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Table Of Content

Journal Cover	2
Author[s] Statement	3
Editorial Team	4
Article information	5
Check this article update (crossmark)	5
Check this article impact.....	5
Cite this article	5
Title page	6
Article Title	6
Author information.....	6
Abstract	6
Article content	7

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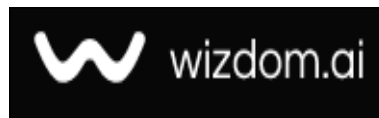
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SOME ISSUES OF THE DEVELOPMENT OF TEACHERS' ADAPTIVE COMPETENCE

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in new methods of Surkhandarya region

ANNOTATION

The article discusses the issue of flexibility competence of teachers in the process of continuing education. Today, when school education and the role of the teacher are being renewed, teachers are required not only to teach in the classroom, but also to meet the special needs of students. Therefore, teachers today need to have competencies such as flexibility, including an evidence-based approach that allows them to adapt their activities to the new needs of students.

Keywords and phrases: competence, flexibility, pedagogical skills, need, effectiveness. Learn.

INTRODUCTION. It is known that one of the requirements of the state educational standard of general education is compliance with the conditions for the implementation of educational tools (diagnosis, counseling, correction and development work, psychological-pedagogical rehabilitation) that provide flexibility in terms of psychological-pedagogical and social support of the participants of the educational process [1].

Psychological and pedagogical support of students in the educational process is embodied as a special culture of methodical assistance in solving problems of their development and socialization.

In recent years, the rapid development of the theory and practice of psychological-pedagogical support indicates that it depends on the implementation of ideas about educational goals, including the goals of education, physical, psychological, moral and social health of students.

LITERATURE ANALYSIS AND METHODOLOGY. The policy of the state of Uzbekistan in the field of education is closely related to the implementation of the concept of the development of the higher education system until 2030[2] in all types of continuous education. The relevance of this concept is explained by the fact that with the rapid growth of the digital economy, there is a need for personnel to constantly work on themselves, and there is a need for personnel with not only a narrow set of specialized skills, but also specialists with a wide range of universal competencies. Universal competencies are currently defined as SOFT SKILLS, i.e. acquiring vital and adaptive skills. When life and adaptability skills are considered as essential and foundational knowledge and skills, it can be clearly seen that they enable a person to succeed in his chosen career.

"Teaching and learning the art of education" can be defined as a complex, multifaceted process of imparting knowledge, building skills, developing and educating students. Effective training can be achieved only through continuous professional development, "lifelong learning" [3], sharing experience with colleagues.

In the modern learning process, students are taught not only skills that are easy to learn and

try, but also, most importantly, ways of thinking (creativity, critical thinking), ways of working (communication and cooperation), means of communication (including information and communication technologies), as well as , should develop skills related to expressing citizenship, forming personal and social responsibility.

In the world experience, the teaching process can be classified as social, contextual practices that reflect the values of the ideal teacher and student, educational functions and its effectiveness[4]. It follows from this definition that any practice of teaching is significant with the main issues developed by the state order for the educational paradigm.

In the modern information society, the teacher is embodied as a practitioner who actively and critically uses scientific knowledge and implements innovative activities. Despite the fact that educational programs are based on the implementation of the educational paradigm within the competences of the student and the teacher, many teachers in the socio-cultural field face a gap in goals and results between theory and practice. Therefore, a modern teacher needs to constantly develop not only the competences formed during the educational process, but also critical attitudes that allow him to adapt to different educational environments, professional communication and adapt his activities to the needs of students. That is, by quality education we mean such effective training of teachers.

The concept of "teacher competence" is terminologically connected with the concept of competence. I.A.Zimney, A.V.Khutorsky emphasize that it is appropriate to distinguish these concepts in a terminological pair, to study their subordination and interdependence, since here the concept of "competence" is broader than the concept of "competence" [5-6].

DISCUSSION. Competence is a complex structure, as it expresses the relationship between the motive and action for its application, its nature is manifested in a number of individual factors, a set of specific dimensions (psychological, organizational, management, social, economic, cultural, etc.). A holistic view of the concept of pedagogical competence requires consideration of this phenomenon in close connection with three important factors of education: success or achievements of professional education, personal development and social changes. In the concept, at any stage, there is an interdependence of all components and the concept itself. Thanks to this, pedagogical competence, on the one hand, helps to achieve success, efficiency, helps to form high-quality professional growth, and on the other hand, it itself is formed by all the above aspects.

Flexible practice is seen among teachers as a sign of successful learning and professional growth: qualified teachers adapt and modify the educational process according to learning goals and outcomes. Learners know how to learn and how to tailor lessons to individual groups.

Adaptation in learning and teaching involves designing lessons based on student needs, trying new strategies, and revising lesson plans. Such adaptation may occur in the planning of the educational process or in response to emerging needs, a non-standard situation.

In the focus of our research, we talk about the preparatory stage of adaptation, in which the teacher collects and analyzes information about the class, the group he is studying, and builds new directions of his pedagogical activity.

Since a comprehensive understanding of the principles of pedagogical competence allows to achieve the possibility of successful implementation of pedagogical activity in any field of interdisciplinary nature, we tried to show pedagogical competence from the point of view of adaptation.

By "adaptation of the teacher" we understand the following: the ability of the teacher to demonstrate differentiated education and use different approaches when working with different

groups of students (including those with special needs) and in non-standard situations that arise in the educational process.

The flexibility of the teacher:

is measured by the level of successful communication with students in a new, non-standard situation;

successfully combines knowledge, skills and personal characteristics that allow to act professionally and appropriately in a non-standard situation, including in the educational process;

works successfully in a situation where goals and tasks may change;

pays great attention to changes, variety and novelty, introduces innovative ideas into its activities.

The constantly changing pedagogical situation and the modern demands placed on the teacher expand the definition of their professional relationship. As the object and subject of the process of professional adaptation, the teacher goes through the stages from the ability to adapt himself and his professional activity to the art of managing the process of adaptation. This requires the transition to partial individualization of teaching and the use of flexible practices, which is of great importance for students with different cognitive and cultural characteristics [5].

Since flexibility is manifested in the ability to monitor, manage and adjust learning according to goals, tasks and the learning process, it can be defined according to a four-dimensional model:

subject knowledge,

learning style diagnostics,

methodological knowledge

the possibility of adapting the curriculum and practice to the needs of students [5, 25-b].

During our research, the following factors affecting the development of the teacher's adaptive practice were identified:

1. Non-standard situations and unplanned changes in pedagogical practice.

2. The context of the educational situation, the purpose of which is to study alternative solutions of its development, which also helps to accumulate adaptation experience.

3. The culture of adaptive activities of the teacher, which depends on timely recognition of the problem in practice or knowledge of the area where the traditional process is ineffective in solving the educational task.

Without diminishing the importance of the traditional approach to the implementation of the educational process, there is a need for approaches adapted to the effective implementation of the educational process in scientific literature and pedagogical practice.

Traditional learning does not allow the teacher to solve the problems that arise in the classroom. It is a flexible experience that encourages innovation in the educational process aimed at meeting the diverse needs of students, demanding the maximum from the teacher[6].

In contrast to differentiated education, flexible teaching has a wider scope:

based on the analysis of work with students, an algorithm for the implementation of the educational process will be developed at the expense of the data obtained in a certain class;

used in formal and informal work and interactions with students;

reveals the teacher's adaptive actions in planning and implementing the learning process, taking into account the data, which allows for immediate reorientation of learning;

promotes learning activities by leveraging the flexible expertise of colleagues.

Regardless of how well the lesson plan is designed, the tasks and methodology are selected, a teacher with flexible teaching experience can make changes to the educational process, add

similarities, simplify or complicate tasks.

The basic condition for the formation of adaptive experience as the main element of professional competence requires that adaptive experience regularly contributes to the critical analysis of pedagogical practice and expands the practical component of the educational process. Teachers use the adaptive method at various levels, including micro-adaptations, repetitive problems, and when student difficulties arise. In this way, teaching and learning work is reoriented and its effectiveness is evaluated.

The analysis of the results of our research showed that theoretical courses on classroom management and teaching methods in pedagogy support the development of knowledge about the adaptive paradigm, but do not help to form a conceptual understanding of practice, which includes the experience of transferring knowledge about the development of adaptability.

A teacher's strict adherence to curriculum, curriculum, and state education standards minimizes the ability to develop flexible methods and adapt to the needs and abilities of students.

Adaptive areas of pedagogical competence:

didactic and pedagogical activity: application of various pedagogical practices in different standard and non-standard educational situations.

managing the learning process: working on projects in structured groups related to adapted teaching methods;

participate in the development, implementation and evaluation of short-term and long-term student outcomes;

developing conflict resolution strategies through communication with school students, their families, teachers and school administration (with school students, parents, school teachers).

ethics of professional activity: identification and understanding of problematic situations related to socio-cultural and school reality, classroom management, individual differences, learning difficulties, psychological characteristics, problems arising in everyday school practice.

Thus, a flexible approach to the introduction of innovations in traditional school practice requires a wider application of the capabilities of the system. The analysis of scientific literature and our experiences have shown that the new educational reality requires teachers to use flexibility techniques to effectively work with students. Through flexible learning, teachers can learn how to deliver and learn to students with different abilities and needs.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. It turned out that flexibility is one of the main aspects of the modern teacher's competence, which increases the effectiveness of learning and helps students achieve educational achievements.

The future formation of a person will be related to the transition of his socialization to a new level and the formation of possibilities for flexibility. people create flexible communities that can quickly meet the needs that arise in complex socio-political and economic spheres. At the same time, if the "competencies of the future" are widely used by people, the transformation of society and economy will be built on a faster and more reliable basis.

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