

FEATURES OF PROFESSIONAL COMPETENCE OF TEACHERS OF HIGHER EDUCATION

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ABSTRACT

The article is devoted to the study of the features of professional competence of teachers in higher education as a system of professional knowledge, skills and attitudes.

Keywords: Features of professional competence, teachers, system of higher pedagogical education, structure and content of professional competence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Today, intellectualization of professional activity, continuous improvement and development of new pedagogical and other technologies, development of various innovations are observed. As a result, it became impossible to learn the teaching profession once and for a lifetime. This circumstance necessitates purposefully and continuously deepening and updating professional knowledge, skills and abilities of teaching staff. All this, of course, actualizes the problem of the effectiveness of teachers, the solution of which lies in improving the process of developing the professional competence of teachers in higher education.

In addition, this process is associated with a number of problematic issues related to modeling, improving principles, organizational and pedagogical conditions, updating and clarifying the structure of professional competence, preparing convenient diagnostic tools for the professional development of teachers in accordance with modern practical needs.

The analysis of the scientific literature on the problem under study shows that a teacher of a system of higher pedagogical education with an appropriate level of professional competence should teach the appropriate discipline, taking into account the latest achievements of science in this direction, logically, consistently, in accordance with generally accepted norms, transfer knowledge, form creative, analytical student's thinking, to develop in them the need and ability to independently replenish their knowledge, to implement and interrogators searches and others¹.

In addition, according to most researchers, it is the teacher who plays a key role in higher education. Indeed, because of the professional activity of the teacher, the primary, basic formation of the learner as a person, as a specialist occurs, thereby strengthening the intellectual and spiritual potential of the corresponding society².

¹ Aliev S.S., Usta-Azizova D.A. The formation of various types of pedagogical competence as an important condition for the professional training of a specialist // Young scientist. - 2017. - No.18. - P. 344-346.; Bykova S.S. The implementation of modular training in the context of the formation of professional responsibility of future teachers / S.S. Bykova // Siberian Pedagogical Journal. - 2014. – No. 6. – P.62-67.; Genike E.A. Professional competence of the teacher. - M.: September, 2008. P.176.

² Badalov A.P. Problems of the teacher's professional activity // Quality of education: achievements, problems, prospects: Materials of the scientific-methodical conference 01/31/2011 - Tomsk, 2011. - P. 60-70.; Solomina G.M. Improving the professional competence of a teacher: Socio-psychological training: Textbook. A manual for teachers prof. school. Yekaterinburg: Publishing House Ural. Gos. prof. - ped. University, 1996. - P. 119.

In essence, a teacher is, first of all, a person who teaches, teaches any discipline in a higher educational institution³. So, according to N.V. Ustinova teacher is a teaching profession and a position in the education system. The researcher claims that the professionally determined features of the teacher include:

- the general orientation of his personality (general maturity and civic responsibility, professional ideals, humanism, highly developed cognitive interests, selfless attitude to the chosen profession);
- some specific features (organizational, communicative);
- professional performance, etc⁴.

D.N. Mamedova believes that the teacher is a teacher who is an intermediary between society and a young man who is constantly improving and becoming an appropriate specialist. The author claims that the teacher should:

- to be a person with high moral qualities;
- have the appropriate teacher education and the appropriate level of professional training;
- carry out pedagogical activities and ensure the effectiveness and quality of their work;
- possess a physical and mental state of health, which allows you to perform professional duties in the education system⁵.

A.P. Sitnik claims that a teacher is a person with high moral qualities, who has the appropriate education, an appropriate level of professional training in his disciplines, ensures the effectiveness and quality of his work, a person who is a certain authority in the field of taught discipline, transfers his experience, knowledge to trainees and serves as a proper example for them⁶.

A number of researchers are of the opinion that for a full-fledged teacher, the linguistic development of a person who has the gift of speech (oral and written), the ability to freely, communicatively use language tools in perception, the creation of statements in various fields, forms, styles and genres of speech, that is, is vital ensuring its comprehensive speech competence⁷.

In this aspect, according to V.V. Rubtsova, the development of speech competence contributes to the enrichment of an active vocabulary, knowledge and understanding of life experience, meeting the need to use the language as a means of communication in various spheres of life, develops linguistic, intellectual and cognitive abilities, forms a humanistic worldview, moral beliefs and aesthetic tastes, promotes assimilation national values, instills the need to improve their own speech culture during this life⁸.

In addition, it is advisable to note that mastery of foreign languages promotes the use of a communicative-activity approach in professional work by pedagogical personnel, as a rather

³ Abrosimov V.N. Professional qualities of a teacher // Standards and monitoring in education. 2001. - No. 6. - P. 15-19.; Tagaev H., Ergasheva S., Yuldashev K.Yu. Development of the teacher's professional competence: substantial and dynamic aspects / Access mode: <http://www.pandia.ru/text/78/409/11534.php>

⁴ Ustinova N.V. Stages of development of a teacher's creative potential in postgraduate education / N.V. Ustinova // Image of a modern teacher. - 2004. - No.10 (49). - P. 33-36.

⁵ Mamedova D.N. The relevance of retraining and advanced training of teaching staff // Education and upbringing. - 2016. - No3. - P. 43-45.

⁶ Sitnik A.P. The content and organizational forms of methodological work in modern educational practice: a textbook. M., 2005. -P. 104.

⁷ Averin S.P. On the tasks of improving pedagogical qualifications // Education and socialization of personality in modern society. - Krasnoyarsk, 2009. - P. 217-221.; Management of professional development and changes in the continuing education system Monographic collection, ed. G.N. Prozumentova, A.O. Zotkina. Tomsk, CPKZHK, 2002. - P. 256.; Khodzhabaev A.R., Volkova S. Technology for advanced training and retraining of teaching staff for the secondary specialized, vocational education system of the Republic of Uzbekistan / Access mode: <https://cyberleninka.ru/article/n/tehnologiya-povysheniya-kvalifikatsii-i-perepodgotovki-pedagogicheskikh-kadrov-dlya-sistemy-srednego-spetsialnogo-professionalnogo>

⁸ Rubtsov V.V. Psychological and pedagogical training of teachers for a new school / V.V. Rubtsov // Questions of psychology. - 2010. - No. 3. - P. 57 - 64.

important means of intercultural communication, awareness of the essence of the cultural characteristics of different peoples whose languages are studied, their own national culture⁹.

Thus, the main goal of the teacher of the system of higher pedagogical education is not only to bring relevant knowledge to the trainees, to form skills and transfer experience within the framework of the taught discipline, but also to form a creative, free, spiritually rich, independently thinking person with a broad outlook and also with sustainable moral principles. That is, a person who loves and takes pride in the achievements of his native culture, but at the same time respects and takes possession of the heritage of other peoples, realizing his national identity and at the same time belonging to the civilized world, has an active citizenship, feels the need to live and work effectively for the good of society. The teacher should enrich the student's personality culture, teach how to navigate the ever-growing information flow, motivate self-study and self-improvement, expand cultural and cognitive interests, etc.

Based on the foregoing, analysis of scientific literature, it is considered appropriate to single out the following main (general) tasks of a teacher in higher education:

1. Improving the quality of education:

- the formation of sustainable motivation of students to learn the appropriate discipline;
- the formation of students' communicative and scientific and literary competencies;
- the formation of a speech and reading culture, creative abilities, a culture of dialogue, the development of critical thinking and aesthetic tastes;
- the formation of a humanistic worldview, the spiritual world of the learner, his morality, general culture, personality traits of a citizen who is aware of his belonging to the world community;
- the development of the students' skills to communicate in various situations, formulate and defend their own opinions, conduct discussions, evaluate life's phenomena, moral, social, historical and other problems of our time, express their attitude to them, achieve mutual understanding and interaction with other people;
- the formation of skills to navigate a variety of information on the discipline being studied, to use modern information communications, to conduct search and research activities (to find, perceive, analyze, evaluate, systematize, compare various facts and information), put into practice the knowledge acquired in the learning process, acquired skills and skills;
- improvement in the implementation of research activities of the skills of independent educational activity, self-development, self-control, the development of intellectual and creative abilities of students, their emotional and spiritual sphere, aesthetic tastes and general culture;
- creation of conditions for self-realization and self-development of the personality of students;
- ensuring the implementation of new approaches to the organization of the educational process (humanistic, organizational and activity, personality-oriented, etc.).
- Learning techniques for independent work, learning strategies; - the formation of students' individual learning style.

2. Improving the quality of teaching:

- study, summarize, introduce into practice the elements of advanced pedagogical experience;
- make extensive use of innovative learning technologies;
- improve pedagogical skills through current and long-term planning of self-education;

⁹ Sinitsyna G.P., Romanova O.N. The development of professional competence of teachers of continuing education in the program of in-house training // Further education. 2001. - No. 10. - P. 41-43.

- implement a personality-oriented approach to training, development and education of the individual.

Based on the identified general tasks, it is considered appropriate to formulate the following main (general) obligations of the teacher of the system of higher pedagogical education:

- constantly improve the professional level, pedagogical skills, general culture;
- provide conditions for students to learn educational programs at the level of mandatory requirements, to promote the development of students' abilities;
- installations and personal example to cultivate respect for the principles of universal morality: truth, justice, devotion, patriotism, humanism, kindness, restraint, industriousness, moderation, etc .;

In addition, the teacher of higher education has the following (general) powers:

- conduct all types of training sessions in the relevant discipline;
- determine the topic of individual research;
- improve the quality of teaching relevant subjects;
- participate in experiments and scientific research to improve the quality of teaching the relevant discipline;
- organize and manage the research work of students, prepare them for olympiads, contests, conferences;
- analyze the results of educational activities;
- participate in the development (in terms of) of the curriculum, amending the requirements for the minimum volume and content of training courses;
- prepare teaching aids, develop various materials and visual aids in their subject.

In order to determine the specific features of the pedagogical activity of teachers of the system of higher pedagogical education, it is necessary to find out what, in fact, is this concept (pedagogical activity).

The analysis of scientific literature showed that the features of pedagogical activity were considered by many scientists who have quite different ideas about the features of pedagogical activity.

So L.M. Mitina identifies three main components of pedagogical activity:

- pedagogical goal and objectives;
- pedagogical tools and methods for solving the tasks;
- analysis and assessment of the pedagogical actions of the teacher.

The author makes such conclusions on the basis of the statement about pedagogical activity, which includes the professional activity of the teacher, aimed at solving the problems of development and training of the younger generation¹⁰.

Pedagogical activity A.G. Moroz considers in terms that are generally known for understanding any type of human activity, that is, here you can highlight the motives, goals of the action, conditions that affect the choice of ways to achieve the goal, i.e. the peculiarity of pedagogical activity lies in the fact that it is an activity in the organization of another activity, namely, the educational activity of trainees. Here, the activity of the teacher seems to be built on the activities of the student. The goal that the teacher sets himself is formed as a potential effect of promoting this goal. The assessment of the success of the teacher's actions is again based on how successful the student's planned progress is¹¹.

¹⁰ Mitina L.M. Intellectual flexibility of a teacher: Psychological content, diagnostics, correction: Textbook / J.I.M. Mitina, N.S. Efimova. M.: Moscow Psychological and Social Institute: Flint, 2003. P - 144.;

¹¹ Moroz A.G. Formation of readiness for pedagogical activity / A.G. Frost // Psychological and pedagogical foundations for improving the training of specialists at the university. - Dnepropetrovsk: Publishing house of the Dagestan State University, 2008 .- P. 71-75.

According to some researchers, in the pedagogical activity of the teacher of the system of higher pedagogical education, it is possible to highlight special, methodological and intellectual types of skills. The object of pedagogical activity of a teacher of the system of higher pedagogical education is special knowledge (within the framework of the taught discipline). The subject of pedagogical activity is the management of the process of education, training and upbringing, aimed at the formation of the relevant competencies of students.

The basis of the pedagogical activity of the teacher of the system of higher pedagogical education is scientific (theoretical and empirical) knowledge, with the help and on the basis of which the knowledge of the students is formed. Knowledge carriers are relevant texts of textbooks and literature approved in the established manner, manuals, etc. Technical, computer, graphic, and other means are auxiliary means.

The activity of a teacher in the system of higher pedagogical education consists of: didactic design of training; organization of the process during which students learn the corresponding teaching material; monitoring and evaluation of learning outcomes, correction of the learning process.

As you know, all the requirements for the personality of a specialist should be covered in educational and qualification characteristics that reflect the goals of higher education and professional training, determine the place of a specialist in the structure of sectors of the state's economy and the requirements for his competence¹².

In this aspect, according to V.D. Shadrikov, any teacher of the system of higher pedagogical education must have a high linguistic culture, diversity, refinement and variability of the linguistic forms of expression of thought, to be fluent in teaching methods and knowledge of the subject being taught¹³.

According to N.Sh. Chinkina, the teacher should be able to first of all interest the student, motivate him to properly master the subject, clearly, from simple to complex, to transfer the necessary knowledge. For this, the teacher needs developed empathy, psychological insight, the ability to create in the imagination images of people, objects, phenomena (figurative thinking), analytical and synthetic thinking. In addition, among the qualities and abilities necessary for a higher education teacher, the researcher also highlights an adequate perception of the environment, observation, a wealth of vocabulary, verbal associations, emotional development, developed imagination, original thinking and speech, and a pedagogical style¹⁴.

Thus, based on the foregoing, it can be concluded that the professional competence of the teacher of the system of higher pedagogical education is primarily a system of professional knowledge, skills and attitudes, which are manifested:

- constant self-mobility and replenishment of professional knowledge;

¹² Beknazarov A.A. Psychological features of the relationship between teacher and student (on the example of teaching the Russian language and literature in an Uzbek school): Dis. ... cand. psychol. sciences. - Tashkent: "TSPU", 1994. – P. 146.; Borytko N.M. Diagnostic activity of a teacher / Ed. Slastenina V.A., Kolesnikova I.A. - M.: Academy, 2006. – P. 288.; Zagrekova JI. Methodological foundations of the education of the future teacher // Higher education in Russia. - 2001. No.5. - P. 48 - 51.; Tarkhan L.Z. Competency-based approach in training an engineer-teacher / Access mode: <http://flatik.ru/kompetentnostnij-podhod-v-obuchenii-injenerapedagoga>

¹³ Shadrikov V.D. A new model of a specialist: innovative training and competency-based approach // Higher education today. - 2004 No.8.- P. 120-128.

¹⁴ Chinkina N.Sh. Pedagogical foundations of stimulating the motivation of creative self-development of a teacher / N.Sh. Chinkina. - Kazan: Kazan publishing house. state University, 1999. - P. 317.

- the ability to identify and creatively solve professional problems at the level of technological or labor standards;
- the flexibility of the applied methods and methods of practical activity;
- in the criticality of thinking, reflection, continuous professional growth, etc.

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