

DIAGNOSIS AND ASSESSMENT OF PROFESSIONAL COMPETENCE OF TEACHERS IN THE SYSTEM OF IMPROVEMENT OF PROFESSIONAL SKILLS AS A SOCIAL AND PEDAGOGICAL NECESSITY

Innazarov Majid Amonovich

Head of Department at the Head Scientific and Methodological Center, **REPUBLIC OF UZBEKISTAN**

ABSTRACT

In the system of continuous education of the Republic of Uzbekistan, retraining and advanced training of personnel play an important role. The large-scale educational reform process in the country requires that this stage of continuous education be improved, based on existing social needs and radical changes. In the last six years, changes in the system have helped to meet the social and cultural needs of the community in the preparation of qualified, competitive teaching staff.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It was purpose of providing educational institutions of the Republic with highly qualified pedagogical staff in accordance with the requirements of the National Program for Personnel Training [1]. This Decree describes the concept of “advanced training of pedagogical staff”, the essence of which is the continual growth of professional and pedagogical skills based on the requirements of the State Educational Standards (types of education) on the types of education, the educational process. systematic upgrading of professional knowledge, skills and abilities in teaching subject or course, pedagogical or information technology and interactive methods of teaching, providing high scientific and methodological level. passed. There are two types of training: 1) direct training; 2) indirect training. That is:

1) Direct training: training in specialized educational institutions (academy, institute, center, faculty, courses); training in basic education; Training in educational institution “Master-apprentice” methodology; gain experience in production; internship in research institutions; internship abroad; independent learning;

2) indirect training (training without education programs): scientific creative vacation by decision of the scientific (pedagogical) council; open training sessions; participation in scientific, scientific-methodological and scientific-practical seminars, conferences, August readings, etc. [1]

The total duration of direct forms of teacher training is set to be no less than 4 weeks (144 hours) per month, separated from the main work.

Over the last three years, the system has been consistently pursuing reforms, given the state of the system, the quality of education, and the demand for qualified teaching staff in the HEIs. The Decree of the President of the Republic of Uzbekistan dated June 12, 2015 “On Measures for Further Improvement of the System of Retraining and Advanced Training of Leaders and Teachers of Higher Education Institutions” [2] It was noted that it is desirable to radically improve the quality of training of highly qualified specialists on the basis of continuous improvement of professional level and qualification of teachers, the introduction of an improved system of regular retraining in accordance with modern requirements. This Decree establishes the norms of legislation, theory, scientific and applied research, technological

development and innovation in the disciplines, as well as the organization of the educational process, based on the constant improvement of pedagogical and professional level of university professors. in-depth study of recent achievements in the field of modern methods; cardinal upgrading of qualification requirements, curricula, programs and methods of training and retraining of teaching staff of higher educational institutions with the wide application of high-quality modern educational and innovative technologies, advanced foreign experience; to introduce and use modern innovative pedagogical, information and communication technologies in the educational process, using global Internet, multimedia systems and distance learning methods for university teachers; the main directions for further improvement of the system are the use of higher educational institutions' pedagogical staff to increase their level of practical foreign language proficiency and to continuously improve their professional skills, teaching and research activities.

Also, it is planned to organize retraining of managerial and pedagogical staff of 16 leading universities of the country with modern material and technical base equipped with scientific councils for defending doctoral dissertations, necessary methodological, laboratory and information and communication facilities. defined as the base higher education institutions. A two-month break-through procedure was introduced for 288 hours of special programs developed on the basis of updated curriculum structure of the curriculum for university and pedagogical staff.

Another important change in the system of retraining and advanced training of managers and teachers of higher educational institutions of the Republic of Uzbekistan is the introduction of amendments and additions to the Regulation on the courses for retraining and advanced training of managers and teachers of higher education. [3] on the introduction of pants” (February 27, 2017). It also introduced a procedure for re-training and retraining of senior and university staff in the curricula of the courses, independently or through distance learning.

The Decree of the President of the Republic of Uzbekistan on August 27, 2019 “On the introduction of the system of continuous improvement of the management and pedagogical staff of higher education institutions” was a new stage in the reform of the system. In accordance with this Decree, the aim is to bring the system of professional development of executives and teachers to a new level, to achieve widespread introduction of a new system of differentiated and alternative continuous training taking into account modern forms of professional development and the results of scientific and scientific-pedagogical activity. The following tasks are set:

- introduction of mechanisms for continuous improvement of professional knowledge, skills and skills of managers and teachers, increasing the level of professional training necessary to ensure the quality of higher education in accordance with modern requirements;
- monitoring and implementation of indirect forms of professional development, directly and indirectly, on the basis of variational and complementary principles;
- providing opportunities for independent selection and development of forms of continuous professional development for executives and teachers based on their scientific and pedagogical potential;
- to develop skills of managers and teachers in the areas of scientific and practical research, technological development and innovation in the disciplines, as well as modern methods of organizing the educational process;
- continuous updating of the curriculum and programs, high quality modern educational and innovative technologies, qualification requirements for the management and pedagogical staff with wide application of advanced foreign experience. provision;

- development of skills of leading teachers, information and communication technologies, innovative technologies and their active use in the educational process, using the Internet world wide information network, multimedia systems and distance learning methods;
- increasing the level of practical foreign language teaching and teaching staff, creating opportunities for continuous improvement of their professional skills and effectiveness of their teaching and research activities.

Taking into account such factors as the needs of the labor market, the general and individual demands of the profession, the choice is an important prerequisite for the emergence of a competitive professional who can successfully master the new profession and adapt it to the work. [4, 155] . At present, “one of the most important principles in assessing the quality of professional activity of existing or related employees in the modern labor market is the transfer of employers, human resources services and, in the near future, educational institutions to professional standards” [6, 7;].

When the word “diagnostic” (Greek) is translated from the Greek language, it means “to know”, to “detect”, and to theoretically to be able to “detect”, to “detect” [8, 283; 141]. Currently, the concepts of “diagnosis” and “diagnosis” are actively used in various areas of social life, for example in medicine.

Researcher I. Rasulov acknowledged that the notion of “diagnostics” was “first used in medicine in ancient Greece. Ancient Greeks have a good understanding of the disease and its causes for successful treatment, knowledge of the patient's organism, characteristic of the disease, knowledge of the effects of various treatments, and therefore the correct diagnosis. important to understand. Medical research at the time was one of the mainstay of medical diagnosis at that time. Due to the rich experience of the people, the search for a person with a unique healing ability (physician, priest), the practice of diagnosis of various diseases is enriched with scientific knowledge. In the early stages of human society, the diagnosis of simple and visible diseases in medicine was based on such symptoms as bone fracture, injury, vomiting, diarrhea, pain, fever. The founder of the medical diagnosis is Hippocrates. The Renaissance, especially in the eighteenth and 19th centuries, was a new medicine in medicine, including a thermometer, a finger-percussion, a heartbeat, and a pulmonary stethoscope.), Rene Teofil, Giatsint Laennek (1) and other diagnostic techniques. In the later stages of social development, the concept of “diagnostics” has been used in various fields, depending on economic, cultural changes, and the lifestyle of the subjects. For example, in the field of technology (technical diagnostics; study of methods and means of assessing the technical condition of machines, mechanisms, equipment, structures, devices, other technical objects), in the field of economics (economic diagnostics; production, service, supply and sale of products, supply of qualified specialists in the field, expected problems in their management, study of their characteristics, signs, psychology (psychological diagnostics; ability, personal research based on information about one's interests, tendencies, internal capabilities and learning to use them directly). At present it is in educational practice of developed foreign countries the principles of pedagogical diagnostics are effectively used along with psychological diagnostics.

It has not been long before “Pedagogical Diagnosis” is a relatively young science and has its own place in the practice of world education. While the education system of the Republic of Uzbekistan has some initial experience in teaching this subject as a subject, however, the teachers are well-versed in the full use of all the possibilities of “Pedagogical Diagnostics”.

have no practical experience. Therefore, at present educational institutions of the Republic pay special attention to the effective use of scientific potentials.

The development of pedagogical diagnostics is directly related to psychological diagnostics and is based on it. Psychological diagnostics began to develop in the late 19th and early 20th centuries as an independent science, based on the ideas of a number of studies in psychology. During this period, studies by W. Wundt and W. Schtern found that not only general psychological patterns based on states that represent higher psychological functions, but also individual characteristics (cognition, memory, attention, frequency of exposure, etc.) studied. However, the direct application of the concept of “psychological diagnostics” in the field of cognition is related to G. Rorshach. The publication of his work “Psychological Diagnosis: Cognitive Diagnostic Testing” in 1921, provided the development of the history of “psychological diagnostics”.

The German scientist Karlheinz Ingenkamp has a special place in the history of “Pedagogical Diagnostics”, which is now becoming an important part of his teaching career. This is precisely because Karlheinz Ingenkamp proposed in 1968 to apply the concept of “pedagogical diagnostics” in education [9, 16 - 17]. The author observes the essence of the behavior of the teacher through questionnaires, surveillance and processing of survey results, while maintaining the necessary academic quality criteria based on the diagnosis-based pedagogical activity. and understood the process of interpreting the perspective.

Pedagogical diagnosis is the collection, analysis, and monitoring of dynamic development, including statistical data on observing, evaluating, and evaluating the activities of a person under a particular case (virtue, knowledge acquisition), for a specific purpose. monitoring component. Pedagogical diagnosis is, in essence, a pedagogical diagnosis of a specific process, event or object. Because the basis of the diagnosis lies in the actual action performed by an individual or an automatic device.

The concept of “pedagogical diagnosis” is described by many researchers as follows: The state and (or in all of its occupants) of the various elements of the pedagogical system, the definition and study of the characteristics of their implementation to overcome the disturbances of normal development trends [10, 32-33], a system of specific activities of pedagogical and pedagogical collectives designed to identify certain characteristics of an individual in evaluating the results of education and training (V.Avanesov).

V.Uruskoy believes that pedagogical diagnostics in its essence serves two purposes. They are:

1) Methods and tools for studying the professional level of the teacher to understand the difficulties of professional activity as a system, to realize the need to find effective ways to overcome them;

2) identify the strengths of the teacher according to the individual approach to the organization of pedagogical activity, and identify specific ways and means for their strengthening and development [5].

With pedagogical diagnosis it is possible to identify pedagogical activity, to direct it to practical tasks, to improve professional competence [5]. Yu. Shapran addressed the issue of diagnosing the professional competence of future biologist teachers with a range of competencies, including value-oriented, differentiated-psychological, strategic, autopsychological, organizational, methodological, information-technological, science, etymological, health. and learned on the basis of preservation, innovation, creativity, social-communicative and personal competence.

The main purpose of pedagogical diagnostics is to report on actual indicators and traditions of change, which determine the diagnostic object (specific quality, professional competence, competence, level of proficiency, experience) of the pedagogical process. access to information.

The following areas are prioritized in the diagnosis of teachers' labor: 1) the rational use of existing professional experience with the use of traditional techniques; 2) development of advanced teaching methods and techniques; 3) be able to relate to the content of the learning material in a timely manner; And 4) the relevant disciplines through self-analysis and evaluation to provide feedback on effective teaching .

M.Inkov's research work is aimed at studying the problem of the professional competence of educators in the context of advanced training. According to the author, in the professional development setting, teachers are successful in their professional competence, taking into account the following pedagogical principles:

- conceptual (the competence of which is a measure of the quality of the pedagogue, which is the subject of professional activity, which is considered a modern means of solving professional tasks, effective implementation of their (information-active, operational) active and analytical-diagnostic methods;
- methodological (based on the professional competence lies in the principles of a systematic structured pedagogical diagnosis; the diagnosis reflects the essence of the multidimensional process, which is based on the criteria and its prompt definition;
- diagnostic (diagnostic tools are chosen from the point of view of conceptual pedagogical diagnostics, which allows theoretical substantiation of constructor models);
- organizational management (the diagnostic is a step-by-step process indicating the development of the pedagogical competence, prior to the development of the causes and conditions of development (etymological), and then their comprehensive level assessment (typological), predictive and correction. provides a precautionary measure).

Diagnosis of professional and pedagogical competence is an integral part of the pedagogical monitoring system that determines the quality of the educational process and is relatively independent [14, 10].

M. Inkov, who systematically examines the problem, focuses primarily on the interpretation of key concepts that are of paramount importance in covering the content of professional competence diagnosis. The author defines professional competence as follows: management-pedagogical diagnostics; Organizational-methodical diagnostics, operative diagnostics. In the case of M. Inkov the following concepts are explained in the following content:

Pedagogical diagnostics of management nature is the content of functional and structurally interconnected components of pedagogical diagnostics of the educational process, didactic and methodological possibilities, professional competence of teachers and educational institutions.

Organizational-methodological diagnostics is the content of functional and structurally interrelated components of pedagogical diagnostics of pedagogical competence and professional training of teachers, specificity of organization of pedagogical process.

Attestation diagnosis is a private event that assesses the performance of educators in the overall education quality management system, and has the ability to refer pedagogical activities in the

relevant field of education to the relevant institution's charter, state educational standards, local and international practices. Provides fixing.

Rapid diagnosis is a rapid diagnostic analysis that identifies contradictions, problematic environments, and baseline, primary problems for improving pedagogical system management in a system that represents the lowest level of pedagogical activity [14, 10 - 11].

M. Inkov proposed a systematic model for the diagnosis of professional and pedagogical competence. Its main components are: a) specialized and professional competence in the relevant field; (b) Methodological competence in developing students' knowledge and skills; c) social and psychological competence necessary for effective communication process; d) differentiated-psychological competence to determine cognitive motivations, abilities of students; d) autopsychological competence for assessing successes and shortcomings in the individual's activities [14, 11 - 12].

Currently, the following methods, tools and equipment are used to diagnose the activities of educators in educational institutions, including retraining and refresher courses: classroom observation; portfolio; Achievements of students; tests; questionnaires.

Diagnosis of professional competence of teachers in the system of improvement of professional skills is carried out on the basis of: Portfolio informing on pedagogical achievements of teachers; performance indicators of tests (tests, abstracts, projects, etc.) on study modules; the results of entrance and exit tests along the routes; information on the quality of the final work and its effective protection.

The “core” of educational experience, organized within the framework of improving the technology of diagnostics of the professional competence of the teaching staff in the system of advanced training, was the information and didactic maintenance of the content of the special methodology. In this regard, special attention was paid to the fact that the special methodology developed for the experimental research works has informational and didactic support, which provides practical value and guarantees efficiency.

What is information and didactic support of the methodology and what does it contain? We were trying to find the answer to this question in our research work.

J. Sarsekeyeva describes the concept of “information-didactic maintenance” in the example of educational science: informational-didactic maintenance of a subject - a specific subject or a subject is a methodological complex based on a system of principles. This set is a paper and magnetic tool designed for the organization and control of the learning process, designed with the didactic goals and objectives of instruction, education and development, and the needs of pedagogy, psychology, ergonomics, computer science and other disciplines. reflects a variety of useful, meaningful pedagogical information in the form of a carrier.

In the case of pedagogical diagnostics, it is also important to identify assessment tools. They are recognized as a set of methodological tools and help to determine the level of specialist's training in accordance with the established standards during the certification test. The set of valuation tools consists of: 1) control materials; 2) Criteria for evaluation of the control exercises (answers); 3) Analytical assessment tools - scale scores that allow for the quantitative assessment of the results of tests (derived integral scores) and quantitative estimates.

Control materials are divided into: 1) Simple control tasks (including complex tests) that can be solved with one or two actions (attempts); 2) complex control tasks that require repeated and repeated action in both regular and non-standard situations.

Typical control tasks can include: simple test tasks based on the choice of closed form answers; Ordinary tasks with short answers or simple actions (attempts); complex tasks that are based on remembering the text, the solution, or the hand gestures.

Consideration of specific conditions will facilitate effective organization of pedagogical activity aimed at diagnosing and evaluating the professional competence of the teaching staff in the system of advanced training. They are: rational organization of preparatory work; Creation of methodological support of diagnostics and assessment of professional competence of pedagogical personnel in system of improvement of professional skill; Diagnosis and assessment of professional competence of trainees in advanced training courses based on the developed methodological support; Analyze the feasibility of methodological support of the results obtained; enrichment of methodological support with innovative theoretical materials, tools and technologies based on the current state of pedagogical practice.

Professional competence of the teaching staff in refresher courses

The purpose of diagnostics and evaluation is to set corrective measures based on identifying underdeveloped competence traits and difficulties in mastering them by having a realistic benchmark for determining the level of professional competence.

The purpose of the training is to identify and assess the professional competence of the teaching staff. The main objectives of diagnostics and evaluation of professional competence of pedagogical staff in training courses are:

1. Determine the competence traits that trainees need to take into account in their training (based on A.Markova's trainees social, special (or professional; psychological, methodical), informational, creative, innovative and communicative competence).

2. Observing the educational process and training of trainees, identifying underdeveloped competence competencies, difficulties in mastering them (initial study, including entrance tests of the trainees, training modules) The results of the initial study showed that the trainees do not have sufficient information, innovation, technology, creativity, and personal competence).

2. Determine the purpose of the diagnosis (the purpose of the diagnosis is to develop the information, innovation, technology, creativity, personal competence).

3. Development of special methodology by choice or justification of forms, methods, tools and technologies of pedagogical diagnostics non-standard tests, electronic presentation, project method, E.Torrens' Incomplete Drawings Test, Rating System, Diagnostic Tools - Study Module (syllabus, syllabus, teaching materials, pedagogical dictionaries), technical means and information technology (computer, electronic board, Internet), handouts (questionnaires, tests, control tasks, schema, maps or tables), methodical support Instructions (instructions, notes and instructions), manuals (markers, whiteboards), work papers (group journals, evaluation notes), additional materials (materials of the media, including the Internet); diagnostic technologies - case, accessory, and "Pedagogical Intelligence" (modified on Wexler's scale).

4. Implementation of special methodology (special attention to training and diagnostic tests of listeners, development of information, innovation, technology, creativity, personal competence) based on the presentation of creative tasks).

5. Diagnosis and evaluation of the level of development of information, innovation, technology, creativity, personal competence of the trainees by controlling their cognitive activity).

6. Analysis of development dynamics of information, innovation, technology, creativity, personal competence of trainees taking into account the rating (criteria for developing information, innovation, technology, creativity, personal competence based on evaluation criteria) causes and extent of deviation)

7. Listening to the reasons for underdevelopment of the information, innovative, technological, creative, personal competence of the trainees, and corrective measures (the methodological recommendations were given to the participants for their individual work).

It is important to realize that, regardless of the form or form, it is important for the activity to be effective. In this regard, the emphasis is also on setting priorities in the organization of activities aimed at the diagnosis and evaluation of professional competence of the teaching staff. In our opinion, the following principles guarantee the effectiveness of diagnostics and assessment of professional competence of the teaching staff in training courses (Figure 1).

1. Accuracy of purpose. The purpose of the diagnostic process is to provide trainees with the opportunity to identify the specific competences they are experiencing, to determine the level of ownership, and to predict the expected outcomes.

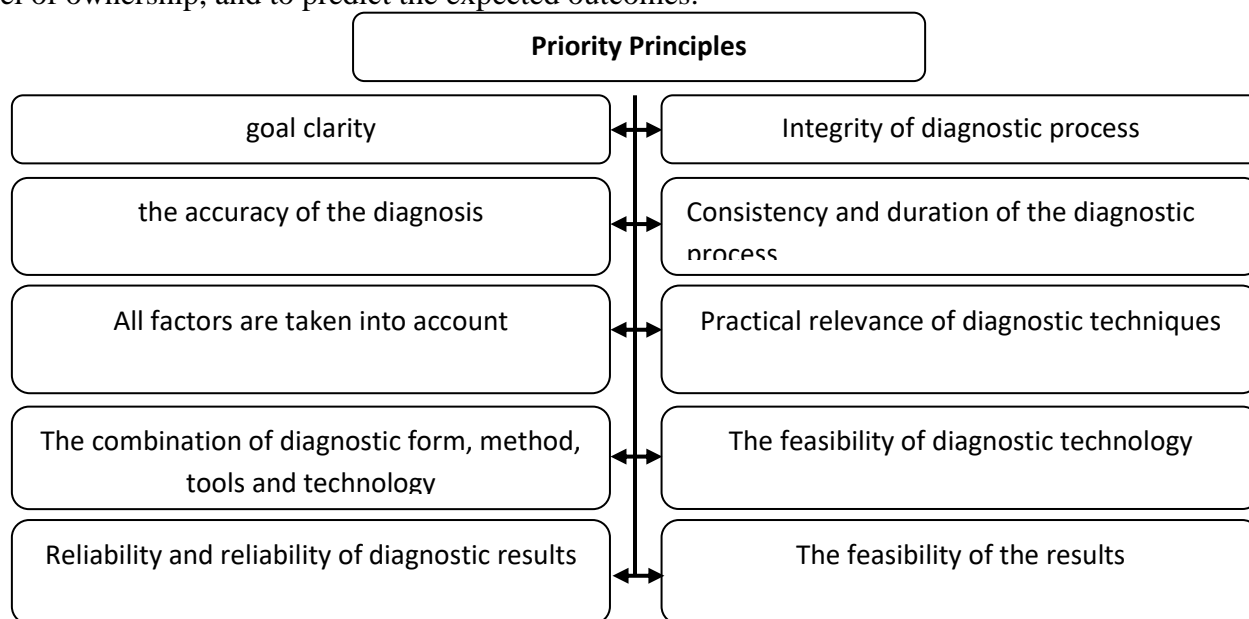


Figure 1. Priority Principles for Diagnosis and Assessment of Professional Competence of Educators in Advanced Training Courses

1. Integrity of diagnostic process Integrity of the pedagogical process ensures that all factors, components and interrelations are taken into account in the diagnosis and evaluation of professional competence of trainees.

2. Accuracy of diagnosis. Accurate, reasonable timing of diagnosis in the pedagogical process, and achieving their accuracy allow objective results to be obtained. After all, the results obtained for an infinite period of time are not objective.

3. Sequence and duration of the diagnostic process Continuous and ongoing diagnosis of the trainees' deficiencies in identifying deficiencies in the professional competence of the trainees, to eliminate them gradually.

4. Taking into account all the factors. Systematizing the factors that have a significant impact on this process in the pedagogical diagnosis, and taking them into account at the end of the diagnosis may lead to a well-grounded and correct view of the competence of the trainees.

5. Practicality of diagnostic methodology. Pedagogical, psychological. Formation of the methodology and its practical value in the processes testifies to the effectiveness of the diagnosis. Therefore, it is important to pay attention to the practicality of the diagnostic methodology in the refresher courses.

6. The interaction of diagnostic forms, methods, tools and technologies. It is well-known that in social, economic, and cultural processes, activities are organized using certain forms, methods, tools and technologies. While it is important that they are chosen correctly in the achievement of the expected result, it is also important to establish the unity between them.

7. The feasibility of diagnostic technology. The technological approach, by its very nature, characterizes the activity in a consistent, systematic and continuous manner. Technological process of pedagogical diagnostics leads to smooth and gradual organization of step-by-step actions.

8. Reliability and reliability of diagnostic results. Distribution of the trainees to the experience and control groups for the competence and reliability of the results showing the level of professional competence of the trainees, the direct and objective response of all respondents to the questionnaires, test tasks, adherence to the established rules of practical and creative tasks. it is desirable. Therefore, the validity and reliability of the diagnostic results should be used to identify future tasks and allows you to achieve.

The feasibility of the results. The results of the diagnosis must be consistent with the nature of the goal and should be able to represent the situation being studied. If the results do not cover the underlying causes, then it is concluded that the diagnosis process is inadequate. Professional competence of the teaching staff in refresher courses depending on the goals and objectives of the diagnosis and evaluation, the stages of this process can be identified. The main steps are (Figure 2):

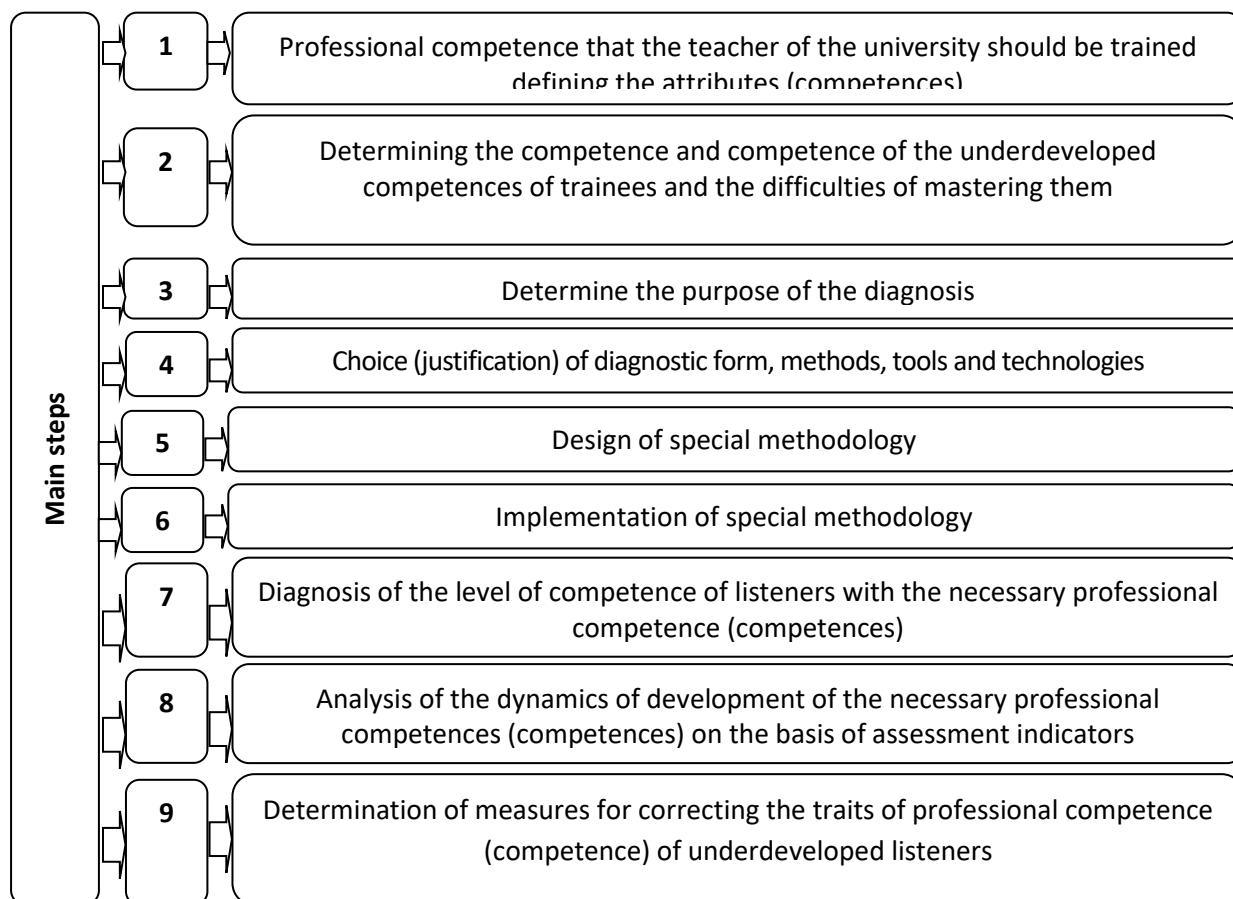


Figure 2. The main stages of diagnostics and assessment of professional competence of pedagogical staff in refresher courses

Diagnosis and evaluation of professional competence of the teaching staff in the training courses will allow developing a model of this process, taking into account the general characteristics, priorities and specifics of this process. In the implementation of the research attention was paid to this issue. Based on the theoretical and practical ideas of the research problem, the following model was developed (Figure 3).

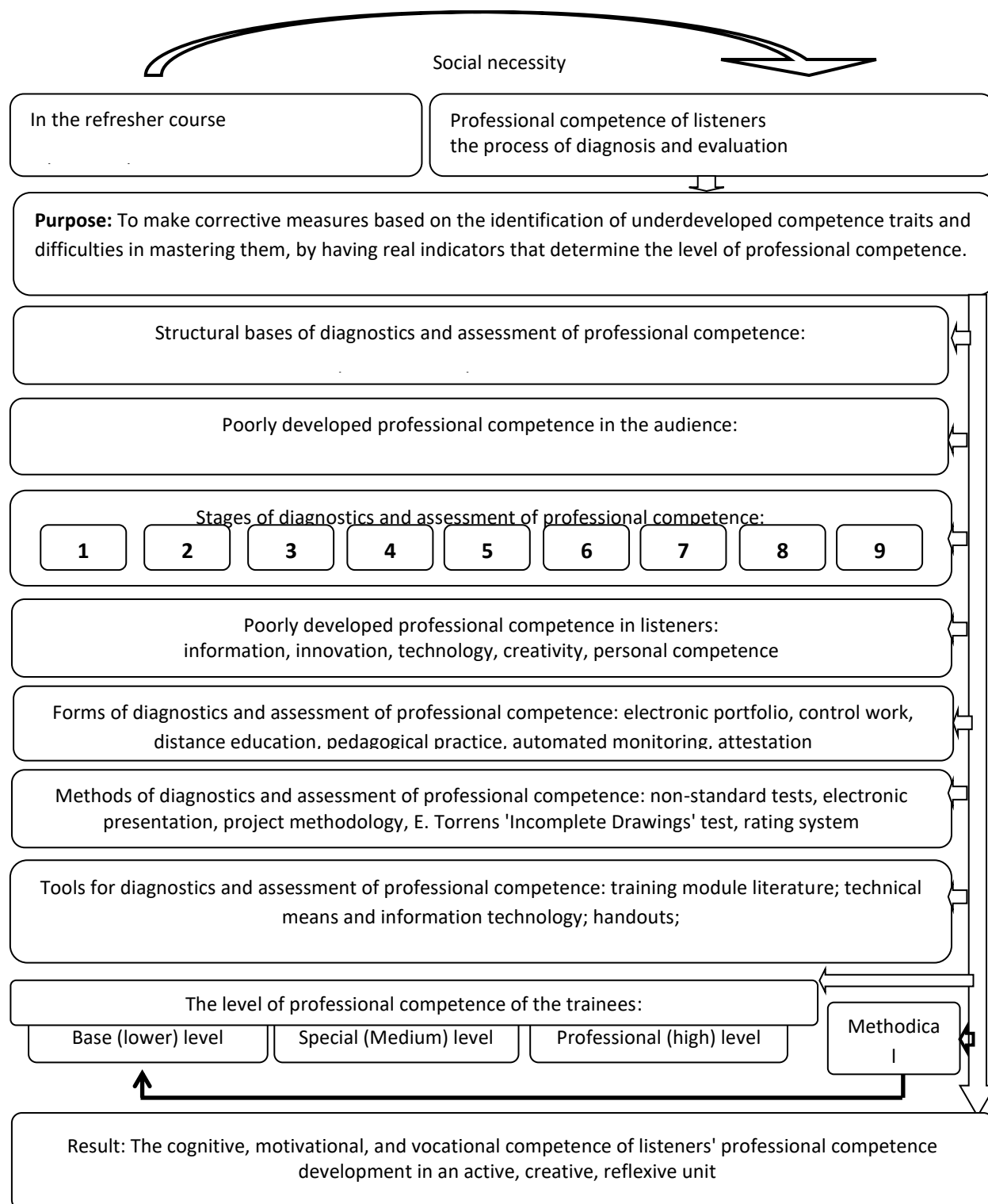


Figure 3. Model of diagnostics and assessment of professional competence of pedagogical staff in training courses

The model of diagnosis and evaluation of professional competence of the teaching staff in the refresher courses is reflected in the unity and integrity of all the components that make up this process. It is important that all components, from end to end, work toward a common goal.

Thus, the pedagogical diagnostics carried out in the research is a practical result of setting corrective measures based on identifying underdeveloped competence traits and difficulties in mastering them, by having real indicators that determine the level of professional competence of teachers. riding. Expected results of diagnostics and evaluation of professional competence of pedagogical personnel in advanced training courses and priority development of pedagogical activity, achievement of high efficiency, correct selection of diagnostic form, methods, tools and technologies, development of special methodology on their basis riding.

In an environment where information flows are growing, technological processes are rapidly evolving, and effective use of human capital is becoming an important social need for highly competitive professionals with high intellectual potential. In order to meet this need, it is important to have the professional competence of educators working in educational institutions, particularly in universities. Consequently, the effective work of educators with a high professional competence is one of the factors that influences the process of training competitive, mature and potential specialists. Therefore, for over half a century in developed countries, the issue of competence, competence, and professional competence has been widely studied. Although there have been some studies in Uzbekistan to address this issue, they are still relatively small. The results of the current research on the subject have identified the competence of the educator in the professional competence and allowed them to select the most important of them. The quality of selected professional competence (methodological, information, creative, innovative, communicative, technological competence) has served as a basis for the diagnosis and evaluation of professional competence of teachers.

REFERENCES

1. Resolution Cabinet of Ministers of the Republic of Uzbekistan “About measures for further improvement of the system of retraining and qualification of pedagogical personnel of higher educational institutions” September 26, 2012.
2. President of the Republic of Uzbekistan “On measures to further improve the system of retraining and advanced training of leading and pedagogical personnel of higher educational institutions” June 12, 2015.
3. Resolution Cabinet of Ministers of the Republic of Uzbekistan “On introducing changes and additions to the Regulation on the retraining and advanced training courses for managers and teachers of higher educational institutions” February 27, 2017.
4. Scherbakova A.I. Оценка сформированности компетентности специалиста промышленного предприятия // Образование и наука в региональном развитии. Мат.научно-практ.конф. Ч. 2. – Рбинск: РГАТА им. П.А.Соловева, 2008. – С. 155.
5. Shapran Yu.P. Диагностика профессиональной компетентности будущих учителей биологии // <https://sibac.info/conf/pedagog/xxii/30254>.
6. Tatur Yu.G. Компетентност в структуре модели качества подготовки специалиста // Ж. Всшее образование сегодня. – М.: 2004. - №3. – С. 7.
7. Zeer E.F., Smanyuk E.E. Компетентностный подход как фактор реализации инновационного образования // Ж. Образование и наука. Известия УрФО РАО. – Екатеринбург: 2011. - №87 (8). – С. 3-18.
8. National Encyclopedia of Uzbekistan. 3 - volume. 2002. – 283-pp.
9. Dudina M.M., Khamatnurov F.T. Основ психолого-педагогической диагностики / Учеб.пособие. – Екатеринбург: Изд-во РГПУ, 2016. – 190 с.
10. Permyakov O.E. Методологические основ формирования иерархической классификационной модели социально-профессиональной компетентности студента // Ж. Вестник Адыгейского государственного университета. – Майкоп: 2008. - №8. – 78-86 pp.

11. Ingensamp K. Педагогическая диагностика / Пер. с нем. – М.: Педагогика, 2001. – 238 pp.
12. Vgotsky L.S. Диагностика развития и педологическая клиника трудного детства // Собрание сочинений: в 6 т. Т. 5. - М.: Наука, 1983. – 257 pp.
13. Kuzmina N.V. Профессионализм личности преподавателя и мастера производственного обучения. – М.: Педагогика, 1990. - 29-31 pp.
14. Insov M.E. Диагностика профессиональной компетентности учителя в условиях повышения квалификации: Автореф....канд.пед.наук. – Ростов-на-Дону: 2009. – 25 pp.