

**FORMATION OF PEDAGOGICAL RESPONSIBILITY THROUGH DEVELOPMENT  
OF PROFESSIONAL COMPETENCES IN TEACHERS**

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**Abstract**

In the world, new mechanisms for preparing future teachers for professional activities, didactic support in accordance with the principles of priority education are being created and put into practice. In modern conditions, it is considered urgent to systematically develop the professional competences of students by using effective methods of creating a comfortable and innovative learning environment for them in the preparation of future pedagogues for professional practice.

**Keywords**

Pedagogue, competence, professional ethics, model, education, continuous education, education, responsibility, individual guidance, professional ethics.

As early as 1966, UNESCO, in its "Recommendations on the Status of Teachers," included a requirement to establish the principles of pedagogical culture and professional ethics. It was emphasized that these principles, along with enhancing the prestige of a specialist, allow them to ensure a high level of awareness of their professional duties <sup>1</sup>. Therefore, in modern conditions, special attention is paid to the content enrichment and improvement of educational resources aimed at developing important professional qualities in future teachers, forming pedagogical culture, spirituality and responsibility.

Education is a spiritual and educational sign of the development of society, the pillar and support of New Uzbekistan, which will allow development to soar to new heights based on innovative technology and scientific thinking. It determines the future prospects of society and the specific activities of each person. Because society is perfected by people, education is perfected by people, and education is perfected by excellent teachers.

An important factor in improving the educational process is closely related to the development of professional competence of teachers in the higher education system. Therefore, the urgency of the problem is to create theoretical and practical foundations for the process of forming pedagogical responsibility through the development of professional competence of teachers based on the effective use of the achievements and opportunities of advanced educational technologies.

Responsibility as a personal factor <sup>2</sup>was studied by B.G. Sakharova, and various aspects and features of the problem of (deviant) behavior in adolescence <sup>3</sup>were studied by O. Tenyaeva.

<sup>1</sup> Arlamov, A. A. Methodological guidelines for the education of the personality of a citizen of Russia / A. A. Arlamov // Pedagogy. - 2010. - No. 6. - P. 27-30

<sup>2</sup> Sakharova V.G. Responsibility as a Personal Factor and Possibilities of Its Diagnostics. Abstract of a dissertation for the degree of Candidate of Pedagogical Sciences. - Khabarovsk, 2003. - P. 5.

<sup>3</sup>Tenyaeva, O.V. "Characteristics of Responsibility in Adolescents with Deviant Behavior." Abstract of a Candidate of Psychological Sciences dissertation. Moscow, 2011, p. 6.

In her opinion, responsibility is the need for a person to respond to unacceptable actions on his part.

The formation of social responsibility is a characteristic feature of the student period. During the study period, responsibility manifests itself depending on the correctness of the person's demands on himself. Because in the process of education, the student has to fulfill a number of social tasks. At the same time, the future teacher feels a sense of professional responsibility to society and is able to correctly direct his activities.

Therefore, it is urgent to further enrich the professional activities of professors and teachers, create the necessary conditions, and at the same time create a scientifically based foundation for progressive concepts that reveal the true essence of professional competence and pedagogical responsibility.

As is known, education and the teacher who implements it must develop in step with the times. Any future teacher whose activity is properly directed will master the secrets of the profession and improve through the knowledge and experience gained in the pedagogical process.

As a result of the follow-up, our scientists have provided a scientific basis for the continuous, systematic approaches of teachers to the faculty of Samarali. The results of these studies have determined the implementation of such methods in a number of models. The model includes mechanisms of reflexive guidance to the pedagogical faculty and tasks that require improvement in practice in each situation. The tasks that were required to be achieved in one step created the opportunity to reach the next step.

As a result of our research, we came to the conclusion that in order to form pedagogical responsibility in future teachers through the development of professional competence, teachers need to create their own "Individual Development Program" and establish pedagogical activities based on it. Because this program is the "Action Strategy" of future teachers. In our opinion, it is advisable for each teacher to analyze the "Individual Development Program" based on the following table. In the table below, future teachers should check the state of their professional competence level in "Individual Development", improve it through development methods, methods and tools, and as a result, whether there are any gaps in knowledge and quality efficiency. The deadline is also of great importance. Deficiencies that are not eliminated in a timely manner can lead to a number of pedagogically problematic situations.

In our opinion, it is also advisable to add the function of an "implementation mechanism" to the model of a teacher's work on himself, that is, the teacher becomes aware of his shortcomings before achieving the result and takes measures to eliminate them so that the result is even more effective. We also consider it advisable to implement this at each stage.

Indeed, every person who chooses the teaching profession must have unlimited respect for national and universal values, must be able to actively apply in their activities, having well mastered the pedagogical, historical, national, religious, and artistic heritage of their nation. Because in our national pedagogy, spiritual values are reflected in the achievement of pedagogical perfection by a teacher. By studying axiological approaches, the professional competencies of future teachers will further develop and their pedagogical responsibility will increase.

#### **Foidalanilgan adabiotlar ruyhati:**

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