

**THE ESSENCE OF COMPETENCE AS A PEDAGOGICAL
CATEGORY AND ITS ROLE IN THE ACTIVITIES OF FUTURE
PHYSICAL EDUCATION TEACHERS**

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Abstract:

This article presents facts about the role of the competency-based approach in the development of professional creativity of future physical education teachers, its mastery, and the ability to apply the mastered movement skills in activities, as well as the goal of forming professional competence is the self-awareness of the learner in the process of professional and personal development.

Keywords: Competence, competence, professional activity, efficiency, approach, communication, skill, quality, talent, talent.

In a rapidly developing world, the role of physical culture as a factor in improving a person and society is significantly increasing. Accordingly, society and its members pay sufficient attention to the quality and effectiveness of training specialists in the field of physical education, and the requirements for the level of professional qualifications are increasing day by day. The appeal to personality-oriented education leads to the emergence of new goals of pedagogical education, including physical education.

Based on the above, it is necessary to modernize the system of training pedagogical personnel based on the introduction of new approaches and modern technologies into the educational field of the university.

The implementation of a competent approach in educational practice requires a deep and comprehensive scientific study of all aspects of this process. At the same time, it should be noted that it is difficult to interpret competence as a pedagogical phenomenon, since the category of competence was introduced into pedagogy from other disciplines, it has been sufficiently interpreted, studied and has its own strong place in the disciplines. It has relatively recently entered the structure of the concepts of pedagogical science as a result of socio-economic processes and

has not yet been fully integrated into the system of pedagogical, in particular didactic, concepts.

At the same time, due to the relevance of competency-oriented approaches in education, the terms “competence”, “competence”, “core competencies” are increasingly used and are becoming widespread in discussing issues related to new qualities of education. The process of understanding competences and competencies, which of them are considered basic (universal), what are the methods of their formation and assessment, is accelerating in the pedagogical community, heated discussions are ongoing to clarify these concepts. Therefore, today there are a huge number of definitions and interpretations of these concepts. Competence is not only the presence and significant volume of acquired knowledge and experience, but also the ability to use them at the right time and in the process of performing one's official duties.

In this sense, competence is a characteristic of a professional, while competence as a characteristic of a specialist's ability to perform effective professional activities has become the basis of a competent approach to education. Emphasizing the complex, integral nature of such competence, foreign management models distinguish three levels or types of it:

- integrative competence - the ability to master knowledge and skills and use them in rapidly changing conditions of the external environment;
- socio-psychological competence - knowledge and skills in understanding the psyche, human behavior, motivation for their activities, a high level of approachability and communication culture.
- competence in specific areas of management activity - decision-making, information collection, methods of working with people, etc.

The concept of competence is developing further in the light of new socio-educational ideas. The first stage of competency development is associated with expanding the scope of its components by including additional areas of competencies that are important for the professional activities of the subject. J. J. Raven, one of the founders of the competency approach, explains its importance as follows: “When we compared more and less competent farmers, teachers, drivers, blacksmiths, managers and military officers, in each case the political behavior demonstrated by the masters of their work turned out to be the most important.

Psychologically, competence is defined as a criterion for understanding the surrounding world and the proportionality of interaction with it, or, if we define

it in more detail, as a set of knowledge, skills and abilities that allow for the successful implementation of activities, or as a person's mastery of methods of influencing the environment and himself.

In the work of pedagogues, various aspects and components of competence have been isolated and studied, which allow for a more extensive and thorough study from a pedagogical point of view.

According to L.M. Dolgova, competence is the organization and implementation of activities based on acquired knowledge. Competence implies the experience of independent activity based on universal knowledge. Competence is the presence of knowledge and skills in a socio-practical form, manifested in cases where sociocultural requirements are imposed by society on the results of the educational process.

Thus, competence can be interpreted as the ability, readiness, ability to act, and at the same time, the result of certain actions. In other words, competence is a category of activity, manifested in the process of professional, social and other activities of the subject aimed at fulfilling the assigned tasks. In general, competence means a certain level of formation of certain skills and professional experience in the field of interaction with surrounding objects and subjects.

The formation of the professional and pedagogical creativity of a future teacher depends on his place in society, his duties and tasks in a higher pedagogical educational institution, as well as on his individual abilities. The creative individuality of a teacher is determined by the level of development of his individual characteristics, namely, the scientific content of thinking, creative approach to work, desire to realize his potential, etc. In order to feel the contradictions of the psychological and pedagogical conditions for the development and improvement of the creative individuality of a future teacher, and to find their solutions, such professional qualities as originality and expediency are formed.

The formation of competence is assessed based on the results of human labor. The level of competence of each employee is determined by the extent to which the work performed by him meets the requirements for the final result of this professional activity.

It is correct to assess competence not by the amount of actions a person performs during his work, but by the results of his activity. Similarly, competence cannot be determined by the level of literacy.

A.K. Markova divides professional competence into the following types:

- special competence - high level of mastery of professional activity, the ability to project one's own gradual professional growth;
 - social competence - mastery of joint (group, cooperative) professional activity, cooperation, as well as professional communication methods relevant to this profession, social responsibility for the results of one's professional activity;
 - personal competence - mastery of personal worldviews and ways of self-development, the ability of a person to resist the derailment of his professional activity;
 - individual competence - the ability to express oneself and develop one's individuality within the framework of professional activity, readiness for professional development, the ability to maintain one's individuality, the ability to rationally organize one's work, and the ability to perform work without stress.
- Not all of the above competencies may be embodied in one person. A person may be a good specialist in his professional field, but may not be able to communicate, perform tasks for self-improvement. Accordingly, his special competence can be recognized as high, and his social and personal competence as low.

There are such professional competencies that serve as the basis for many professions and do not lose their significance when used both in production and in social practice. Each of the types of professional competencies listed above includes such common interprofessional components. For example, special competence includes the skills of planning production processes, working with equipment, reading technical documentation, and performing manual labor; personal competence - the ability to plan, control and manage one's own activities, make independent decisions, find non-standard solutions (creativity), see the problem, independently acquire new knowledge and skills; individual competence - requires motivation, striving to improve the quality of one's work, the ability to mobilize oneself, self-confidence and optimism. Based on the above considerations, it can be said that in the process of determining the essence and structure of a specialist's professional competence, we will have the foundations for studying the professional competence of a future professional education specialist.

The following personal qualities are necessary for a person to fulfill his professional duties: creativity, technical thinking, self-confidence, constant improvement of his professional skills, the ability to manage pedagogical processes with emotional and firmness, the emergence of competence, etc. Thus, having determined the essence, content and structure of the professional

competence of a specialist, we will have the foundations for studying the professional competence of vocational education teachers. However, psychological and pedagogical conditions are also important in the formation of a specialist's professional competence.

Competency-oriented education is aimed at the comprehensive mastering of knowledge and methods of practical activity that ensure the success of a person in the main areas of his activity, both for his own personal interests and for the interests of society and the state.

Based on the above, it is necessary to simultaneously change both the content and forms of the educational process based on the principles of modern education. In this case, the changed forms should not only provide students with knowledge of specific competencies, but also ensure that they operate on them throughout the entire educational process. That is, the learner should not prepare for his future professional activity by forming the next set of skills, but should simultaneously assimilate competencies. Therefore, as a result of a competent approach, the following should be ensured:

- the presence of internal motivation to learn as a source of self-development;
- the ability to self-mobilize in the process of educational activity as a condition for mastering a holistic activity;
- the ability to self-differentiate (determine one's own level), which allows each person to determine the level of his mastery of this or that educational material;
- achievement of personally significant results by the learner;
- the interdependence of the activities of the subjects of the educational process.

In conclusion, the methods and technologies of competency-based education should ensure the easy transfer and adaptability of skills formed in certain conditions to other conditions, that is, they should create the characteristic of "non-adaptive activity".

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