

Eurasian Journal
of Humanities and
Social Sciences



Professional Psychological Competence Its Factors and Types

H.Kh. Rajabova,

Teacher of the department "Information - educational technologies" of the Fergana branch of TUIT

ABSTRACT

This article investigates the basic information on the study of psychological competence, its individual types, description and systematization of its components, the stages of formation of professional skills, communicative and socio-cognitive competence.

Keywords:

concept of "competence", psychological competence, psychological and pedagogical competence, communicative competence, socio-cognitive verbal competence

In current time, individuals are eager to have modern and perfect equipment. For instance, they want their TVs to be repaired by a qualified professional at home, or if a pipe is clogged and water leaks, a qualified plumber will be called. The issue of competence has never been more acute than physical, emotional, legal or spiritual abundance. The society strongly believes that people who offer health care services, as well as those who train them, need to be qualified. In determining the ability, attention is paid to three aspects. These are: means the required level of skills and abilities; compliance with the law; he or she must answer the question of whether he or she has sufficient experience to engage in professional activities.

The concept of "competence" is very flexible, because it does not define the exact level of skill. The term can be used to describe a minimum, acceptable, convenient, or higher level of skill. However, this is not something that can be understood by "competence". Many people who want to use the services of a highly qualified teacher, it means that they are a person who can

expect high skills. Competence can only be formed by interacting with a competent person who embraces it as a mature way of life and who values it as a model of behavior.

Today, in the field of psychology, the psychological competence of the subject of life has become the subject of scientific reflection in the disciplines of social psychology, personal psychology, acmeology and pedagogical psychology.

An interest in the phenomenon of human psychological competence is, first of all, the search for an answer to the question of the origin, mechanisms and methods of psychologically constructive relations with the world and the harmonious, functional and prognostic success of some.

In the field of psychology today there are different approaches to the definition of psychological competence, systematization of its content, description of types of competence, as well as mechanisms of its formation and development, determinants and conditions. The main types of psychological competence

include: cognitive, communicative, social, autocompetence, conflict, organizational, verbal, IT and extreme.

The study of psychological competence, which began with the study of its individual forms, has become more integrated and is now seen as a problem of a mature way of life.

One of the important issues in the theory of psychological competence is to describe and systematize its substantive components. One of them is the competence of initiative (internal motivation), which has its components;

- a component of values, which includes the tendency to analyze and identify vague transient feelings that indicate the existence of a problem or the birth of a creative idea;
- willingness and willingness to work on their own initiative and monitor its results to increase efficiency. The ability to develop the ability to overcome difficulties when starting a job in a new field, as well as the ability to seek the help of experienced people to achieve goals [19; 247].

Traditionally, the study of psychological competence has been associated with the study of the problems of professional success in a particular professional field. In modern psychology, there are different approaches to the understanding of professional competence (AG Asmolov, OO Bandura, OM Atlosova, SB Ekanev, AK Markova, LM Mitina) [1; 2; 3; 5; 8; 9; 10].

Most of the work devoted to the study of psychological competence has been carried out in accordance with the psychology of management and labor psychology of the teacher. Competence is considered as a measure and attribute of a teacher's professional skills. It involves an in-depth knowledge of one's profession, the essence of the work done, the complexity of all kinds of connections and relationships in the field of professional activity, the development of possible means and methods of achieving the set goals.

At the same time, the teacher works as a unique manager of the system of education and development of the student and a subject of his activity aimed at professional and personal development. Depending on the stage of

development of professional skills, there are different levels of competence:

- innumerable or unconscious incapacity at the stage of optant (a person who has chosen this profession and is a potential subject of labor);
- professional suitability
- professional incompetence at the stage;
- professional responsibility, characterized by the ability to take responsibility for their actions, but not sufficiently developed self-reflection;
- meaningful, conscientious competence, characterized by the presence of an individual style of work and the ability to perform professional tasks at a high level [8].

According to AA Rean and JL Kolominsky, the level of competence is considered as the quality of the system of knowledge, as opposed to the professional level, as the formation of skills and abilities [15].

However, in foreign psychology, this feature of the subject of professional activity is considered as a holistic concept (P. Weil, 1993; M. Mescon, M. Albert, F. Hedouri, 1994) [3, 4]. There are the following levels:

- Competence - the ability to combine knowledge and skills and use them in a dynamic and entropic environment (this is a disorder of consciousness, distracted by different thoughts that distract us from our purpose);
- conceptual competence;
- Competence in the field of emotions, in the field of perception;
- network professional competence.

In addition to the above, there is a term of professional and pedagogical competence (NN Lobanova) [6], which is understood as a systemic feature of the person, and it is divided into three:

- ☑ vocational education;
- ☑ professional activity;
- ☑ professional and personal.

Based on the analysis of the literature in the work of MI Lukyanova [7], the psychological and pedagogical competence of the teacher is understood as a sequence of knowledge, practical skills and real behavior, which is reflected in the pedagogical interaction. On the basis of elementary-structural analysis, he distinguishes the following blocks:

☒ psychological and pedagogical literacy (general professional education);

☒ psychological and pedagogical skills;

☒ Professional personal qualities.

Emphasizing psychological and pedagogical competence as an integral feature, MI Lukyanova includes in its content fundamental psychological knowledge, developed communication skills and personal qualities. The last block of the scheme proposed by MI Lukyanova is of particular importance, but the set of personal qualities itself stands out as an integral part of the competence.

The professional pedagogical activity of the teacher lies in the joint action of the "teacher-student" interaction, where educational, correctional and correctional projects are implemented and have their own characteristics. In this regard, it is legitimate to begin the analysis of the types of professional psychological competence of a teacher with communicative competence.

In psychology, communicative competence is a complex personality trait, including communication skills and abilities, psychological knowledge in the field of communication, personal characteristics and psychological conditions that accompany the communication process. The study of communicative competence is associated with the development of communication psychology and the theory and practice of socio-psychological training, as well as action-oriented technologies for improving communication.

In modern foreign psychology, there are a number of approaches to the study of the content and development of the communicative competence of the subjects of social interaction. The new wave of psychology, aimed at developing the psychological potential of man through the use of various psychological operations, sees the meeting as a place to present and test the subjective models of self and partner activity management. Communicative competence here, development of subjective control, shaping the creative image of the world, attitude to success and prosperity, associated with the ability to construct a positive reality of interaction.

As a guarantee of communicative competence, the optimization of the individual's mental environment is considered.

In general, it should be noted that the study of the problem of communicative competence in Western psychology of the twentieth century was mainly pragmatic, which was associated with the need to improve the operation of business relations and the development of various growth institutions.

Thus, the theory of communicative competence (Wiemann, 1997) prioritizes the structure of communicative competence, interacting partners in the study of effective interpersonal communication. Communicative competence is defined here as "the pragmatic use of social knowledge and social skills in the context of relationships" (Wiemann and Kelly, 1981) [14, 368]. In accordance with the understanding of communicative competence, the following features can be distinguished: actions should be consistent with the context of the nature of the relationship between the partners; for successful acquisition of skills, knowledge, communication principles and rules and adequate methods of their implementation are required; it is a competent relationship with the partners' ability to maintain the "necessary" relationship. Thus, an authoritative relationship, if their participation, if they are sufficiently satisfied with the content, dimensions and forms of control and affiliation established jointly, as well as with the ability to change or constructively communicate, and if they are psychologically prepared, they will have a qualitative attitude. In this theory, the main focus is on the study of the relationships that are formed in the dyad, and the degree of communication and control is considered as a criterion of competence of the relationship. The challenge is to balance the competitive demands of the merger, and to manage and control the overall interpersonal resources. Success in communication depends on a person's ability to adapt from these resources to a communicative environment and at the same time to maintain their identity.

Cognitive psychology emphasizes that communicative-competent behavior depends on the complexity of the subject's cognitive field,

knowledge in the field of human psychology, cognitive competence, as well as social thinking, social perception and social imagination.

Socio-cognitive competence is the perception of oneself as a person, a subject of activity, personality and individuality, as well as cognitive and cognitive as a social subject in activity and communication, which is manifested through sensory, intellectual and intellectual abilities. -124]. Thus, social-perceptual competence can be considered as a person's readiness to become a full-fledged subject of the socio-cognitive process, which in many ways determines his success in the field of interaction with society.

Thus, the analysis of the study of psychological competence shows that it is a complex psychological formation, which in a certain way is interconnected and includes a variety of views that form the basis of a single system.

By psychological competence we mean a holistic professional and personal education that allows a person to psychologically and constructively solve problems of professional and personal experience. The psychological competence of the teacher is developed in the process of collecting and mastering a wide range of professional and wide-ranging psychological information, expanding the resources of psychologically mature methods of interaction with himself and the world. Our research shows that there are certain stages in the formation of psychological competence as a sign of professional importance, as well as specific conditions and factors for its development [20].

References

1. Asmolov AG Psychology of personality. Principles of general psychological analysis. M., 2001.
2. Atlosova OM Development of professional competence of school leaders in the process of raising qualifications: Author. dis. ... cand. ped science. SPb., 1995.
3. Bandura O.O. The influence of self-actualization on the formation of the structure of the competent style of life: Diss. ... cand. psych. science. Kiev, 2001.
4. Weil P. The art of management. M. : Economics, 1993.
5. Elkanov SB The basis of professional self-education of the future teacher. M., 1989.
6. Lobanova NN Professional-pedagogical competence of teachers of the system of raising the qualification and retraining of specialists as a condition of improving their education / Professional-pedagogical competence of teachers of the system of training, retraining, training and retraining. SPb., 1992.
7. Lukyanova MI Psychological and pedagogical competence of the teacher: diagnostics and development. Ulyanovsk, 2002.
8. Markova AK Psychology of professionalism. M. : Knowledge, 1996.
9. Markova AK Psychology of teacher work. M., 1993.
10. Mitina L.M. Psychology of development of competitive personality. M.-Voronezh, 2002.
11. Perspectives of social psychology / Ed. M. Hughes-ton, W. Strebs, Jeffrey M. Steffegson. M., 2001.
12. Ражабов М. LEVELS OF MACIAVELLIANISM IN THE INDIVIDUAL AND THEIR STUDY IN THE LITERATURE // Internauka. - 2021. - №. 22-5. - С. 24-25.
13. Rajabov, Murodiljon. "LEVELS OF MACIAVELLIANISM IN THE INDIVIDUAL AND THEIR STUDY IN THE LITERATURE." Internship 22-5 (2021): 24-25.
14. Ражабов, М. (2021). Degrees of Machiavellianism in the individual and their study in the literature. Internship, (22-5), 24-25.
15. Rean AA, KOLOMINSKY YA SOCIAL PEDAGOGICAL PSYCHOLOGY. SPb., 1999.
16. Ражабов М. J. THE ROLE OF MANIPULATION IN THE PSYCHOLINGUISTIC PROCESS // INNOVATION IN PEDAGOGY AND PSYCHOLOGY. - 2021. - Т. 4. - №. 7.
17. Ражабов, М. J. "THE ROLE OF MANIPULATION IN THE

-
- PSYCHOLINGUISTIC PROCESS." INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY 4.7 (2021).
18. Ражабов, М. J. (2021). THE ROLE OF MANIPULATION IN THE PSYCHOLINGUISTIC PROCESS. INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY, 4 (7).
19. Raven J. Competence in modern society. M. 2002. 393 p.
20. Shcherbakova T.N. Development of psychological competence of teachers in the system of advanced training. The path to science: Sat. science. articles. Issue. 4. Rostov n / D., 2003.