

## TEACHER'S PROFESSIONAL SKILL AS AN IMPORTANT FACTOR IN IMPROVING EDUCATIONAL OCCUPATION

**Mavzhudahon Uraimova**

Senior teacher of Andizhan retraining public  
education personnel and in-service training regional center  
under the Andizhan state university

### ABSTRACT

Teacher professional competence is considered to be in the center of educational system. In this article attention is given to observe school teachers competence and ways to develop it.

**Keywords:** Competence, professional competence, way, abilities, opportunity, development, teachers development.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At present, a comprehensive school needs such an organization of its activities that would ensure the development of individual abilities and a creative attitude to the life of each pupil, the introduction of various innovative curricula, the implementation of the principle of a human approach to children.

These requirements are a priority and regulate the functioning of the public education system. In order to improve it, important regulatory acts were adopted. In particular, the adopted Decree of the President of the Republic of Uzbekistan dated September 5, 2018 “On additional measures to improve the management system of public education”, as well as the Decree of the President of the Republic of Uzbekistan dated August 18, 2018 played a fundamental role in improving the public education system. No. PP-3907 “On measures to raise the system of spiritual, moral and physically harmonious education of youth to a new level its training and education ”and Decree of the President of the Republic of Uzbekistan dated September 5, No. PP-3931“ On measures to introduce new principles of governance in the public education system ”<sup>1</sup>. The adopted documents became the starting point for setting goals and setting goals for each teacher. Indeed, the modern school considers the development of competences among students a priority. . And it is no accident that the role of the communicative orientation of the process of teaching the Russian language in a secondary school, the formation and development of practical communication skills of students that would allow them to communicate among native speakers, is growing. To solve this important task, it is first necessary to develop the knowledge and skills of Russian language teachers. Today's school requires a creative approach and dedication from each teacher as a subject of education. . An important point in rethinking the goals and objectives of today's teacher is the awareness of involvement in the ongoing changes, an adequate assessment of their capabilities, a revision of their attitude to work, the rejection of stereotypes and work on oneself. . Indeed, today we are faced with a task of great importance and long-term relevance - the upbringing of a harmoniously developed, comprehensively trained, competitively capable specialist who knows how to apply the acquired knowledge in a real environment, not in practice. That is, to form and develop competencies.

---

<sup>1</sup> The concept of development of the public education system of the Republic of Uzbekistan until 2030

In the formation of competencies, teachers must implement personality-oriented learning in the pedagogical process; find new directions in the design and implementation of pedagogical technologies that improve the quality of the educational process. This is an important fact when forming the image of the teacher himself. What qualities should a teacher have in order to develop them in schoolchildren? What is the professional skill of the teacher? It is necessary to find the answer to these and other similar questions posed by modern requirements for teachers. Indeed, the "activity and creativity" of a teacher should go into the activity of the students. In modern conditions, when there is a replacement of traditional foundations in the organization of advanced training and self-education of teachers of secondary schools with fundamentally new technologies and concepts, qualitatively new requirements arise for the level of professional skill of a teacher. . The teacher needs to have diverse thinking, sociability, creative skills, information skills. Thus, the requirements for the teacher's knowledge volume, their quality, and correctly delivered speech as an important component of the image of a Russian language teacher are increasing. There is a certain pattern that in the speech of teachers of the Russian language of national schools there are some shortcomings: lack of connectivity, inaccuracy in the expression of thoughts, meager vocabulary, and, at the same time, sometimes there is a lack of communicative attitude, i.e. communication exposure. It is important to note here that professionalism does not appear from scratch and develops over the years.

The professional activity of the teacher of the Russian language as a carrier and transmitter of scientific information, along with the proper organization of independent work of students, should include the expansion of the functions of managing their cognitive activity. The interaction of the teacher and students through integration is an essential dominant feature of the teacher's pedagogical activity.

Let us turn to the history of the issue. Problems of professional development of a teacher, raising his pedagogical mastery, factors which influence to the increasing quality of education, and of course, for improvement of teaching process were discussed by Sh.A.Amonashvili, O.A. Abdullina, E.P. Belozertsev, V.P. Bepalko, L.I. Borovikov, G.N. Volkov, K.M. Gurevich, P.A. Zhiltsov, V.V. Karakowski, M.V. Klarin, V.N. Vvedensky, Markova A.K. and etc.

Scientists such as M. Albert, R.L.Daft, V.Yu.Elgostev, A.I. Kravchenko, A. Maslow, M. Meskon, F. Hedouri, A.O. Khizhinskaya, M. Warner, V. A. Adolf and others in their scientific research addressed the issues of competence and competency.

Speaking about the problems of increasing teacher skill, it is necessary to note the concept of professional competence. In particular, V. A. Adolf considers this concept and offers the following definition: "... professional competence is a complex education that includes a set of knowledge, skills, properties and qualities of a person that provide variability, optimality and effectiveness of constructioneducational process"<sup>2</sup>.

According to SharifbaevaH.Ya., "... one of the tasks of teaching at a university in a pedagogical specialty is the formation of a professional pedagogical orientation, competence, a steady interest in the profession, and creative pedagogical thinking." At the same time, she substantiates her conclusions with a statement by S.R. Volkova, pointing to one of the most important qualities necessary for the formation of a future teacher, as "... an independent solution to creative and research problems."<sup>3</sup>

---

<sup>2</sup> Adolf. V. A. Professional competence of a modern teacher. Krasnoyarsk. 2008

<sup>3</sup>Volkova SR Prospects for the development of the pedagogical profession in the context of lifelong education. doc. - T., IRSSPO. 2004. - 270 p.

Urishov Sh..M. refers to the scientific and theoretical foundations of the formation of pedagogical skills and speech culture of the future teacher in the process of training<sup>4</sup>.

When considering the professional competence of a teacher, V.N. Vvedensky emphasizes not only a set of certain knowledge and skills, but also refers to their relevance, necessity and focus on achieving effectiveness in their practical application in the process of activity: "... 1) the communicative competence of a teacher is a professionally significant, integrative quality, the main components of which are : emotional stability (associated with adaptability); extraversion (correlates with status and effective leadership); ability to construct direct and feedback; speech skills; listening skills; ability to reward; delicacy, the ability to make communication "smooth";2) information competence includes the amount of information (knowledge) about yourself, about students and their parents, about the experience of other teachers; 3) the regulatory competence of the teacher implies that he has the ability to control his own behavior; it includes goal-setting, planning, mobilization and sustained activity, assessment of performance, reflection. The main determining factors of activity are moral values; 4) intellectual and pedagogical competence can be considered as a set of skills for analysis, synthesis, comparison, abstraction, generalization, concretization, as the quality of intelligence analogy, fantasy, flexibility and critical thinking; 5) operational competence is determined by the set of skills necessary for the teacher to carry out professional activities: prognostic, projective, subject-methodological, organizational, pedagogical improvisation, expert"<sup>5</sup>. A Markova A.K. while characterizing the activities of a professionally competent teacher, he draws attention to the fact that "... such a teacher's work in which pedagogical activity, pedagogical communication is carried out at a high level, the personality of the teacher is realized, in which good results are achieved in the training and education of the trainees"<sup>6</sup>.

We agree with I. L. Perestoronina, who refers to E. N. Solovova, V. V. Safonova, K. S. Makhmuryan and claims that "the professional competence of a teacher is a combination of professional and pedagogical competencies, which includes:

1) socio-psychological competence associated with a willingness to solve professional problems;2) communicative and professional-communicative competence;3) general pedagogical professional competence (psychological, pedagogical and methodological);4) subject competence in the field of teacher specialty;5) professional self-realization"<sup>7</sup>

Here, the concept of competence refers not only to personal qualities, but also to professional knowledge and skills. However, it is necessary to point out their insufficiency for a complete picture of the multifunctional nature of pedagogical activity. It is important here to define such demanded additional professional and pedagogical competencies in the form of formulas: information + subject + related disciplines + psychology + pedagogy + science and methodology. . Their formation is based not only on knowledge of the taught and related disciplines, on the course of age and general psychology, developmental psychology, etc., private methodological teachings, views on general pedagogy. . Relevant in this regard is the mastery of the ability to transform this knowledge into the content of the subject, to form the

---

<sup>4</sup>UrishovSh.M. Scientific and theoretical foundations of the formation of pedagogical skills and speech culture of the future teacher in the process of training.Dis-63/2008.Tashkent., 168 p. (P. 6).

<sup>5</sup>Vvedensky V.N. Professional competence of the teacher: Textbook .: St. Petersburg: branch of the publishing house "Education", 2004.- 159 p

<sup>6</sup>Markova A. K. Psychology of professionalism. A.K. Markov. M., 1997.

<sup>7</sup> . Perestoronina, I. L. (2003) Features of the formation of professional competence of a future teacher in the study of a second foreign language // Scientific research and Russian education: ideas and values of the XXI century. Materials of the 6th International Scientific> Practical Conference of graduate students and applicants.April 3–4, 2003 / comp. N.V. Fankina. M.: agribusiness and missile defense. S. 177–1

necessary scientific concepts, to be aware and understand the basic processes and phenomena in the field of the studied branch of science. In the framework of the implementation of the competency-based approach, the teacher should be knowledgeable and possess knowledge and have the ability to form general, substantive, key competencies, be aware of the levels at which they are formed in the process of studying his academic discipline.

Another aspect is the possession of constructive and technological competence. It is important here to have an understanding of the concept of the main types of planning educational activities of teachers, to be aware of modern teaching technologies, the ability to design and implement various types of educational activities.

The following important, in our opinion, requirements are the mastery of knowledge and skills in specific technologies, teaching methods and techniques, which, in the end, serve to ensure the implementation of the educational process at a high professional and pedagogical level with the achievement of a high quality education. This competency can be represented in the form of the formula: operation + pedagogy.

The development of such competencies as reflective-pedagogical, qualimetric and creative is also relevant. If the first of them is related to the teacher's ability to adequately assess the process and results of his pedagogical activity, to conduct strict self-control and make the necessary adjustments to his pedagogical activity, then qualimetric, in turn, implies the ability to develop and practical use of the most objective, optimal means of assessing knowledge and educational achievements of students, containing orientation on the implementation not only of the control, but also of teaching, developing, motivating and stimulating her, corrective and other functions.. And the ultimate, creative competence requires the teacher to know the laws of creative pedagogical activity, possess skills and ability to design training sessions on the basis of innovative forms of training and education, measure their effectiveness, and also involves making the necessary adjustments, speaking with reports, messages, participating in an exchange experience, etc. This competence is inextricably linked with the creative processes in pedagogical activity and, often, is often carried out at an intuitive level.

After analyzing various approaches to determining the structure of professional competence / competence of a teacher, we came to the conclusion that most researchers, considering professional competence and competence as a structurally functional education, include the totality of the teacher's knowledge and skills and his professionally significant qualities manifested in purposeful activities . The professional competencies of a teacher consist in the ability to create and organize such an educational, developmental environment in which it becomes possible to achieve the educational results of the child, formulated as key competencies. All other more private competencies arise from the general and are its constituent parts.

As regards specifically the professional competencies of the Russian language teacher in the public education system, a number of competencies determining the socio-professional status and qualifications of the teacher are supplemented with the above ones:

- the ability of a teacher to teach schoolchildren the Russian language;- Know how to teach children to master the knowledge of the basic principles of communication in Russian;- be able to form students' communication and expression skills in Russian;
- Possession of knowledge on teaching students methods and techniques of independent work, fostering diligence and accuracy;- to teach children to work in a team, fostering a sense of goodwill, mutual assistance and mutual assistance;- be able to develop in children the ability

to understand the beautiful, possess artistic taste, spatial and critical thinking, originality, creativity and imagination;- be able to instill in children an interest and desire to learn a language through the perception of the world;- Know how to create a creative personality in students.

## CONCLUSION

Agreeing with the above-mentioned aspects, we note the need for further work in this direction, suppose the implementation of such provisions as improving the technology for improving the professional skills of Russian teachers in the public education system with an organic relationship between the content and the process of formation of professional culture among students of higher educational institutions of pedagogical direction with actual position in the system of secondary school.

The list of professional competencies of the Russian language teacher in the system of public education institutions will be constantly supplemented and changed depending on the personal qualities and abilities of the teacher himself, as well as on the planned goals and objectives for a certain period of children's education.

One of the important aspects will be the implementation of work on the systemic, personal-activity, cultural orientation of the professional formation of the future teacher of the Russian language as the main subject of the pedagogical process (or activity). This requires the development of a model of a professional teacher, the definition of indicators and indicators of assessment.

Thus, we can conclude that increasing the professional skill of a teacher is one of the important aspects of increasing the cognitive activity of students and improving the educational work in general.

## REFERENCES

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. UP-4947 "On the Strategy for the Further Development of the Republic of Uzbekistan" [www.lex.uz](http://www.lex.uz).
2. The concept of development of the public education system of the Republic of Uzbekistan until 2030
3. Adolf. V. A. Professional competence of a modern teacher. Krasnoyarsk.
4. Antipova, V. M., Kolesina, K. Yu., Pakhomova, G. A. (2006) The competency-based approach to the organization of additional pedagogical education at the university // Pedagogy. Number 8. S. 58-60.
5. Vvedensky V.N. Professional competence of the teacher: Textbook .: St. Petersburg: branch of the publishing house "Education", 2004.- 159 p
6. Volkova SR Prospects for the development of the pedagogical profession in the context of lifelong education. doc. - T., IRSSPO. 2004. - 270 p.
7. Gabdulkhakov F.A. Essays on the methodology of teaching the Russian language. Namangan, Fakhrizoda, 2013. -196 p
8. Gabdulkhakov F.A. Psycholinguistics in teaching the Russian language. Namangan, 2017 .-- 186 p.

9. Competencies and competency-based approach in modern education. (2008) // Series "Assessment of the quality of education" / *otv. ed.* L. E. Kurneshova. M.: MoscowCenterforEducationalQuality.

10. Lobanova, N.N., Kosarev, V.V., Kryuchatov, A.P. (1997) Professional competence of the teacher. Samara SPb.

11. Lomakina, O. E. (1998) Formation of professional competence of a future teacher of foreign languages: *dis. ... cand. ped Sciences: 13.00.08.* Volgograd.

12. Markova A. K. Psychology of professionalism. A.K. Markov. M., 1997.

13. Nikitina, G.V. (2005) Pedagogical conditions for the development of key professional competencies of a future teacher in a pedagogical college: *dis. ... cand. ped Sciences: 13.00.01.* Irkutsk

14. Perestoronina, I. L. (2003) Features of the formation of professional competence of a future teacher in the study of a second foreign language // Scientific research and Russian education: ideas and values of the XXI century. Materials of the 6th International Scientific Practical Conference of graduate students and applicants. April 3–4, 2003 / *comp.* N.V. Fankina. M.: agribusiness and missile defense. S. 177–1

15. Slastenin, V.A. (2000) Pedagogy. M.: School.

16. Urishov Sh.M. Scientific and theoretical foundations of the formation of pedagogical skills and speech culture of the future teacher in the process of training. *Dis-63/2008.* Tashkent., 168 p. (P. 6).