

ORGANIZATION OF INCREASING THE PROFESSIONAL COMPETENCE OF TEACHERS TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article presents the views on a personality-oriented process in continuing education courses for teachers of technical universities on the basis of a personality-oriented approach, provides general data on the organization of the development of professional competence of teachers with different levels of qualification, length of service and education, tools for diagnosing the initial, current, and final the state of pedagogical activity and the personality of teachers and the entire teaching staff.

Keywords: personality-oriented approach, professional competence, diagnostics, qualification, correction, forecasting.

INTRODUCTION

A personality-oriented approach to the process of professional development of teachers was carried out taking into account individualization, in which the following structural components were identified:

- goals: increasing the level of competence of each teacher;
- establishing the initial state of competence of the teacher;
- determination of the impact program, providing for the main directions of correction and development of the teacher's activity and personality (drawing up an individual development path);
- providing information on the intermediate state of activity and the personality of the teacher (providing systematic feedback);
- ensuring the processing of information received through the feedback channel, the development of corrective (regulatory) measures and methods for their implementation.

Material and methods: We used these components when designing a personality-oriented model of advanced training for teachers of a professional lyceum. Having analyzed the main directions of the implementation of the competency-based approach, participating in scientific and practical conferences and seminars on the development of standards on a modular-competent basis, we determined that in the development of standards it is possible to conduct an independent analysis of some specialties and, without claiming to be complete, to identify the most significant professional competencies of students and organize methodological work on the development of pedagogical technologies that ensure their formation.

Thus, in the framework of a personality-oriented methodological work aimed at the development of pedagogical activity and the personality of teachers, as well as increasing the professional competence of teachers of the lyceum, a leading approach to organization was developed. The use of pedagogical technologies had a dual purpose:

1. Corrective: identification and elimination of difficulties in the pedagogical activity of specific teachers on the basis of the development of pedagogical technologies.
2. Predictive, carried out in two directions: the identification of new difficulties for teachers in the organization of theoretical training and production training .. activities and the selection of appropriate technologies for their elimination; the selection of undeveloped skills, competencies in students and the selection of technologies that form them.

Results and discussion: Such a gradual development of pedagogical technologies, their systematization, from the point of view of conscious application, is the basis for the formation of the readiness of the teaching staff and each teacher to the transition from the traditional organization of the educational process to competence-based training.

The developed model of teacher training based on monitoring consists of 3 stages.

Stage 1: preparatory. One of the most important structural elements of a variable personality-oriented model of advanced training is the specification of the goals of methodological work at the stage of transition to a competency-based education. In the study, the goals of advanced training are determined through: a typology of difficulties in professional-active, communicative and personal blocks; highlighting the key professional competencies of students in a number of professions and the pedagogical technologies that form them. Such an approach to goal-setting when discussing them with teachers allows them to understand and accept the goals and the final result of advanced training, organize an effective process of professional development, highlighting the criteria for the development of pedagogical activity and the personality of the teacher and determining the parameters for the development of professionalism. Achieving these goals requires modeling the organization of the process of advanced training of teachers of a professional lyceum.

Modeling the process of advanced training can be considered optimal if the work is carried out in the following areas:

- a number of skills, competencies, and competencies that teachers can form with the same technology are highlighted in the target table, and we plan to implement it on this cycle;
- in the teaching staff, it is advisable to distinguish groups: with experience from 0 to 5 years; from 5 to 10 years; more than 10 years and a group of teachers without pedagogical education, taking into account the ratio of typical difficulties inherent in the selected groups and the teacher's personal difficulties in organizing theoretical training and production activities. There are many more difficulties in typology that can be eliminated on one cycle of methodological work to increase the professional competence of teachers, therefore it is necessary to limit and specify the difficulties that can be eliminated by the same pedagogical technologies that they master to form specific competencies in students;
- information support of the educational process begins with copyright programs, which are gradually being developed on the basis of content modeling technology and modular technologies. The program determines the number of hours that is needed to study each module. The distribution of hours requires a separate working out, as can be adequate or inadequate to the goals set, and is determined by the complexity of competence and the effectiveness of the applied pedagogical technology. Teachers are engaged in the creation of an electronic textbook, a teaching aid on the subject; workbook, develop training exercises and other forms that ensure the formation of students practiced competence;
- for the transition to competence-oriented education, correction and development of pedagogical activity and the personality of the teacher is required, which requires clear phased planning, a personality-oriented approach and monitoring;

- to determine the effectiveness of teacher training, monitoring tools are developed to determine at the stage of input, current, and final control, the dynamics of development of professional competence, pedagogical activity, and the personality of the teacher;
- to organize a personality-oriented approach to teacher training and implement the activity principle in its organization, it is necessary to select a set of methods and forms, training sessions for the development of pedagogical technologies. The teacher's activity in the monitoring mode is cyclical in nature, carried out strictly in stages with regular monitoring of completed tasks and mastered types of pedagogical activity.

Stage 2: practical. The implementation of the simulated process of continuing education of teachers. For the effective development of pedagogical activity and the personality of the teacher, their initial state, i.e. how ready they are for the development of pedagogical technologies and development. At this stage, the need arises for the correction of pedagogical techniques and personality traits necessary for the high-quality implementation of pedagogical activity. The correspondence of the level of development of the teaching staff to modern requirements is investigated. To identify the initial state, questionnaires, observation, conversation, testing, and other forms of control and collection of information are used to optimize the methodological work to improve the qualifications of teachers.

Monitoring is carried out by tracking the intermediate states of the parameter system, the development of professional competence of teachers, which are measured in points. Based on these parameters, the initial state diagram of the teacher and the entire teaching staff is built.

The final state of the development of pedagogical activity and the personality of the teacher is determined by the degree of achievement of the planned results of teacher training, through a comparison of the goal and the final result. Diagnostics is carried out according to the selected parameters and a table is developed for the development of the teaching staff and a repeated diagram is used to determine the presence or absence of dynamics in the development of teaching activities and the personality of the teacher.

Stage 3: analytical. In order to activate the mechanism for responding to the information received and use it to predict the possible development of a teacher training model, its correction, to repeat the cycle of development of professional competence and to form a willingness to switch to a competency-based education, an analysis of the results is necessary. Therefore, a monitoring model for processing the information received is included in the variative model for advanced training of teachers:

- analysis of typical difficulties of teachers and the dynamics of their elimination;
- individual teacher development plans and the teaching staff development program used in the study,

Based on the analysis of the monitoring results, recommendations are developed for each teacher, for groups of teachers with different pedagogical experience and for the entire teaching staff, and work plans for continuing education for various groups of teachers are drawn up. T.O. the transition to the 1st stage of a personality-oriented model means the beginning of a new cycle of advanced training, at which there is a further elimination of the difficulties of teachers, clarification of the mastered competencies of students and educational technologies. The repeated use of monitoring advanced training in the conditions of transition to competent education allows to improve the organization of methodological work, develops pedagogical activity and promotes objectivity in assessing the effectiveness of the work done.

CONCLUSIONS

1. Competence is the qualification characteristic of an individual at the moment of his inclusion in professional activity: the ability to mobilize and realize knowledge, skills and behavioral relations in a specific professional situation. The variety of available options for designating the definition of "competence" and its derivatives indicates that all these definitions include numerous personality parameters: motives, distinctive properties, abilities, etc. of an individual characterizing a representative of a particular profession.

2. Implementation of the competency-based approach is a set of actions by which the formation of competencies is carried out during the training process, their assessment: the formation of competencies by modules; level differentiation of competences of students and their presentation in the form of a schedule of competencies; the definition of all types of training sessions (both classroom and independent), on the basis of which it is supposed to form competencies; construction and organization of the educational process, focused on the formation of competencies; building competency assessment systems and their components, including the development of assessment methods and procedures, the choice of means for documenting learning outcomes.

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