

## Development of Self-Assessment Competence in the Professional Activity of Future Pedagogues

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**Abstract:** This article reveals about reflexive skills, self-analysis, self-assessment competence in future pedagogues. Information on the assessment of knowledge, skills and qualifications of a modern pedagogue is given.

**Key words:** pedagogue, competence, reflection, knowledge, skill, qualification, personality, didactic, extensive, approximate, methodological, communicative.

### Introduction

Innovative models of diversification of modern and promising labor market requirements, adaptation to new strategies of education, improvement of methods of development of professional interests are being implemented in world educational institutions. Intellectual development of the activities of the subjects of the educational process in the context of modern organization, raising of physically healthy individuals, harmonizing educational models (functional education, competence-based approach, competence model) with the ideas of technological development major scientific projects are being carried out.

Nowadays, the demand for pedagogues in the life of our society is increasing day by day. What kind of pedagogue is a pedagogue? - a pedagogue with advanced experiences, a master of his profession, pedagogical skills, knowledgeable, selfless, able to analyze different situations and provide non-standard pedagogical solutions is the need of the hour.

### Analysis And Results

Three types of self-awareness are distinguished in pedagogy. The classification is made according to the degree to which a person's self-awareness corresponds to objective data. The more a person truly evaluates himself, the more successful his relationships with people will be, and the higher his success in all areas of life. Appreciate yourself appropriately - in this type of self-perception, a person's assessment is true. The state of assessment of students' knowledge did not leave our scientists indifferent. Several of our scientists have studied and analyzed this process. Among them, it was studied by our psychologist and pedagogic scientists I.Tursunov, U.Nishonaliev, M.V.Matyukhina, P.YA.Galperin, N.F.Talizina.

The social and psychological formation of future pedagogues has a complex system of self-improvement. In this, the pedagogue performs creative tasks in extensive, approximate, methodological, communicative, psychological cooperation. In such a deep approach of scientists to the analysis of pedagogical skills, it is practically impossible to cover all interconnected systems at

once. The results are too large and scattered, and most importantly, in this case, it is impossible to approach the analysis of individual links of pedagogical work in depth. In general, pedagogical activity should play the role of a specific "accelerator" that can be the initiator of the development of the teacher's reflection and self-analysis.

In the research work of I.G. Tatur, typical didactic difficulties faced by pedagogues who are just starting their careers are discussed. He defines didactic difficulties as follows: "Didactic difficulties are the difficulties of the pedagogue in the educational process, the lack of conditions for its solution, tension, carelessness, the psychological state of dissatisfaction with one's work or, on the contrary, its elimination. lack of a state of freshness, mobilization preparation, emotional upliftment, which ensures the improvement of pedagogical skills, pedagogical "thinking", development of competences and skills, provided the conditions for doing so are provided. The positive role of difficulties is determined by its indicator (counting) function. "The indicator function separates the objective factors inhibiting the process of formation of pedagogical skills, but it can be subjectively manifested in the form of self-evaluation, and it can determine the increasingly difficult aspects of the activity for the individual.

Therefore, young pedagogues who have just started their pedagogical career cannot relax physically and mentally, completely relax. This feeling is called relaxation in the science of pedagogy and psychology, and it is recognized as an assessment of negative situations in people's work. According to Y. S. Turbovsky, the negative "energetic basis" of professional improvement is the feeling of dissatisfaction, the sincere feeling of stagnation in development. "It is not the command, call and control, but the feeling of dissatisfaction of the pedagogue with his work that ensures his conscious desire to change the pedagogical conflict that has arisen, to find new tools for this purpose and to master it, from eliminating difficulties and conflicts, personally creative joy and satisfaction from the research task he has solved becomes the main source of the professional component of the pedagogue, or rather, it can become".

The theory and methodology of diagnostic study of pedagogical experience, developed by Y.S. Turbovsky, provides an opportunity to move for a single goal in learning the characteristics of pedagogical professional activity in each pedagogical team and each member of the team, which in turn provides a mechanism for improving the pedagogical skills of the pedagogue. prepares the ground for creation. In this regard, we would like to emphasize that the pedagogical diagnosis is effective when it acquires a character that determines the achievements in pedagogical activity. In the process of experimental work carried out by scientists, it was found that the determining character of the research of pedagogical skills directly relies on the professional reflection of the pedagogue.

The evaluation of the pedagogue's own internal capabilities should be taken into account in any case during the diagnosis, - A. K. Markova emphasizes, - it is necessary to give him confidence, increasing or decreasing the assessment of his professional activity will stop the professional development of the pedagogue. can eat. It is appropriate to take into account the logic of individual development of this pedagogue. The teacher's achievements should be compared not with the achievements of other students, but also with his own previous achievements. In the process of self-analysis of personal pedagogical activity, the pedagogue examines the state of the results and characteristics of his educational activity, determines the cause and effect relationships between pedagogical conflicts, provides education and training to students defines the ways of further improvement of giving, L. Y. Pleskach emphasizes. According to the scientist, "Reflection is self-analysis, not the achievement of a self-determined goal, but a method of gaining knowledge, experience, creativity, and professional improvement. is to encourage" .

We would like to emphasize that pedagogical diagnosis is effective if it is not recording, but has a goal-setting (prognostic) character. At the moment, it is precisely the goal-forming diagnosis in the process of education that ensures its ability to develop. Understanding the results of their professional activity by future pedagogues ensures the need to search for and master more improved methods of pedagogical activity. Changing the activity leads to a change in the subject of the activity. During the development of the future pedagogue's analytical (analysis) abilities, his professional reflection also develops, which, in turn, puts the pedagogue's self-development process in a certain direction and increases his personal creative activity. The diagnostic activity of the future pedagogue is manifested in the following:

- Helps students to develop knowledge, skills, competencies (SKM);
- Gives advice on how to apply plans of different directions;
- Provides active feedback;
- Uses and strengthens the actions of pedagogues using non-traditional methods;
- It helps to overcome difficulties in the future pedagogue's work;
- Education - helps to individualize educational activities;
- Analyzes the needs of future pedagogues in the educational process.

Stages of diagnosis of professional activity:

1. Self-analysis and understanding of the necessary things;
2. Planning self-development, setting goals and tasks;
3. Self-expression and correction of shortcomings.

To know the special methods of the science of special competencies in the diagnostic activity of the future pedagogue;

- Stratification of education;
- Knowing the needs of students;
- Knowing different age characteristics; Uzbek scientist M. Ochilov defines the concept of "competence" as follows: "competence - knowledge, skills, competence, value, other personal qualities, manifestation of positive results in activity." Qualification is the manifestation of knowledge and skills in potential activity.

### **Results Of Moral Self-Assessment**

So, the manifestations of competence are manifested in a general and special way. Views of diagnostic activity of the pedagogue:

1. Self-awareness in the worldview is manifested in connection with the worldview, imagination and values of the pedagogue. He can see and understand the essence of events and phenomena in the environment, orient himself to them, and base his opinion as a pedagogue. He can find a solution to the problem. This competence provides the mechanism of self-awareness of the pedagogue in education and training and other activities.
2. Multicultural - having national and universal values; participation in the social life of the country; respect for family, traditions; to have social skills. The ability to understand the impact of science on human life and world development and to be able to explain it to students and young people.

3. Education and knowledge process - the independent knowledge activity of the pedagogue. Logical thinking. Education - ability to evaluate cognitive activity, analyze knowledge and skills.
4. Acquiring information - pedagogical activity, the skill of acquiring information about one's subject.
5. Communicativeness - knowing the language, communicating with different people, standing in a special place in the team.
6. Social - useful work - family relations and responsibility, participation in the development of society, socially useful work. Acquiring economic and legal skills.
7. Working on oneself - developing oneself physically, spiritually, intellectually. Control your emotions. Didactic competence of the teacher. Didactic competence is the basis of professional competence of a modern pedagogue. These are manifested in:
  - Creating an educational environment;
  - Planning the coverage of the subject content;
  - Management of the educational process;
  - Evaluation of students' achievements and development;
  - Providing motivation and support to students;
  - Understanding and developing students' knowledge.

Today, in pedagogical diagnostics, life touching (in English: life - life, coaching planning) is used to assess the teaching profession and its role in society, the activity of an expert who correctly plans the activities of the participants of the educational process. It is known that future pedagogues are planners, managers and guides of the pedagogical process. It is important that he conducts his professional and personal activities in harmony. Pedagogues, while providing education and training to students in the group, at the same time appear as parents who educate their children who are members of the society.

Therefore, it is necessary to properly plan the agenda in order to carry out work in the family and in the team in harmony with the activities at the workplace.

## **Conclusion**

In conclusion, every young pedagogue entering the teaching profession should work on himself, constantly seek to achieve high results, be dedicated to his profession, be inquisitive, knowledgeable, have pedagogical skills, diagnose every event and process. should be able to receive and see in advance different options. A new approach to youth education is the demand of the times. The main goal of the introduction of continuous education in our republic is the formation of skills such as high professional culture, creative and socio-political activity, and free thinking in the young generation. First of all, it is necessary to increase the activity of students.

Future pedagogues during their career, that is, in some cases, grade points replace "excellent", "good" with their form of words. Pedagogical evaluation does not mean the evaluation of students' personality, but rather their qualities. Based on this approach to pedagogical assessment and using it wisely in his work, the pedagogue forms and corrects the value attitudes of his students. With the help of pedagogical evaluation, the pedagogue develops moral and spiritual-ethical views in his students.

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