

ANALYSIS OF THE LIST OF COMPONENTS OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF THE RUSSIAN LANGUAGE

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ABSTRACT

This scientific article discusses the professional competence of future teachers, reveals the concept of "competence", analyzes its types and the list of components of professional competence of future teachers of the Russian language

Keywords: Teacher, competence, profession, professional competence, communicative competence, ability, readiness, pedagogical activity, skill, knowledge.

INTRODUCTION

The moral foundations of modern human activity in making responsible decisions become equivalent or even superior to technological, economic and environmental justifications. That is why it is necessary to complement the training as a characteristic of the content of educational services its no less important component – education and the result of education – the development, improvement of self-valuable and socialized personality, the formation of an intelligent person.

The purpose of education is thus a three-component character: in the professional field – professional competence, in public life – successful socialization of the individual, in the personal sphere – awareness of self-worth, reflection and activity in goal setting and activity in General, self-identification.

LITERATURE REVIEW

Attempts to characterize the development of professional competence in the preparation of modern highly-qualified specialists is presented in the works of national and foreign authors S. Y. Batyshev, E. F. Zeer, A. K. Markov, J. Meryl, I. Stevik, O. F. Fedorova, D. Yul, etc.

In "the pedagogical dictionary" by A. J. Kodzhaspirov and G. M. Kodzhaspirov there are several definitions of the term competence: a competence (cultural) level of education sufficient for self-education and self-solving of cognitive problems and determine their positions. Competence (professional teacher) – possession of the teacher the necessary amount of knowledge and skills that determine the formation of his pedagogical activity, pedagogical communication and personality of the teacher as a carrier of certain values, ideals and pedagogical consciousness. Competence (social) – social skills (responsibilities) that allow a person to adequately fulfill the norms and rules of life in society[1].

METHODOLOGY

So, for example, in the book "New didactics: technology of designing a modern model of distance education" edited by V. I. Ovsyannikov is the opinion of J. Raven, according to which:

"competence is a specific ability necessary for the effective implementation of a specific action in a specific subject area and includes highly specialized knowledge, a special kind of subject skills, ways of thinking, as well as an understanding of responsibility for their actions." Further, in this source, in relation to competence, it is interpreted that: "this phenomenon consists of a large number of components, many of which are relatively independent of each other... some components are more likely to the cognitive sphere, and others – to the emotional... these components can replace each other as components of effective behavior." [2] At the same time, as stressed by J.Equals, "types of competence" are "motivated abilities" [3].

Objective conditions offer to call competencies and understand them as the scope of the specialist, his rights, duties and responsibilities defined in various kinds of official documents: laws, regulations, decrees, orders, regulations, instructions, etc.

And as subjective conditions, that is competences, act thus the system of responsible relations and installations developed at the moment to the world, to other people and to itself, professional motives, professionally important qualities of the personality of the expert, his psychophysiological features, abilities, knowledge, abilities, skills, etc.

Competence is considered through concept; type of activity (organizational-methodical, personal or professional-subject, etc.); level of professionalism; various professional characteristics and properties filled with subject content [4].

In his research I. Ya. Zimnyaya fundamentally breeds these concepts, justifies and defends his point of view on their relationship. The concept of "competence in comparison with competence is much wider," writes I. Ya. Zimnyaya. - "It includes along with cognitive-knowledge motivational, relational, regulatory components. [5]" Competence, according to the author, is a "program" on the basis of which competence develops.

In this research article we consider the essence, specificity and necessary component of professional competence.

A necessary component of human professionalism is professional competence. Questions of professional competence are considered in the works of both domestic and foreign scientists. Modern approaches and interpretations of professional competence are very different: "as in-depth knowledge", "the state of adequate performance of the task", "the ability to perform actual activities" (G. K. Britell, R. M. Jueger, W. E. Blank). Professional competence is considered as a "characteristic of the quality of training, the potential efficiency of labor activity." [6].

General professional competence is defined as General professional knowledge, skills, abilities, and readiness to update them in the sphere of a certain group of professions. We believe that this cluster includes the competence of the graduate in the field of research, design, administrative and management, production, teaching activities.

V. A. Slastenin believes that the structure of professional competence / competence of the teacher can be revealed through pedagogical skills, united in four groups [7]:

1. The ability to "translate" the content of the process of education into specific pedagogical tasks: the study of the individual and the team to determine the level of their readiness for active mastery of new knowledge and design on this basis of the development of

the team and individual students; the allocation of a complex of educational, educational and developmental tasks, their specification and definition of the dominant problem.

2. The ability to build and set in motion a logically complete pedagogical system; integrated planning of educational tasks; reasonable selection of the content of the educational process; optimal choice of forms, methods and means of its organization.

3. The ability to allocate and establish interrelations between components and factors of education, to put them into action: creation of necessary conditions (moral and psychological, organizational, hygienic, etc.); activation of the personality of the pupil, development of its activity turning it from object of education into the subject of education; the organization and development of joint activity; ensuring communication of educational institution with environment, etc.

4. Skills of accounting and evaluation of the results of pedagogical activity: self-analysis and analysis of the educational process and the results of the teacher; the definition of a new set of dominant and subordinate pedagogical tasks.

The concept of professional competence considers A. D. Senatorova, treating it as the level of education and General culture of personality, characterized by the mastery of the theoretical cognitive and practical activities[8].

Yu. G. Tatur professional competence reveals as the ability to act on the basis of skills, knowledge and practical experience in solving problems of professional activity. A competent person knows not only how to do (ability), but also why it is necessary to do so, is able to make a choice from the Arsenal of their skills that best meet the conditions of this situation. That is, skills are an integral part of competence, its materialized essence. Competence is a set of skills multiplied by the moral and volitional qualities of a person, his motivation and aspiration [9].

V. D. Simonenko defines the understanding of professional competence as an integral characteristic of business and personal qualities of specialists, reflecting the level of knowledge, skills and experience sufficient for the implementation of a certain kind of activity, which is associated with decision-making [10].

Professional competence of the teacher includes knowledge of philosophical and psychological-pedagogical bases of pedagogical process, its principles and laws; history, theory and prospects of development of the taught subject; various concepts, theories, methods and techniques; work on improvement of pedagogical skill and study of experience of predecessors.

RESULTS

The analysis of domestic and foreign researches concerning structure of professional competence, competence and professional readiness shows that the majority of authors generally include knowledge, abilities, possession, and also personal characteristics in their structure

The pedagogical conditions for the formation of competence in the working profession include:

1. Integration consistency of the educational and production process taking into account the professional and pedagogical orientation of its content.
2. The construction of educational and production process as saturated with educational and production situations and taking into account the zone of creative activity of students
3. Formation of interest in future professional activity.

Analysis of the definitions of the phenomenon of professional competence shows that, despite the differences in approaches, it is always considered in the context of professional activity. Therefore, professional competence is studied by us from the position of professional

and pedagogical education, which characterizes the professionalism of the specialist and expresses his readiness for effective production activities in the working profession. Industrial training in the working profession – a complex cognitive and labor process, characterized by both General and specific patterns. In the process of training under the guidance of a teacher, a master mentor, students learn a system of ways to develop their practical thinking, improving versatile abilities and professionally important personal qualities.

These are the areas on which it is proposed to rely in the process of implementing the standards of the third generation in the framework of the formation of General and professional competencies. To implement the competence approach in an average professional educational institution, it is necessary to create a number of conditions:

- competence is manifested in the activities, therefore, it is necessary to create such activities in the educational process.
- from the first lessons to teach students to organize their own activities, to navigate in legal documents, which contain requirements for the implementation of professional work, to learn how to present information using a variety of information and communication technologies, etc.;
- in the development of the professional module and the basic professional educational program to apply interdisciplinary integration, which will allow the student to perceive professional skills and knowledge holistically.

In our research article we decided to make a list of professionally significant qualities of the future teacher with a list of "components of professional competence".

Table No. 1: List of professional qualities of the future teacher with a list of «components of professional competence»

№	Component name
1	trend towards a clearer understanding of values and attitudes towards a specific goal
2	tendency to control their activities
3	willingness and ability to learn independently
4	finding and using feedback
5	self-confidence and self-control
6	adaptability: the lack of a sense of helplessness
7	the tendency to think about the future: the habit of abstraction
8	attention to the challenges of achieving the goals
9	independence of thought, originality
10	critical thinking and willingness to address complex issues
11	willingness to work on anything controversial and worrying
12	study of the environment to identify its capabilities and resources (both material and human)
13	willingness to rely on subjective assessments and take moderate risks
14	lack of fatalism and willingness to use new ideas and innovations to achieve the goal
15	knowing how to use innovation
16	confidence in the benevolent attitude of the society towards innovation
17	installation on a mutual win and the breadth of perspectives
18	perseverance, use of resources, trust
19	attitude to rules as indicators of desirable ways of behavior
20	personal responsibility and the ability to work together to achieve the goal, the ability to make the right decisions

21	the ability to encourage others to work together to achieve a goal, the ability to listen to others and take into account what they say
22	striving for subjective assessment of employees ' personal potential
23	willingness to allow others to make their own decisions
24	ability to resolve conflicts and mitigate disagreements; ability to work effectively as a subordinate
25	tolerance towards different lifestyles of others
26	the pluralistic understanding of politics
27	willingness to engage in organizational and public planning

CONCLUSIONS

We would also like to consider more fully the specifics of the professional competence of the University teacher, in addition to the above definition of competence by J. Raven, to emphasize the fact that in his own opinion: "competence includes not only intelligence... it Should be emphasized once again that competence includes not only abilities. It also implies intrinsic motivation, which is not included in the concept of ability per se. In the past, teachers have treated this motivational component with even more disdain than the ability factor. But it should serve as a reference point in the process of identifying and assessing competence." [3].

Thus, professional competence is the willingness and ability to act in accordance with the requirements of the case, methodically organized and independently solve problems and problems, as well as self-evaluate the results of their activities. In other words, these are subject-related skills – appropriate techniques and techniques inherent in different subject areas.

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