



WAYS TO DEVELOP PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Annotation

Pedagogical competence is the quality of teaching as a supply factor. Today it is important to study the criteria for determining the competence of a teacher. The article introduces the concepts of competence and competency, the similarities and differences between them. Types of professional pedagogical competencies are explained. The stages of formation of pedagogical competence are described.

Keywords: competence, competency, professionalism, strategy, professional pedagogical competencies, benchmarking criteria.

Introduction

Modern society faces highly educated, aspiring, demands the upbringing of competitive, enterprising, spiritually and physically healthy individuals. The action strategy for further development of the Republic of Uzbekistan for 2017-2021 sets the task of "educating a highly educated and intellectually developed generation, creating a pool of competent scientific and pedagogical staff in higher education institutions.[1]"

The professionally significant qualities of teachers were considered by scientists for a long time and determined the content of professional competence, identifying the pedagogical, psychological, social conditions of its formation.

The State Education Standard for General Secondary Education, approved by the Cabinet of Ministers Resolution No. 187 of 6 April 2017, defines the concept of competence as the ability to apply existing knowledge, skills and competencies in daily activities [2].

The teaching profession is both transformative and managerial. And for this mine to be able to manage the development of personality, we must be competent.





The concept of the professional competence of the teacher-poet highlights his theoretical and practical readiness to carry out pedagogical activities and characterizes his professionalism.

Competence (from lat. *competentio* by *competo* strive for, fit, fit) - this is the personal ability of a specialist to solve a certain class of professional problems. Such competence is understood as formally described requirements for the personal, professional, etc. qualities of the company's employees (or some group of employees). The concepts of professionalism and competence have common features. It should be noted that people who do not always fully meet the established requirements and standards are not true professionals, because some do not know how to apply knowledge in practice, which means that such pedagogical activities remain ineffective [3].

Pedagogical skills are grouped here into four groups:

1. Ability to "translate" the content of the objective process of education into specific pedagogical tasks: the study of the individual and the team to determine their preparedness for the active mastery of new knowledge and design on this basis, the development of the team and individual students; identification of a complex of educational, upbringing and developmental tasks, their concretization and definition of the dominant task.
2. Ability to build and set in motion a logically complete pedagogical system: comprehensive planning of educational tasks; reasoned choice of forms, methods and means of its organization.
3. Ability to identify and establish relationships between the components and factors of education, to put them into action: creating the necessary conditions (material, moral, psychological, organizational, etc.); activation of the student's personality, the development of his activities; and etc.
4. Ability to record and evaluate the results of pedagogical activity: introspection and analysis of the educational process and the results of the teacher's activity; defining a new set of dominant and subordinate tasks.

One of the most important qualities that characterizes competence is initiative. This is an internal awakening to new forms of activity, a leading role in any action. An initiative is a kind of social activity, social creativity undertaken by a person. An initiative is characterized by the fact that a person takes on a greater measure of responsibility than is required by simple adherence to social norms.





Cooperation is another important component of competence. This is a humanistic idea of joint developmental activity of children and adults, reinforced by mutual understanding, penetration into the spiritual world, collective analysis of the course and results of activity.

Review of literature data. Analysis of scientific literature shows that scientists studying the problem of teacher competence, in their research, use the term "professional competence" [4], the term "pedagogical competence", then both terms, and sometimes these terms are combined by analogy with professional pedagogical activity: "professional pedagogical competence".

Currently in science there is no single approach to the definition of this concept. So, according to V.A. Slastenin, I.F. Isaeva, A.I. Mishchenko and E.N. Shiyano, the teacher's professional competence expresses the unity of his theoretical and practical readiness to carry out pedagogical activities, while the basis of the teacher's competence structure is made up of numerous pedagogical skills that characterize this readiness [5].

Pedagogical competence is a systemic phenomenon, the essence of which consists in the systemic unity of pedagogical knowledge, experience, properties and qualities of a teacher, which allows to effectively carry out pedagogical activities, purposefully organize the process of pedagogical communication and also imply personal development and improvement of the teacher [6].

The dominant block of the teacher's professional competence is the teacher's personality, in the structure of which they distinguish: personality motivation (personality orientation and its types), properties (pedagogical abilities, character and its features, psychological processes and personality states, integral personality characteristics (pedagogical self-awareness, individual style, creativity as creativity).

Materials and research methods

Psychological, pedagogical and special (in the subject) knowledge is a necessary, but by no means a sufficient condition for professional competence. Many of them, in particular theoretical, practical and methodological knowledge, are prerequisites for intellectual and practical skills and abilities [2].

Pedagogical skill is a set of sequentially unfolding actions, some of which can be automated (skills), based on theoretical knowledge and aimed at solving the problems of developing a harmonious personality.





This understanding of the essence of pedagogical skills emphasizes the leading role of theoretical knowledge in the formation of the practical readiness of future teachers, the unity of theoretical and practical training, the multilevel nature of pedagogical skills (from reproductive to creative) and the possibility of their improvement by automating individual actions[3].

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Thus, competence is a measure of the correspondence of knowledge, skills and experience of persons of a certain social and professional status to the real level of complexity of the tasks they perform and the problems they solve.

Research results and discussion

Modern researchers distinguish the following types of professional competence:

Special competence - possession of the actual professional activity at a sufficiently high level, the ability to design one's own further professional development.

Social competence - possession of joint (group, cooperative) professional activity, cooperation, as well as the techniques of professional communication adopted in this profession; social responsibility for the results of professional work.

Personal competence - mastering the techniques of personal self-expression and self-development, means of resisting professional deformations of the personality.

Individual competence - mastering the techniques of self-realization and personality development within the profession, readiness for professional growth, the ability to individual self-preservation, non-commitment to professional aging, the ability to organize rationally your work without overloading time and effort [6].

The Council of Europe identifies five basic competencies in the context of foreign language teacher training:





Political and social competences related to the ability to take responsibility, participate in joint decision-making, participate in the functioning and development of democratic institutions.

Competencies related to life in a multicultural society, designed to prevent the emergence of xenophobia, the spread of a climate of intolerance and promote both an understanding of differences and a willingness to live with people of other cultures, languages and religions.

Competencies that determine the proficiency of oral and written communication are important in work and social life to such an extent that those who do not have them are threatened with isolation from society. This group of communication includes the command of several languages, which are becoming increasingly important.

Competence related to the emergence of the information society. Possession of new technologies, understanding of their strengths and weaknesses, the ability to have a critical attitude to information and advertising disseminated through the media and the Internet.

Competencies that realize the ability and desire to learn throughout life, not only professionally, but also in personal social life [7].

In the scientific literature, the concept of psychological competence is also quite widespread.

In the structure of the psychological competence of the teacher N.E. Kostyleva highlights the following elements:

- knowledge of the peculiarities of the course of mental processes;
- knowledge of the laws of training and education;
- knowledge of the patterns and characteristics of the age development of students;
- the ability to transfer psychological knowledge into real pedagogical practice;
- possession of methods and techniques of mental self-regulation.

Modern researchers distinguish the following types of competencies:

Educational and cognitive competence is a combination of skills and abilities of cognitive activity. Possession of the mechanisms of goal setting, planning, analysis, reflection, self-assessment of the success of one's own activities. Possession of methods of action in non-standard situations, heuristic methods for solving problems. Possession of measurement skills, the use of statistical and other methods of cognition.





Information competence is the ability to independently search, analyze, select, process and transmit the necessary information using information technologies.

Communicative competence is the mastery of the skills of interacting with the people around, the ability to work in a group. Acquaintance with various social roles. Based on the ideas of philosophical anthropology, existential psychology, humanistic guidelines, modern pedagogical theory declares such approaches to the training of a specialist as culturological, synergetic, personality-activity, personality-oriented, individual-creative. These approaches allow us to represent the process of professional development of a specialist in terms of individual training.

Conclusion

Therefore, today any specialist needs to have a certain set of competencies. In modern conditions, five basic competencies are distinguished in the context of training a foreign language teacher, and they sound as follows:

- political and social competence;
- competencies related to life in a multicultural society;
- competences that determine the proficiency of oral and written communication;
- competencies related to the emergence of the information society;
- Competencies that realize the ability and desire to learn throughout life.

Also distinguish: communicative, educational, cognitive, informational, social, individual, personal competence. In modern conditions, it is necessary to form not only a competent, but also a competitive personality.

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