



Levels Of Competence Which Are Important In The Professional Activity Of Higher Education Teachers In The Field Of Architecture And Construction In The Process Of Modern Education.

Parmanov J.T

Samarkand State University of Architecture and Construction
jamshidparmanov645@gmail.com

Nurmatov K. Dj

Jizzakh State Pedagogical University
mrkamol1986@gmail.com

ABSTRACT

In the article, the wide integration of advanced pedagogical technologies in higher education institutions in the field of architecture and construction, teaching in accordance with the abilities and capabilities of students, the introduction of a stratified approach, the use of advanced pedagogical technologies of education, factors affecting the formation of students as specialists, their mutual understanding motivations, the levels of competence that are important in the professional activity of our higher education pedagogues in the process of modern education are widely covered.

Keywords:

Construction, architecture, competence, student, competence, pedagogical activity, educational technologies, learning motive, professional, qualified listener, professional ability

Today, fundamental reforms in the education system, major changes in people's minds, and turning the slogan "Uzbekistan into a great future" into a real reality depend in many ways on the potential of professors and teachers in the public education and higher education system, personal depending on the qualities and position in society. The personal and professional competence of the pedagogue in higher education determines the formation of the above at the level of demand. The higher their level of competence, the more intellectuals among young people will devote themselves to this field, turning it into a professional activity, and on the contrary, if the pedagogical competence is not at a sufficient level, it will lead to situations where intellectual young people will try to avoid this profession. observed. In order for the leaders of the Higher Education

Institution to organize and manage pedagogical processes in the educational institution on a scientific basis, and to create a comfortable educational environment in the team, they should know and be based on various modern methods of evaluating the quality of education, determine the direction of developing ideas. it is necessary to acquire, regularly study best practices and scientific and technical achievements, apply them in their activities, organize innovative activities in the management process.

Therefore, the pedagogue working in all higher education institutions who are determined to start the students and young people on the right path, to create the opportunity to properly manage personnel activities in production, as well as to seriously analyze a number of problems in choosing a

profession and training specialists, aimed at professors and teachers working with students, young people in the process of choosing a profession, and the general public. It is known that the leading activity of a student is studying. In the process of educational activities, the main goals of training specialists are achieved. Study activity affects the development of the characteristics of the student's mental processes, the acquisition of important professional characteristics, skills and qualifications. If reading turns into creativity, it will have a positive effect on the emotional areas of students, satisfy attention and memory, and create a sense of habit. At the same time, interest in the cognitive process increases. According to the research conducted by A. Abdurazzokov and E. Nazirov, students' interest in the tasks given in the auditorium increases in the first and second years. Therefore, it is appropriate to take into account these characteristics of students when planning their educational activities.

The size of the academic load in the higher educational institution is such that strong motivations are needed to emphasize their success. According to the researches of A. N. Leontiev, L. N. Bojovich, P. Ya. Yakobson, V. Okonov and others, it is impossible to achieve the expected result if students and students are forced to learn without positive motivation. The connection between students' educational activity and self-evaluation is of great interest to educational activity. In research, 27 positive psychological traits of personality; students evaluated themselves. By comparing self-assessment and group assessment, the following pattern was determined. In educational activity, there is a correlation except for students who study well, that is, they rate themselves higher than the group's assessment. The researchers come to the following conclusions considering the self-awareness and evaluation of a person as an important element.

Low-assimilation students are distinguished by an uncritical approach to the assessment of their basic social psychological characteristics. Learning motivation is variable; it is very strong in the first months of study. It remains unchanged in one third of students. The

following factors influence educational motivation: content of training, teaching methodology, achieved results, competitions. Often, students are dissatisfied with the level of teaching. Educational activities focused on creativity and research are interesting for them. Experimental positive learning conducted with students allows to determine some conditions related to the formation of motivation.

They are:

- 1) 1) understanding of immediate and recent perspective studies of education.
- 2) 2) understanding the theoretical and practical importance of the knowledge taught. (Dobrynin)
- 3) 3) presentation of scientific information in emotional form.
- 4) 4) to convey the novelty of educational materials and its content.
- 5) 5) professional orientation of the educational material.
- 6) 6) choosing counter-informative tasks in educational activity.
- 7) 7) to support the desire to know and curiosity in groups.

The second level of human activity is higher than the previous one, but this activity acquires an inner psychic character; the subject hopes that other people will try to satisfy his needs. Such an expectation does not motivate the subject to take any action to satisfy his needs. People's mutual expectation of each other often leads to the fact that this activity is not carried out at all.

The following experiment of American psychologists Darley and Lathan can be cited. Students take part in the discussion, each of them sits in a separate booth, they exchange ideas on the radio. 2 people participate in the 1st series of the experiment, 3 people in the 2nd series, and 4 people in the 3rd series. There is only one girl here. During the discussion, the girl says that sometimes she feels bad and goes away. Then, when it's her turn again, she talks calmly for a few minutes, and then she says she's feeling sick and asks for help.

The larger the group, the less likely it is to help a person, and the slower it is. In fact, the more participants there are, the more we trust them and become passive.

In the third option, the subject actively manages the activities of others.

Thus, in the third option, the subject is an active executor of his activities in the realization of his goals. Without his organizational efforts, the movement of other participants in these places will not take place.

Activity is a universal means of meeting energy expenditure needs. But the activity is carried out either by the subject or by other people or by technical natural and other systems. Student activity has its own characteristics according to its structure and content.

Features of student activities include;

- a) uniqueness of goals and results, preparation for independent life, acquisition of knowledge, skills and qualifications, development of personal work;
- b) the special character of the object of change (scientific knowledge, future work, information, etc.)
- c) student activities are carried out in conditions of development (programs, duration of education)
- d) specific to students' intellectual effort, exams, tests, control work, presentation of abstracts, course and diploma defense, etc.

Some negative changes can be seen when the education is worn out from public works. Mental processes include loss of internal concentration, loss of memory, deterioration of thinking, decrease in accuracy of practical actions, decrease in activity, decrease in work ability. Therefore, the competent approach of the pedagogue is of great importance in the introduction of modern educational technologies. In general, pedagogical activity is the work of people who are responsible to the people and the state for preparing the young generation for life and work, specially trained to educate children. The activities of teachers are focused on the formation of human personality. Every child has his own behavior and character. It is extremely difficult to take these characteristics into account and learn them when raising children. It uses special methods that reflect the complexity of social relations between people. Young people who are preparing for pedagogical activity should know its features. These features of the teaching

profession are expressed in his professional profile.

Pedagogical activity has a creative nature according to its essence. Creativity is needed only when a person faces a problem. Teaching activity has such characteristics. The main essence of pedagogical creativity is related to the purpose and character of pedagogical activity. A teacher should have such qualities as aiming for a specific goal, persistence, and sweet words. If a teacher has high manners and culture, is kind and generous to people, he will gain respect quickly.

Formation of professional competences of the student is to ensure successful action in solving professional issues based on practical experience and knowledge. Studying and solving problems related to the formation of professional skills in work, training qualified specialists through the formation of professional training is an urgent issue of today. The historical experience of the most developed countries of the world shows that they spent the main attention and funds on education and upbringing of young people as they stepped forward in the year of independence and development. And such a policy justified itself in historical experience. Faithful, educated, ethical young people, qualified specialists worked intelligently, increased the power of their homeland, and were able to provide a high standard of living for their people. Formation of professional competences of college students in the educational process is the ability to successfully act on the basis of practical experience and knowledge in solving professional issues.

Forming the professional competence of today's teacher is to increase his daily ability and work efficiency. To ensure the effectiveness of future pedagogues' competence skills in the future. Studying and solving problems related to the formation of professional skills in work activities, preparing qualified specialists through the formation of professional training. A teacher's competent approach is a combination of setting educational goals, choosing educational content, organizing the educational process, and evaluating the

educational outcome. Eng talabgor sifat va malakali o'kituvchiga kuyiladigan talablar:

- self-development;
- ability to solve problems, communication (oral and written communication);
- able to work in cooperation with others;
- know how to use information technologies;
- adaptation in the labor market, successful participation, business activities.
- The basics of competence are universal, they can be used in various life situations;
- every member of society should be able to use them;
- guarantee of a person's prosperous life in society;
- universal methods of social activity
- The 4 main keys to competence are:
- informative - readiness to work with information;
- Communicative - readiness to communicate with others, formed based on information;
- cooperative - readiness to cooperate with others, formed on the basis of the above two;
- problematic - readiness to solve problems, formed on the basis of the above three.

What does the competent approach give to the teacher and the student?

- 1) 1) matching the educational goals set by the teacher with the goals of the students;
- 2) 2) formation of awareness and responsibility of students in the process of studying in colleges and higher educational institutions;
- 3) 3) preparing students for success in life based on unexpected laws

The teacher should know:

- being able to successfully solve life problems;
- being able to see and understand the interests of students in life;
- respect students and their opinions;

- to understand the problem of the situation being solved;
- connecting the material being learned with everyday life;
- strengthening knowledge and skills in the educational process and in practice outside the educational process;
- planning the lesson process using different forms and methods of education;
- set goals and assess the degree of their achievement together with students;
- Perfect application of the method "Creating a successful situation";
- using previous life experiences of students for analysis;
- evaluating the achievements of students not only with grades, but also with meaningful recommendations;
- evaluating students not only in terms of science, but also in the formation of important life qualities in them;
- to be able to see the shortcomings of the student not only in acquiring knowledge, but also in his readiness for life.
- Competence - the ability of a person to solve professional issues and achieve the desired results (criteria of what needs to be done)
- Competent - a person who has enough knowledge to reason about something, who has knowledge in a certain field, who has acquired competence.

Basics of teacher competence:

- professional
- informative
- communicative
- legal

Teacher's professional competence:

- Ability to solve professional problems during professional activity.
- A set of knowledge and skills that determine the success of the activity result
- Sum of personal and professional characteristics Teacher's competence criteria
- The components of competence are: pedagogical activity, psychological-pedagogical communication and the

personality of the teacher Pedagogical-psychological communication

- Interest, motivation
- Conscious education
- Attitude:
- teaching student
- Taking into account the personal characteristics of the student
- The teacher should not be sensitive to emotions, have expressive speech, be creative
- Management (leadership) ability
- Understanding humor
- Criteria for evaluating teacher activity by students
- Confidence in students
- Professional skills
- Kindness
- Fairness
- Ingenuity
- Understanding students, getting along with them (day to day)
- Creative talent
- Expressive speech
- Demanding
- Feeling responsible
- Respect for students
- Understanding humor
- Not discriminating against students (not touching their personality)
- Don't keep cake
- Emotional sensitivity.
- The following can be included in modern educational technologies:
- Traditional technologies
- Home technologies
- Test technologies
- Module block technologies
- Integral technologies Pedagogical communication functions
- Informative
- Social-perceptual
- Ability to present oneself
- Interactive
- Affective Pedagogical activity
- Level of mastering knowledge, skills, skills
- Innovative activity
- Independent education, i.e. research activity
- Education, category

- Must have the skills of self-determination, analysis, and self-evaluation.

General culture alone is not enough for a modern teacher. Also, on the basis of special knowledge and skills, observing children, comparing the important things in their growth with the main social ideals that have arisen in society, identifying the ways and methods of developing the educational process, showing educational influence with various means, analyzing, pedagogic It is appropriate to systematize researches and achievements from a scientific point of view.

Of course, in this, the teacher must be demanding, kind, patient, focused and have faith in his profession. A teacher who loves a child with all his heart smiles a lot and makes a smile. Along with giving education to children, at the same time, he can transfer his character to them, he seems to be an example of humanity to them. Pedagogical-psychological theories are of great importance in the formation of the teacher's professional skills, because the theories about the activities of great people who have acquired their own in the formation of our spirituality, and about the demands placed on them, about modern pedagogical technologies serves as the main source of professional skill formation.

Thus, the activity of the student should prepare for an independent life. Development and formation of necessary knowledge, skills and abilities is the process of achieving the goal.

The use of scientific pedagogical information is of great importance in improving pedagogical experiences. Because modern science and technology development requires the teacher to be creative, to be able to think freely about the important problems of science, to be able to convey the achievements of science to students, and finally to be able to encourage positive thinking and research work in students. Therefore, the teacher should first of all conduct research and acquire skills in this field. While conducting scientific research, the teacher collects experiences, analyzes them, and draws conclusions based on them. In the process of using these conclusions in his practical work, he acquires very important knowledge necessary for a modern teacher.

REFERENCES

1. Sharafutdinova, K. G., Kulmamatova, F. K., & Haydarova, S. (2021). The role of cognitive psychology in the elimination of destructive behavior. *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH*, 10(4), 957-964.
2. Шарафутдинова, Х. Г., & Нормуминова, Д. Э. (2020). Преодоление тревожности с помощью когнитивно-поведенческой психотерапии. *Педагогическое образование и наука*, (1), 124-127.
3. Toshpo'latova, D., & Nurmatov, K. (2021). PEDAGOGIK TEXNOLOGIYALAR ASOSIDA KASBIY BILIMLARNI SHAKLLANTIRISH. *Физико-технологического образование*, 6(6).
4. Toshpo'latova, D., & Nurmatov, K. (2021). PEDAGOGIK TEXNOLOGIYALAR ASOSIDA KASBIY BILIMLARNI SHAKLLANTIRISH. *Физико-технологического образование*, 6(6).
5. Begmuradov, S., & Nurmatov, K. (2023). FIZIK TADQIQOTLARNING HOZIRGI MUAMMOLARI: NAZARIYA, AMALIYOT VA RIVOJLANISH. *Евразийский журнал математической теории и компьютерных наук*, 3(4), 35-37.
6. QAMBAROV, S., NURMATOV, K. J., TAYLANOV, N. A., & RAJABOV, M. K. (2023). CONTENT OF ENVIRONMENTAL EDUCATION IN A COMPREHENSIVE SCHOOL. *Mental Enlightenment Scientific-Methodological Journal*, 4(03), 145-152.
7. Nurmatov, J. N., Sharipov, S. S., & Nurmatov, K. J. (2022). HYPOTHESIS ON FORMATION OF THE MAGNETIC FIELD OF THE PLANET EARTH. *Глобус: технические науки*, (1 (42)), 3-6.
8. Nurmatov, K. D. (2023). DIGITAL TECHNOLOGIES IN THE EDUCATION SYSTEM. *Academic research in educational sciences*, 4(3), 560-566.