object evaluation of reliable information about the psychological characteristics of teachers;
- determination of the tendency and dynamics of professional development of teachers and organization of activities in the direction of their work, improvement of continuous professional development processes;
- they carry out such work as the organization of innovative processes and the formation of interest of participants in its effectiveness.

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