

## DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS IN CONTINUING EDUCATION

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### ABSTRACT

In the context of increasingly complex requirements for the content of education, ways of organizing the educational process, it is necessary to search for new reserves to improve the quality and effectiveness in increasing the qualifications. Therefore, the training of professional teaching staff that meets modern requirements is in the focus of attention of the Government of the Republic of Uzbekistan, educators, scientists and specialists of the country.

**Keywords:** Professional competence, advanced training, development.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In solving this problem, the most important role is played by pedagogical universities, designed to provide professional training for future teachers for the educational system of the republic, capable of effectively conducting educational work. The program documents on the development of education, including the Law of the Republic of Uzbekistan “On Education” and others, provide for a set of measures aimed at improving the scientific and methodological potential of educational institutions, the quality and effectiveness of training of future teachers and advanced training.

In the Republic of Uzbekistan in the field of education, the most general directions for its improvement have been outlined: focusing on world development standards and the desire for decentralization, changing the social context of language learning. Integration processes in society posed the problem of improving the quality of vocational training of teachers, in particular primary school teachers, before the higher education institutions of the republic. In this regard, it should be noted that in order to carry out his professional activities, the future primary school teacher must perfectly master the state language and have a basic level of professional competence.

There are at least two points of view about the origin of the pedagogical term “competence”. According to the first, it represents borrowing from the English language competence-ability, competence dating back to Latin competence, competence-means capable, knowledgeable in a certain field; having the right to do or decide something according to his knowledge, to judge something. In scientific use, the term "competency" in the indicated meaning was introduced in the 1960s and 70s. N. Khomsky in the framework of grammar used the concept of “communicative competence”, in the theory of language teaching D. Heims investigated different types of linguistic competence.

In the 1970s and 90s, the term was already quite widely used in the theory and practice of language teaching, and in the training of specialist managers. The competency-based approach went beyond theoretical research and is fundamental to the development of educational programs and technology.

In particular, in the United States, a direction in pedagogy has formed, called competence-based-education (“competency-based education”).

According to the second point of view, "competence" is derived from English *competere* and literally translated means the ability to compete, competitiveness.

The subtle point of view demonstrates not only the pedagogical, but the broader sociocultural significance of the competent approach, which is intended to serve as a means of socio-economic modernization. The understanding of the essence of competence depends on whether they (as regulatory requirements for the content of education) will be innovative in nature, lead progressive development, or does the competency-based approach merely state, describe the phenomena that occur on the labor market, and adapt education to them, t. e. competencies are “lagging behind” the economy.

It should be specially noted that the concepts of “key competencies” and “key qualifications” are identified by some researchers. In this identification lies the fundamental problem of the relationship between education (goal-development of the individual) and the economic process (goal-growth of production). What is leading and what is driven (by analogy with the relationship between learning and development)? Either competence, identical with qualifications, is only an economic category, a characteristic of a person as a “labor force”. Then politicians and businessmen (“employers”), defining a set of competencies for educational standards and programs, will dictate their requirements, which turn into an environment of educational services. Or, on the contrary, competence is, first of all, a pedagogical category and a competent person - this is a personality development personality, then a competence-oriented education will not just be a “case” of the economy (now aimed mainly at making profit), but a true engine of socio-economic modernization.

In the scientific literature, three levels of competence are usually distinguished:

- key, general cultural, which go beyond the framework of their own education and have socio-cultural significance;
- educational (at the level of higher school-professional) that relate to academic subjects;
- special formed within the framework of individual educational subjects.

The nomenclature of competencies includes socio-economic ones, which should be considered as an incomplete definition of factors that act as a system for forming the content of education within the framework of competencies. Currently, dramatic changes in the economy are observed, new areas and types of work and processes of updating the content of education have appeared. But consideration of competence only from a socio-economic point of view (“an alternative educational response to the changing demands of the labor market”, “an answer to new expectations from employees” ignores some important areas of spiritual, moral, intellectual, and economic culture.

It should be noted that the list of competencies is easy to compile, but difficult to justify. The main ones for highlighting competence (corresponding models of their nomenclature) are several:

1. A socially-oriented model identifies competencies in the areas of public life: cognitive, civil, labor, domestic, leisure.
2. The cultural-ethical model for the components of social experience recorded in culture: general cultural (including cognitive and informational), social, labor and communicative competence and the competence of personal self-determination.
3. The personality-oriented model in the areas of personality relations (48):

- to oneself (value-semantic competence of integration, citizenship, self-improvement, self-regulation, self-development, personal and objective reflection);
- to activity (competence of cognition, competence in various types of activity, information competence).

4. A personal-active model in terms of the structure of social and personal experience, as well as in the main types of activity that allows you to master the experience: value-semantic, general cultural, educational-cognitive, informational, communicative, social and labor competences, competences of personal self-improvement.

Thus, the orientation toward the implementation of problems in various sectors and types of activity serves as a structural and meaningful integration of other aspects of the selection of educational competencies (personality-oriented, personality-active). Many teachers understand the competency-based approach as strengthening the practical orientation of education, the content of which has already been formed within the framework of the subject-centric paradigm. So it turns out a way of constructing educational competencies, which can be called software-subject:

- Search for manifestations of key competencies in each specific subject;
- building a hierarchical "tree of competencies";
- designing general subject-matter educational competencies for all three stages of general education; projection of educational subjects formed by the levels of competence and them in educational standards, curricula and textbooks.

Summarizing the results of the theoretical and pedagogical content of the concept of "competence", the following essential features can be distinguished:

- characterizes the ability and willingness of a person to act as a subject of self-development of the "man-world" system;
- reflects the subjective position of the student in learning; provides the implementation of personal meanings;
- has a meta-subject character;
- implements the didactic principle of the connection between learning and life through the enrichment of the vitagenic experience of identifying and solving problems.

By definition, given in the vocabulary of vocational education, professional competence is the quality of a highly professional employee who is able to realize himself in specific forms of professional activity and is able to adapt to dramatic changes in the market mechanism that controls professional mobility and career planning.

Professional competence (lat .: *professio* - officially indicated occupation, profession; *competentia* - consistency, proportionality of parts of the whole; *competo* - match, conform, fit, align, be fit, able).

Professional competence or professional competence - the quality, property or condition of a specialist, ensuring, together or separately, his physical, mental and spiritual conformity to the need, need, requirements of a particular profession, specialty, specialization standards, qualifications, occupied or performed official position.

The main components of professional competence include:

- social and legal competence, that is, knowledge and skills in the field of interaction with people and public institutions and knowledge of professional communication methods;
- personal competence for continuous professional growth and improvement of qualifications;

- special competence - willingness to independently carry out their professional activities;
- the ability to independently improve their knowledge and skills in the specialty;
- autocompetence - possession of technologies to overcome professional destruction;
- Extreme competence - the ability to act competently in suddenly complicated conditions.

The level of professional competence is assessed based on the formation of professional and pedagogical skills. From the position of the main operational functions of the teacher, it is necessary to emphasize the following groups of professional skills:

- Gnostic ability is a cognitive ability to acquire professional and psychological-pedagogical knowledge, providing for the acquisition of new information, systematization of one's own pedagogical experience and the experience of innovators;
- ideological skill - the ability to conduct political educational work among students and the promotion of pedagogical knowledge;
- didactic skill - the ability to identify learning objectives, explain educational material;
- organizational and methodological skill - the ability to organize the educational process, the formation of learning motivation, the establishment of pedagogical relationships, the formation of a team and self-government;
- prognostic skill - pedagogical skills of the successful organization of the educational process, including the diagnosis of the personality and collective of students;
- reflective skill - the ability to evaluate one's professional activity and professional behavior;
- organizational and pedagogical ability - pedagogical ability to implement the educational process, the use of optimal means of pedagogical influence, the organization of self-education and self-government, the formation of the professional orientation of students' personalities;
- technological skill - planning the correct organization of the technological process, the operation of technological devices;
- production and operational skill - a general labor skill in related professions;
- special skill - a highly professional skill within the framework of any one industry.

In modern conditions, teachers need a completely different approach to managing their competence. Competency management makes it possible to bridge the gap between the growing professional requirements and the level of competence of each of them. The main orientations in this process are the effectiveness of performing professional functions, the situation at work (vacancy, excessive academic workload, substitution) and the ability to self-develop.

In pedagogical research, there are various approaches to determining the professional growth of a teacher. One of them is reflected in the methodological recommendations for certification of leading and pedagogical workers of educational institutions of the Republic of Tajikistan and suggests that teachers have professional and pedagogical competencies:

The most important aspect of their theoretical days is:

- emphasizing the need not only to take into account innate features and inclinations, but also conditionality by levels of professional competence;
- differentiation of all factors on external conditions, work experience and internal business qualities.

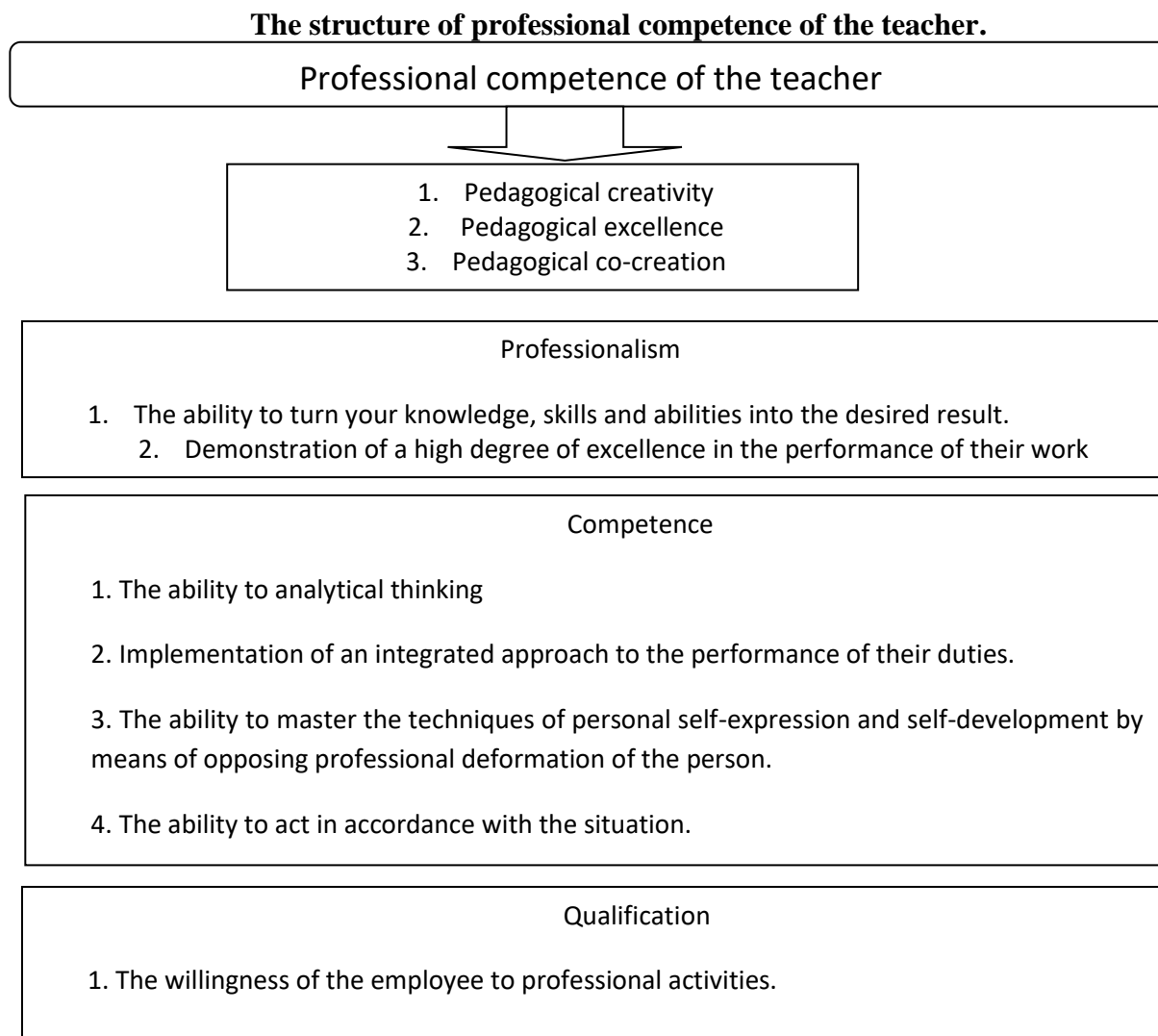
An analysis of the literature made it possible to classify pedagogical mastery and pedagogical creativity by the degree of their significance in the process of improving the professional competence of a teacher.

Mastery is the highest stage of owning a certain type of labor activity, based on a deep awareness of the matter, combined with the ability to implement effective actions.

Craftsmanship is the highest stage of owning a certain type of labor activity, based on a deep awareness of the matter, combined with the ability to implement effective actions.

Creativity is an activity that generates a qualitatively new and is distinguished by originality and uniqueness. From our point of view, the structure of professional competence of a teacher can look as follows (Scheme 1).

Scheme 1.



This structure reflects the development of a teacher in a professional activity that goes through several stages. To determine the level of professional readiness of a teacher, there are a number of criteria, among which, in our opinion, the most interesting are the criteria of professionalism given by A.K. Markova.

We will present these criteria in a cross-format:

1. Objective criteria. Objective criteria in a teacher's work is, first of all, his ability to solve pedagogical requirements.

2. Subjective criteria - they can be a professional and pedagogical orientation, awareness of the importance of pedagogical work, its value orientation and the necessary professional and psychological qualities of a person.

3. Effective criteria are qualitative changes in the mental development of students.

4. Procedural criteria - the quality of the teacher's work; use in their professional activities of professional knowledge, skills, techniques, equipment, technology.

5. Regulatory criteria. It is important for the teacher to perfectly master the profession, what has been accumulated in it, methodological techniques developed in science and implemented in practice, means, forms of training and education.

6. Individually variable criteria. The teacher appreciates such qualities as originality, individuality, originality and individual style. Professional competencies of a teacher are formed as a result of systematic work on themselves.

7. Cash level criteria. The teacher, like other specialists, has a level of professionalism, but these are mainly the results that he gets in working with students, using knowledge, skills.

8. Criteria for vocational training. The teacher must be open to vocational training, absorb everything new that has been accumulated in the teaching profession.

9. Criteria of social activity and competitiveness - this is the ability of a teacher to convince society of the value and importance of their work, the ability to be specific in the market of educational services.

10. The criteria are qualitative and quantitative. To prepare a teacher, it is important to evaluate the results of his work both in terms of quality and in quantitative indicators.

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