

DEVELOPING THE PROFESSIONAL COMPETENCE OF A TEACHER IN AN EDUCATIONAL ENVIRONMENT

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Abstract. The modern stage of development of society is characterized by rapid changes in technology, which determines the formation of a new education system, which includes constant updating. The success of continuing education depends on the ability of all subjects of the education system to maintain competitiveness, the most important conditions of which are personal qualities such as activism, initiative, creative thinking and finding non-standard solutions. Therefore, one of the promising areas for the development of education in Uzbekistan is to improve professional skills, disseminate best practices, and create an innovative educational environment.

Keywords: professional competence, self-development, society, individual, educator.

Introduction. Changes in economic life require a qualitative transformation of the nature and content of labor, an increase in the level of social and professional mobility, and the competitiveness of specialists in professional activities.

In the Action Strategy for the Further Development of the Republic of Uzbekistan in 2017–2021, the priority task is “increasing the opportunities for quality educational services, continuation of the policy of training highly qualified personnel in accordance with the modern needs of the labor market”¹. This means the improvement of pedagogical mechanisms, the definition of pedagogical and psychological characteristics, as well as the development of a professional competence of teachers.

The introduction of innovative pedagogical technologies into the education system, the maximum individualization of the educational process, the creation of conditions for self-realization and self-development of all participants in the pedagogical process actualizes the problem of the teacher's readiness to work in the educational space of a multi-ethnic region, his professional competence, since the teacher plays a key role in the education system.

Studies conducted on the problem of the professional and pedagogical readiness of a modern teacher point to the main contradiction between the existing conditions for the training of pedagogical personnel, their personal and professional potential and the requirements for the effectiveness of pedagogical activity.

The methodological basis of modern education, including higher professional education, is a competency-based approach, which is defined in many modern sources and scientific works of foreign scientists, such as O.V. Akulova, V.A. Adolf, V.A. Bodrov, I.S. Batrakova, G.A. Bordovskiy, E.V. Baranova, A.K. Markova, N.F. Radionova, N.N. Surtaeva, A.P. Tryapitsyna, Z.I. Kolycheva, N.V. Chekaleva and others.

In recent years, the amount of research in Uzbekistan devoted to the comprehensive study of the characteristics of teachers is growing. In particular, psychological problems of professional activity of teachers A.I. Rasulov, A.M. Jabborov, D.G. Muhammedova, Y.M. Asadov, issues of professional training and education of future teachers Sh.Kh.Abdullaeva, G.M.Makhmutova, N.Saydakhmedov, A.G.Morozov and other pedagogical scientists.

As I.A. Zimnyaya notes, the understanding of the differences being considered now between the concepts of "competence" and "competence" was already laid down in the 60s. of the last century. In the works of domestic and foreign scientists, the question of the relationship between the concepts of competence / competence was considered. Adhering to the interpretation of competence proposed by N. Khomsky, and delimiting the concepts of "competence" and "competence" on the basis of potential-actual, cognitive-personal, I.A. Zimnyaya understands competence as an actual, formed personal quality, as based on knowledge, intellectually and personally conditioned socio-professional characteristics of a person, his personal quality [7].

Professional competence implies the acquisition of integrative knowledge and actions in each independent direction, rather than the acquisition of individual knowledge and skills by a specialist. Competence also requires the constant enrichment of professional knowledge, the ability to learn new information, to understand important social requirements, to be able to search for new information, process it and apply it in their work.

Methodology and organization of the study. A theoretical generalization on the problem of the professional competence of a person based on research on the process of managing the psychological and pedagogical competencies of a teacher of higher education allowed us to distinguish three groups of core competencies in the structure of his professional activity:

1) individual-personal competencies manifested in the cognitive activity of the teacher in the implementation of the goals of both scientific and pedagogical activities, in accordance with individual psychological properties, the general level of intelligence and its structural features. The indicators of this group of competencies are: possession of special knowledge; research activity in the development of scientific and pedagogical problems and innovations; development of skills in building the educational process (modeling, design); the ability for self-development, the desire to improve their special and psychological and pedagogical qualifications;

2) subject-activity competencies, including emotional-volitional control of the subject (special and pedagogical) content of professional activity, implemented taking into account the level of claims and motives of the subject's activity. The competencies of this group include: the formation of the skills of emotional self-regulation of professional behavior and activities; the ability to manage the cognitive activity and motivation of trainees, recognize their needs and provide them with individual assistance; respond flexibly to changing business conditions; the ability to create a creative mood in the research team and in the classroom; introspection and performance evaluation;

3) socio-communicative competencies that characterize the skills and abilities of the subject in building relationships and interactions with others in the field of a professionally conditioned environment. These include: general cultural skills and communication and interaction skills; the ability to convince, understand others; orientation towards the formation by means of scientific discipline, morality, ethics, worldview of attitudes towards professional and personal development among the subjects of the scientific and pedagogical process; the formation of personal positions in the field of goals and norms of activity; skills to establish effective communication with students and colleagues; disciplinary liability.

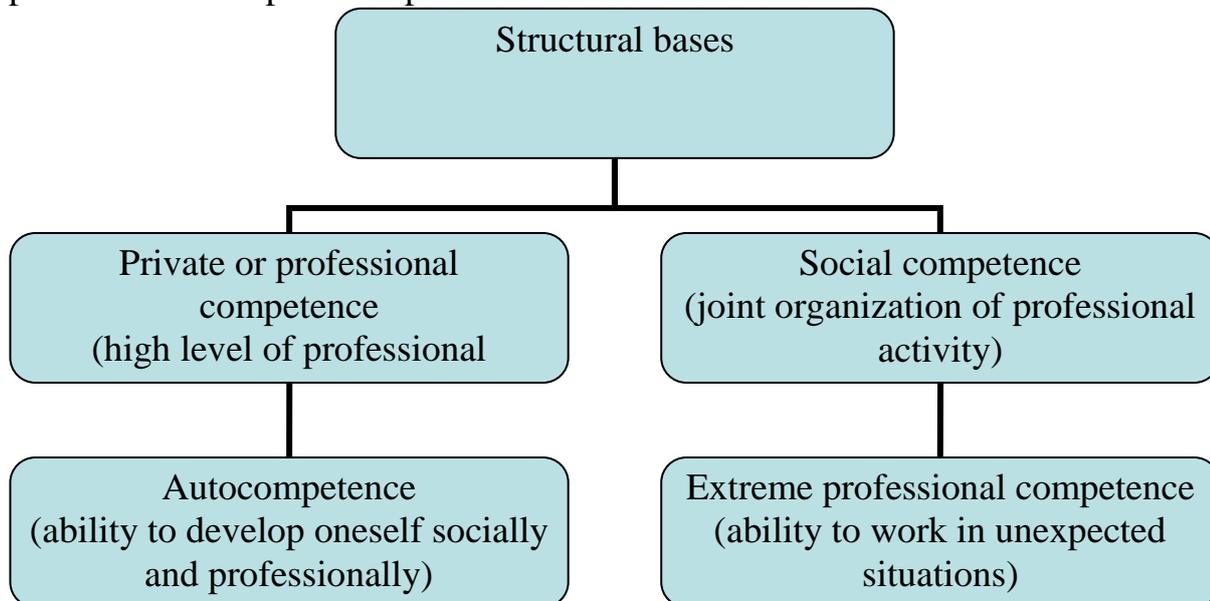
Professional competence is manifested in the following cases:

- In complex processes;
- When performing indefinite tasks;
- When using conflicting information;
- When you have a contingency plan.

Professionally competent specialist:

- Consistently enriches knowledge;
- Transmits new information;
- Deeply understands the requirements of the period;
- Finds new knowledge;
- Processes them and uses them effectively in its practical activities

According to the research, the following structural bases on the basis of professional competence specific to the teacher are formed.



The formation of the professional competence of a specialist as a system-forming factor in the productivity of his professional activity is the development of the ability for self-development, self-improvement of the personality and activity,

self-realization and development of his needs and creative abilities. Professional competence and personal qualities are subject to development, which is based on, on the one hand, abilities and professionally significant motives, on the other hand, real activity and its functional models.

Let us dwell on the forms and methods of developing the professional competence of teachers in the course of educational activities.

Seminars and workshops are an effective form of work. An important role in the effectiveness of the seminar is played by properly organized preparation for it and preliminary information.

The business game is a powerful tool for shaping the personality of a professional, it is a method of simulating managerial decision-making in various situations by playing according to the rules set or developed by the game participants themselves, increases interest, causes high activity, and improves the ability to solve real pedagogical problems. In general, games, with their multilateral analysis of specific situations, allow you to connect theory with practical experience.

One of the effective forms of communication between teachers and the exchange of their experience among themselves is a round table. When discussing any issues of education and training, circular pedagogical forms of placement of participants make it possible to make the team self-governing, put all participants in an equal position, provide interaction and openness. The pedagogical newspaper is used as an interesting form of work that unites employees. [6]

It is impossible not to say about the great importance in improving the professional competence of a teacher of self-education, which is the first step in improving professional skills. Forms of self-education are diverse: work in libraries with periodicals, monographs, catalogs, study of Internet resources on education, participation in the work of scientific and practical seminars, conferences, trainings, obtaining advice from specialists from practical centers, departments of psychology and pedagogy of higher educational institutions, etc.

Professional competence as an indicator of general professionalism is formed in the process of professionally oriented education and has an activity character. This professional quality is dynamic and, once formed, needs constant development and improvement.

The following competencies can be formed in the student in the process of vocational training:

- educational and cognitive competence is a set of skills and abilities of cognitive activity;
- information competence is the ability to independently search, analyze, select, process and transmit the necessary information;
- communicative competence is the ability to interact with other people, the ability to work in a group. Acquaintance with various social roles;
- information and communication competence is one of the key competencies of a modern person and is manifested primarily in activities in solving various problems and situations with the involvement of a personal computer and computer information processing tools;

- as well as technical skills, decision making, self-development.

Competence-oriented professional education is a phenomenon in education brought to life by various preconditions. First of all, it is the reaction of vocational education to the changed socio-economic conditions, to the processes that appeared along with the market economy. The market imposes on a modern specialist a whole layer of new requirements that are not sufficiently taken into account or not taken into account at all in the training programs for specialists. These new requirements, as it turns out, are not rigidly connected with one or another discipline, they are of a supra-subject nature, they are distinguished by universality. Their formation requires not so much new content (subject content), but other pedagogical technologies.

Forming a system of subject knowledge and skills, it is necessary to pay attention to the development of personal and social competencies that determine (at the same level of education) the competitiveness of a graduate.

The formation of a competent specialist is the goal in the implementation of the competency-based approach in vocational education.

Thus, professional competence can be defined as theoretical and practical readiness to carry out professional activities.

The main components of professional competence are:

- social and legal competence - knowledge and skills in the field of interaction with public institutions and people, as well as possession of professional communication and behavior techniques;

- personal competence - the ability for continuous professional growth and advanced training, as well as self-realization in professional work; special competence - preparedness for independent performance of specific activities, the ability to solve typical professional tasks and evaluate the results of one's work, the ability to independently acquire new knowledge and skills in the specialty;

- out-of-competence - an adequate understanding of one's social and professional characteristics and possession of technologies for overcoming professional destruction;

- extreme competence - the ability to act in suddenly complicated conditions, in case of accidents, violations of technological processes.

The result. Professional competence is assessed by the level of formation of professional and pedagogical skills. From the standpoint of the main operational functions of a professional school teacher, the following groups of professional and pedagogical skills can be distinguished:

- gnostic skills - cognitive skills in the field of acquiring general professional, industrial and psychological and pedagogical knowledge, providing for obtaining new information, highlighting the main, essential in it, generalizing and systematizing one's own pedagogical experience, the experience of innovators and rationalizers of production;

- ideological skills - socially significant skills of political and educational work among students, promotion of pedagogical knowledge;

- didactic skills - general pedagogical skills of determining specific learning goals, choosing adequate forms, methods and means of teaching, constructing

pedagogical situations, explaining educational and production material, demonstrating technical objects and working methods;

- organizational and methodological skills - the ability to implement the educational process, the formation of motivation for learning, the organization of educational and professional activities of students, the establishment of pedagogically justified relationships, the formation of a team, the organization of self-government;

There are different approaches to finding the structure of professional competence. One of them is associated with the disclosure of the structure of professional competence through the system of pedagogical skills of the teacher, the other - with the allocation of individual competencies in accordance with the leading types of professional work of the teacher in the following areas:

- Independent educational and teaching activities;
- Educational activities;
- Scientific, methodological and research activities;
- Socio-pedagogical and cultural and educational activities;
- Correctional and developmental management activities.

Regardless of the forms of teacher activity, competence in each of them consists of two main components:

- 1) A system of knowledge that determines the theoretical readiness of a teacher;
- 2) A system of skills and abilities, which forms the basis of his practical readiness to carry out professional activities.

Conclusion. The skill of the teacher in this case is to very subtly maintain the line between cooperation and familiarity and, carried away by the ideas of the most harmonious independent development of the personality, not to lose sight of the fact that any pedagogical cooperation presupposes the presence of a leader and a follower. The main task of the teacher is to realize the role of the leader, even in situations involving the illusion of equality between the roles of the teacher and students. Thus, we can conclude that competence is something that can be learned (during study or in practice), that is, in the case of our study, it is the level of the teacher's proficiency in the language being taught, his pedagogical, psychological and methodological literacy. Having practical experience working with students of a particular age group; meanwhile, competence is the presence of innate or acquired qualities necessary for the teaching profession: the ability to work with an audience of a particular age (each teacher, as a rule, prefers his own age category, i.e., an audience of the age with which he works most comfortable), the ability to learn foreign languages, patience, empathy, the ability to psychological observation and analysis, etc. Some of these qualities, of course, can be cultivated in oneself, but the experience of students and young teachers allows us to come to the conclusion that most of the components of the teacher's pedagogical competence are either innate or instilled in the child from childhood.

The idea of professionalism (competence) of a teacher is connected with the object of the teacher's activity — a holistic pedagogical process, and therefore “the goal of professional training, its result, assumes that every person mastering a profession is faced with aspects — meaningful, personal and procedural

(technological). That is, in the process of professional training, tasks are solved that are expanded with the definition of what a specialist should know in accordance with the terms of reference, how he will apply this knowledge in his professional activities, what personal qualities he should possess in order for knowledge and skills to give maximum results.

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