



Development of Professional Competence of Teacher

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Annotation. Currently, the education system in Uzbekistan is characterized by significant transformations, as a result of which there is an intensification, first of all, of innovative processes.



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Today, the education system is significantly influenced by external factors. It is presented with fundamentally new requirements, the constant increase of which is caused by a number of global development trends:

- accelerating the pace of development of society requires preparing students for life in rapidly changing environments;
- with a significant expansion of the scale of intercultural interaction, it is of particular importance school graduates acquire sociability and tolerance;
- the emergence and growth of global problems requires young people to have modern thinking to solve them;

Competence is necessary to perform a specific action in a specific subject area, including highly specialized knowledge, skills, ways of thinking and the willingness to take responsibility for one's actions. He further states that:

1. Competency components will develop and manifest themselves only in the process of performing an activity that is interesting to a person.
2. Effective performance - the result of several factors - depends much more on a range of independent and complementary competencies that cover a wide range of situations in the process. Movement toward a goal than on the level of individual competence or ability exhibited in a particular situation.

The full range of competencies demonstrated by individuals in different situations should be assessed. Over a long period of time spent on achieving personally significant goals, and not the level any particular ability.

3. The specific situation in which one finds oneself individual, directly influences the formation of his values and the possibility of developing and mastering new competencies.

American psychologist R. Short reveals the concept "personal competence". The author characterizes a competent person as "a person who has knowledge of the "fundamentals of science"

and the skills associated with them, as well as the skills necessary to perform psychomotor functions, professional roles, cognitive and affective activities, and interpersonal communication”

In this case, attention is focused on the development of abilities, knowledge, skills, motives, attitudes, beliefs, values necessary for fulfilling social roles and interacting with the world.

Western European models of competence They focus on such qualities as the ability to independently find ways to solve complex problems, independent acquisition of new knowledge and skills, a positive image of one’s personality, the ability to communicate harmoniously, and the ability to behave in a team.

In general, foreign scientists attribute competence more to a general characteristic of an individual, rather than linking it to specific skills.

Domestic scientific publications of the mid-late 20th century centuries, the content of the concept of “competence” included the presence of the necessary personal characteristics, as well as knowledge, abilities, skills, methods and techniques for their implementation in activities.

So, B.D. Elkonin defines competence as “the measure of a person’s involvement in activity (in its social “cut”). What is important is not whether an individual has an internal organization of something, but the ability to use what he has.”

Integration processes in the world community at the end of the The modern definition of the concept of “competence” in domestic science is consistent in content with foreign ones. The main structural characteristics are knowledge, skills, and abilities that are activity-mediated in nature.

Detailed analysis of the formation of the category “competence” is given in the works of I.A. Winter and allows trace the dynamics of ideas from the appearance of this category in science to its widespread use in various professional and scientific environments.

Thus, the author identifies a number of stages in the development of a competency-based approach in education, depending on changes in the approach to considering the concept of “competence”.

The first stage (1960-1970) is characterized by the introduction of the category “competence” into the scientific apparatus, the creation of prerequisites for distinguishing the concepts of competence/competence. From this time on, the study of different types of linguistic competence began, the introduction of the concept of “communicative competence” (D. Hymes).

The second stage (1970-1990) is characterized by using the category competence/competence in the theory and practice of language teaching (especially folk), professionalism in management, leadership, management, and in teaching communication. At this time, the content of the concept of “social competencies/competencies” is being developed.

The third stage of competence research as scientific category, starting from 1990, is characterized by the appearance of works by A.K. Markova, where professional competence becomes the subject of special comprehensive consideration. During the same period, L.M. Mitina continued the study of L.A. Petrovskaya. According to L.M. Mitina, concept “pedagogical competence” includes “knowledge, abilities, skills, as well as methods and techniques for their implementation in activities, communication, and development (self-development) of the individual.” It also emphasizes the complex integrative nature of competence.

This stage of development is significantly characterized by the fact that UNESCO documents and materials outline a range of competencies that should already be considered by everyone as the desired result of education.

In the report of the international commission on education, J. Delors, having formulated the “four pillars” on which education is based (learn to know, learn to do, learn to live together, learn to live), essentially defined the main global competencies.

So, according to J. Delors, one of them says - “learn to do, in order to acquire not only professional qualifications, but also, in a broader sense, competence, which makes it possible to cope with various numerous situations and work in a group”

Thus, it can be stated that currently the concept of “competence” includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral.

As well as learning outcomes (knowledge and skills), a system of value orientations, habits, etc. At the same time, I.A. Zimnyaya notes that competence is always an actual manifestation of competence, but most authors, despite this, do not distinguish between these concepts and consider them as synonyms. At the present stage, the concept of “competence” is the object of close study by many domestic authors. This has become particularly relevant due to the fact that a competency-based approach is being fixed in education. That is why it caused a lot of discussion among scientists (A.A. Verbitsky, I.A. Zimnyaya, E.F. Zeer, A.V. Khutorskoy, V.D. Shadrikov, etc.).

So, in the opinion of N.Yu. Emelyanov, competence is the level of training in social and individual forms of activity, which allows an individual, within the framework of his abilities and status, to function successfully in society

According to E.I. Ogarev, competence is an evaluative category that characterizes a person as a subject of specialized activity, where the development of a person’s abilities gives him the opportunity to perform qualified work, make responsible decisions in problem situations, plan and improve actions leading to the rational and successful achievement of goals.

Noting that competencies are some internal, potential, hidden psychological new formations (knowledge, ideas, action algorithms, systems of values and relationships), which are then revealed in human competencies as actual, active manifestations; the author designates the range of these competencies, meaning their further manifestations as competencies.

In the understanding of A.K. Markova professional competence is a “mental a state that allows one to act independently and responsibly, a person’s possession of the ability and the ability to perform certain labor functions that consist in the results of labor”

In the field of professional competence, according to N.V. Kuzmina, a special role belongs to psychological competence, which is a structural system of knowledge about a person as individual, individuality, subject of labor and personality, included in an individual or joint activities carrying out professional or other interactions.

Psychological competence consists of several interconnected subsystems: social-perceptual, social-psychological, autopsychological, communicative, psychological and pedagogical.

N.V. Kuzmina considers professional competence as the awareness of a teacher, as a property of his personality, which allows him to productively solve educational problems aimed at shaping the personality of another person.

The concept of competence is associated with a specific area of activity, in this case, the professional and pedagogical activity of a teacher. According to the author, the professional competence of a teacher is:

- ✓ possession of special knowledge about the goals, content, object and means of teacher’s work;
- ✓ possession of special skills preparatory, performing, final stages of activity;
- ✓ mastery of special personality and character properties that allow the process to be carried out activities and get the desired results.

Model N.V. Kuzmina is built in accordance with a feature of a teacher’s professional activity, and the personality of the teacher himself is only one of the structural components of the model.



The concept of professional pedagogical competence is focused, in the author's opinion, on the idea of the teacher as a subject of pedagogical influence, capable of structuring scientific and practical knowledge in a special way in order to better solve pedagogical problems.

In the framework of this work, we define the professional competence of a teacher as a set of generalized knowledge, skills and abilities that ensure the implementation of the content of state educational standards.

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