

Theoretical Foundations of Improving Professional Competence in Training

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ABSTRACT

This article presents views on teacher professionalism, competence and a competent approach to the educational process.

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During the years of independence, a fundamental reform of the field of Education has been carried out in our Republic regarding the coming of age of a deeply educated, comprehensively mature, thoughtful, competent generation. The focus of these reforms is the development of education, the search for ways to improve its effectiveness, the competency approach to the educational system of kholda, which introduced new information and pedagogical technologies. The main goal is to teach students to think independently, to attract them to creativity. Because today, the employer is also interested in hiring a rich, literate and competent employee of language reserve, who thinks independently, can easily apply the knowledge gained to solving problems, is able to reason critically.

Determining the relationship between professional competence and teacher professionalism is complicated by the fact that the term "teacher professionalism" has not yet found a clear explanation in pedagogical research. In the interpretation of a number of scientists, a professional teacher is a specialist of the system of scientific knowledge about the individual and the goals envisaged in his upbringing, the creator of the formation of the student's personality (K.D.Ushinsky), a highly qualified specialist who knows exactly his job and is always ready to work (A.S.Makarenko).

V.A.Suxomlinskiy in his works, we find the most complete description of the requirements for the personality of a professional teacher: love for children, joy from communicating with them, deep knowledge, broad horizons, interest in science problems, pedagogical and psychological knowledge, practical skills in various fields. labor activity. N.K.According to Krupskaya, the professionalism of the teacher is impossible without knowing its topic and without having a dialectical basis of science; the ability to present an object or phenomenon using technological achievements, the ability to explain phenomena, explain, prove the correctness of their statements, learn, remember, apply students, know the age-related characteristics of the child's thinking and perception, the ability to transmit their knowledge to others in combination with the ability to overcome the natural difficulties of communication. theory with practice.

Modern scholars (V.A.Slastenin, I.F.Isayev et al.) the basis of professionalism in their research is the scientific, theoretical and practical training of the teacher. O.B.As Shirokix correctly points out,

professionalism is determined on the one hand by the level of knowledge, skills and skills, and on the other by the ability to carry out something new. A number of scholars (A.I.Akhulkova, A.K.Markov, V.I.Shuvalov, O.M.Shinyayev et al.

R. on various problems of professional and pedagogical training of teachers. X.Dzhurayev, A.R.Khodjabayev, N.N.Azizkhodjayeva, U.I.Inoyatov, N.A.Muslimov, H.F.Rashidov, O'Q.Tolipov, Sh.S.Sharipov, Z.K.Ismailova, Q.T.Olimov, M.B.Urazova, J.A.Hamidov, D.O.Khimmataliyev, B.A.Nazarova, B.S. Scientific research has been carried out by Nuridinov et al.

N.V.Kuzmina, A.K.Markova, V.Ya. Scientists such as Sinenko and others argue that the basis of professionalism is the combination of a high level of psychological, pedagogical and scientific subject knowledge and skills with optimal personal qualities (cultural and moral character).

In Applied Psychology, professional competence is often determined by professional competence, but professional competence is provided in addition to professional competence with professional orientation and professionally significant abilities.

E., Which emphasized the multifaceted essence of competence. F. As noted, competence is "integral fundamental knowledge, generalized skills and abilities of the teacher, his professionally significant qualities, a high level of technological efficiency, culture and skill, a creative approach to the organization of pedagogical activity, readiness for its continuous development" [1].

Given that most of these parameters characterize the professional skills of the teacher, many modern researchers (A.S.Agafonova, N.V. Kislinskaya, N.N.Nikitina, A.A.Orlov et al.

It becomes clear that professional competence is an integral part of the teacher's professional skills, an indicator of the level of its formation, while giving the teacher the opportunity for constant professional and personal development (V.A.Adolf, G.S.Vyalikova, L.K.Grebenkina, S.B.Elkanov, V.I.Juravlev et al.

In the world, the creation of a scientifically based system of design, implementation and development of the educational process on the basis of a competency approach and modern methods remains relevant. Significant practical results are achieved in such prestigious scientific research educational centers as Princeton University (USA), Manchester University (England), National Advice on Pedagogical Technology (England), Belfield Pedagogical University (Germany), Information and Methodological Center for the Navigator of Educational Technologies (Russia) and Seoul Cyber University (South Korea).

As a result of fundamental reforms aimed at introducing an effective educational system in our country, the organizational and pedagogical conditions and information and methodological opportunities for training teachers of future professional education are being expanded. In particular, in the strategy of Action for the further development of the Republic of Uzbekistan, the priority task is "to further improve the system of continuing education, increase the capacity of quality education services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market." From this point of view, it is relevant to improve the current methodology and educational and methodological support for the development of professional competence of teachers of future professional education on the basis of modern approaches, and to develop mechanisms for objective assessment of the results of mastering.

As you know, one of the peculiarities of pedagogical activity is creative. Creativity is a component of pedagogical skill. Pedagogical skill is not predetermined by innate characteristics, features of the personality of the teacher, but is associated with his level of professional skill. A.K. As Markova noted, "this is a meaningful work from the point of view of its essence, purpose and technologies of activity, which becomes a source of pedagogical skill as an alloy of the teacher's personal and business qualities and professional skills" [2].

Thus, the professional competence of the teacher, based on professionally significant personal qualities as an integration of information (a diverse set of knowledge) and experience, forms the capabilities of the creative teacher and confirms the interdependence of such categories as teacher professionalism, pedagogical skill and creativity.

The relationship between the concepts of "professional competence" and "competence" is a matter of

educational goals. Semantics literally qualification is a quality, a characteristic feature of activity. Features of pedagogical activity determine the features of pedagogical competence.

In the system of higher pedagogical education, “professional competence” is gradually replaced by “professional competence”. It should be noted that "the level of readiness of an employee to perform labor functions within a certain profession, specialty" [3].

In western Europe and the US, the concept of “competence” came from business to pedagogy, accompanied by several unconventional terms for teachers and their interpretation. In this regard, one of the priorities was to differentiate the competencies that are most common in qualification lists and that can be formulated in high school.

At the same time, the teacher in foreign subjects (Arthur Winei John Menne, Daniel B.Hogan, Djerold Kucher, etc.) professional skills are not assessed with a minimum or the highest level, but are determined by a measure of the profit made to the consumer by a professional, therefore, in addition to the knowledge base, the ability to continue self-study throughout his professional life, the teacher is considered in need of the development of creative abilities in pedagogical activity.

In conclusion, in ensuring the quality of the educational process, it is important not only the professional skills of the teacher, but also his competency approach. Because when forming base competencies in students, first of all, it is required that the teacher himself be the owner of the competency.

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