

## PRINCIPLES OF IMPROVING THE PROFESSIONAL COMPETENCE OF TEACHING STAFF

(using the example of a professional education system education in Uzbekistan)

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**Annotation:** Professional competence of educators, its components and regular improvement of professional training of pedagogical personnel is one of the pressing issues of today. Pedagogical competence sets a teacher very large Professional standards, which requires being a leader in psychological, pedagogical, methodological, technical, communicative and other aspects. At the same time, it is one of the main issues for some teachers to achieve educational effectiveness by improving their professional qualifications using modern methods. In this article, this issue was comprehensively considered, an analysis of the literature was carried out, recommendations were developed.

**Key words:** competence, professional competence, pedagogical competence, skills, communicative, professional competence, professionalism, skill development, pedagogical skill, pedagogical practice.

The concept of professional competence has been put forward as a set of skills and abilities of teachers necessary in the process of pedagogical activity, requirements for them, all qualities of a teacher, research to determine its content, pedagogical, psychological, social conditions of formation have been considered by researchers for several years. The conceptual and technological foundations of theoretical, methodological and pedagogical diagnostics of the development of teachers' readiness for educational activities in the digital environment of advanced professional education have been developed by scientists from the CIS countries E.A.Mikhailichev, O.A.Abdulina, S.Ya.Batishev, V.S.Bezrukova, A.P.Belyaeva, M.N.Berulova, E.F.Zeyer, Y.M.Izmailova, P.F.Kubrushko, V.P.Kosyrev, N.V.Kuzmina, V.S.Lednev, O.D.Listunov, V.A.Slastenin, V.T.Sopagina, N.K.Scientific research was conducted by Chapaev and others. In foreign countries, G.Spencer B.F.Skinner, A.Blum, J.Gilbert, J.Fernandez-Balvo, S.Merriam, S.Wilson, R.M.Gagnier, D.E.Berlin, S.Jones, P. In

the research of such scientists as Black, the issues of professional development of vocational education, the development of students' readiness for independent learning activities are scientifically and pedagogically justified.

Today, much attention is paid to the introduction of interactive approaches and innovative technologies in the process of education and professional development in different countries of the world. In particular, developed countries such as Finland, Germany and Japan are encouraging specialists to independently prepare curricula based on active teaching methods in the vocational education system. In some countries, especially in Germany, special attention is paid to the harmonization of learning and work experience through a dual education system, which gives effective results in teaching students independence. Uzbekistan is also implementing reforms in the field of vocational education, including developing programs aimed at developing self-study skills in the learning process.[1] One of the objectives of the strategy of the President of the Republic of Uzbekistan "digital Uzbekistan – 2030" is efforts aimed at digitization of the education system, while the development of professional skills of teachers of vocational education based on digital technologies is among the main requirements. Developing students' readiness for independent learning activities in the digital environment of vocational training, advanced training courses are an important factor in improving the quality of the educational process.

The system of ensuring institutional integrity and management in the field of vocational education and the implementation of international educational programs, as well as internal and external training of competitive mid-level personnel in accordance with the requirements of the labor market of the President of the Republic of Uzbekistan in order to reform the public administration system of the Republic of Uzbekistan until 2024 PF-158 dated October 16 "on the system of training qualified personnel in vocational education measures for further improvement and implementation of international educational programs "On amendments to the Resolution The Government of the Kyrgyz Republic". According to this resolution, vocational education gradual digitization of learning processes in their organizations, a professional special electronic platform aimed at improving the quality and effectiveness of training, was identified as one of the main tasks.[2] In professional education organizations, the digitization of learning processes by a teacher working there depends on the human potential.

Special qualification requirements are imposed on a person engaged in pedagogical activity, the professional qualification of a teacher consists of the following main components:

✓ a high knowledge and skills in the field of interaction with society or a team of people and students, as well as mastery of communication techniques and behavior both in scientific and in everyday relationships with colleagues;

✓ and constantly work on yourself, grow and develop, regularly improve your professional qualifications, as well as improve the indicators of professionalism in your activities, independently acquire new knowledge and skills in your specialty;

✓ preparation for independent performance of any type of professional activity, independent solution of professional tasks and critical assessment of work results;

✓ acquisition of skills in emergency situations or difficult conditions, in case of unforeseen accidents, violations of technological processes;

Various terms related to competence are used, despite some differences between them, the founders of this theory consider it advisable to divide competence into three components (degrees), namely: theoretical, practical, and personal. Theoretically, the approach of V.A.Slastenin, N.M.Boritko, O.A.Solomennikova and other researchers gave various definitions of pedagogical competence, developed a structure and classifications of competence.[1, p.161] in the modern world, where the professional competence of a teacher is rapidly improving, his success is associated with functioning and is expressed in the fact that he simultaneously possesses specific features. The concept of professional competence of a teacher acquires such a content that characterizes the theoretical and practical readiness to carry out pedagogical activity and its professionalism. Again, in some sources, competence is understood as an officially established set of personal, professional, social, etc. requirements for employees. K. was one of the first to develop the professional competence of a teacher. Angelovsky tries to express himself through a set of skills.[3, p.34] he conventionally combines pedagogical skills into four groups:

1. The ability to set pedagogical tasks in the educational process that arise from the content of education, i.e., the study of a group of students, determining their readiness to learn new knowledge and, based on this, achieving purposeful development of the team or students individually, concretization of educational, personal and human characteristics and a clear definition of the complex of dominant developmental tasks.

2. The ability to form and set in motion an interconnected and logically completed pedagogical system, i.e. to plan complex tasks proportional to education and upbringing,

consistently organize them, rationally choose the most convenient forms, methods and means of formation, development and improvement of teaching and upbringing skills.

3. The ability to identify the available components at each stage of training and analyze the factors influencing them, i.e. the creation of the necessary conditions for learning (material, moral, mental, organizational, etc.), as well as the activation of the student's personality, the development of his activities, etc.

4. The ability to take into account and objectively evaluate the results achieved at the end of pedagogical activity, conduct self-analysis based on the ongoing educational process and the results of pedagogical activity in it and identify a new set of tasks that increase the effectiveness of future activities.

For the first time, the concept of competence was applied in the research of American scientists in the 60s to productive activities in the context of training specialists who can successfully compete in the international labor market. Researchers conditionally divide the formation of adequate professional competencies among specialists into 4 stages:

Inexplicable incompetence. This is a stage at which a teacher or specialist does not think about the effectiveness of his activities, about how the results expected from him meet the requirements, or does not realize this. Because of this, he does not want to work on himself, to develop himself. The main task of this stage is to achieve the transition of a specialist to the stage of conscious incompetence.

Conscious incompetence. At this stage, the teacher develops a feeling of dissatisfaction with the activity performed and awareness of the need to improve his professional level due to the results of diagnostics of students' knowledge; control results; participation in classes of colleagues, observation of the experience of effective pedagogical practice of colleagues.

Unconscious competence. At this stage, the teacher automatically participates in the processes of professional development in accordance with the procedure established by regulatory legal acts, and also reproduces in his activities theoretical, practical or other innovations learned in this process, but does not strive to achieve a higher level of professional competence through introspection.

Conscious competence. At this stage, the teacher sets himself the task of systematically acquiring new knowledge, skills and abilities, improves his professional competence not automatically, using voluntary independent resources, constantly conducts self-critical analysis, evaluates his results. [4, p.23]

One of the most important qualities characterizing the professional competence of a teacher is leadership in any environment, social activity, social creativity, faith in the role of internal management or initiative in general. Another important component of professional competence is cooperation. Cooperation as a comprehensive concept is mutual understanding without words and explanations, penetration into the spiritual world of students, joint development regardless of age characteristics in the implementation of pedagogical activities and the ability to unite on the basis of a common idea.

The conducted research and literature analysis show that for teachers, “professional competence” and “pedagogical competence” are recognized as similar terms or as general concepts. Although there is no common approach to these concepts in modern pedagogical research and science, V.A.Slastenin, I.F.Isaev, A.I.Mishchenko and E.N.Shyanova, the professional competence of a teacher is expressed as his theoretical and practical readiness to carry out pedagogical activities. The professional or pedagogical competence of a teacher consists of a set of pedagogical skills that characterize his readiness for the process of activity. [5, p.169].

To date, definitions of competence, professional competence of a teacher, according to the influence of a teacher's personality on professional activity are given - E.P.Belozertsev, F.N.Gonobolin, E.F.Zeer, V.A.Krutetsky. On the conditions and means of developing pedagogical competence V.Bulgin, I.F.Demidov, M.I.Lukyanova, O.M.Shiyan, on methods of improving professional competence N.V.Kuzmina, A.K.Markova, V.A.Slastenina although some research work has been carried out, not a single research work has been conducted on methods or means of improving professional competence the competence of teachers.

Pedagogical competence can be called a systematic process that includes the purposeful and effective organization of pedagogical activity, self-improvement, development and systematic improvement of knowledge, experience and qualities. The professional competence of a teacher is primarily his personality, and in research, as a component of the professional competence of a teacher, personal motivation, pedagogical abilities, character traits, self-awareness, creativity or creative potential are separately listed. These theoretical knowledge, as well as skills based on practical activities and aimed at solving problems of harmonious personal development, or a set of consistently developing actions can be considered as pedagogical skills. This interpretation of the essence of pedagogical competencies makes it possible to see that theoretical knowledge is important in organizing and improving the practical

activities of teachers, that theoretical and practical skills are interrelated, that pedagogical skills are multi-stage in nature and cover processes from reproductive ability to creative activity.

In some literatures, psychological competence is singled out separately in the structure of pedagogical competencies. This is mainly due to working with students, students, and senior students of different ages. E.Kostyleva considers the following elements important in the psychological competence of a teacher: knowledge of the characteristics and factors of the development of mental processes; knowledge of the principles, content of education and upbringing; knowledge of the patterns and features of age-related development of students; the ability to apply psychological knowledge in the process of pedagogical practice; have the skills of mental and emotional self-control.[6, p.174] psychological and pedagogical competence is a set of complementary competencies with psychological and pedagogical knowledge and skills in successfully solving problems related to the educational process; determining the individual abilities of students and directing them to organize the educational process taking into account age characteristics; identifying gaps in students' knowledge and skills, the constant introduction of individual methods for overcoming gaps; the ability to build pedagogically adequate relationships with students, colleagues, parents; the ability to create a favorable microclimate in the student, students and teaching staff-these are the skills that closely connect them.

There is another competence in the structure of a teacher's professional competence, which occupies an important place in improving the effectiveness of teaching. In some literatures, this is called methodological competence, the purpose of which is to plan, select, synthesize and design educational material depending on its content; to organize students' educational and practical activities by organizing various forms of learning and implementing a proactive approach to learning; effective application of innovative educational technologies, pedagogical technologies in the formation of professional skills of students; reflects such abilities of students as the organization of extracurricular activities or the organization of independent work. At the present stage of development of society and the state, our education system is undergoing serious changes associated with a change in the model of its cultural and historical development. In order to accelerate adaptation to these changes, our Government is implementing active social projects. But even if no reforms are carried out in any education system, in the end it will certainly come down to the effectiveness of the teacher's activity as the owner of responsibility or a specific performer who carries out the entire process in education. Because the key figure in the implementation of key innovations in educational

processes, reflecting the breath of reforms in the minds of our people, as well as the younger generation, are undoubtedly teachers. Considering that for the successful application of modern innovations in practice, the realization of the goals and objectives set for us in the new conditions, the teacher must have the necessary level of professional skill and professionalism.

To understand the level of professionalism of a teacher, it is advisable to first understand the nature of professionalism. Professionalism can be understood as a specific character trait, which consists in the ability of people in various situations or conditions to perform complex tasks or professional activities efficiently and reliably on a regular basis. Professionalism is an indicator that, from a psychological point of view, determines the degree of ability or assimilation by people of standard and objective norms established for any activity in society. Professionalism from the point of view of professions usually includes a specific worldview of a person, productive and highly qualified work activity, along with the qualities of possessing high professional skills, abilities for certain types of activities, hobbies and desires, adaptive movements and the desire for constant self-development.

Professional professionalism means high professional competence of a person in this profession. There are different views on professional competence, acquiring a common content with definitions such as possession of deep knowledge in the field of specialty, the ability to perform a task perfectly, and a high ability to perform an activity. In many cases, competence is intuitively used as a generalizing expression of the highest level of qualification and professionalism. Professional competence is considered as a characteristic of the quality of specialist training, the potential of labor efficiency [7, p.368].

✓ The analyses and tariffs generalized by modern scientists have defined professional competence as a set of professional and personal qualities necessary for successful pedagogical activity. A teacher who carries out pedagogical activities, pedagogical communication at a very high level, constantly achieving high results in development and education, can be called professionally qualified or with a high level of formed professional competence. In accordance with the definition of professional competence, when assessing the level of professional competence of teachers, we propose to use the following three criteria:

✓ Be proficient in theoretical knowledge about their profession, systematic preparation for solving problematic situations and professional topics.

✓ Mastering modern pedagogical technologies and their application in professional activities.

✓ Be able to make decisions based on your point of view in any situation and control your activities in accordance with the decision or rules.

Despite the fact that the concepts of professional competence and pedagogical skills are endowed with different tariffs at any time, the main emphasis in these tariffs is primarily on the independent acquisition of new knowledge and skills, as well as their application in practice. Today, both the world community and our country are experiencing the fastest changes in their history, the stage of implementing these changes in practice in a short time and obtaining results with high efficiency. This in itself requires young or older people to study, work on themselves, adapt to the demands of the time, in short, “study throughout their lives”, reading the same for everyone. Because the old way of life, which has occupied our lives for centuries, has been replaced in a short time by a modern life full of new standards. Therefore, today's teacher is not just a teacher, he must be embodied in all senses as a mature person and, being a harmonious person striving for spiritual, professional, general cultural and physical perfection, must know the most effective methods of teaching and upbringing, acquire skills in using on-site tools and technologies that can be used in educational We consider it necessary to evaluate the results of the process on the basis of constant critical analysis., constantly evolve in accordance with the times.

Hence the professional competence - high labor efficiency in any field and if we consider it as a set of knowledge, skills and abilities that determine efficiency, a combination of personal and professional qualities, then over time these competencies also need to be developed and adapted to the requirements of the time.[8, p.52] the development of professional competence is a cyclical process leading to the development of personal and professional qualities, the accumulation of professional experience, it is a dynamic process of assimilation and modernization of professional experience, which includes continuous development and self-improvement. The stages of formation of professional competence and its improvement can be distinguished as follows:

- ✓ Identification of existing shortcomings and understanding of professional needs;
- ✓ Planning of self-development (goals, tasks, solutions);
- ✓ Self-correction through introspection, critical assessment.

As a result of the analysis of the research work, the conducted research, professional competence and pedagogical competence can be characterized as common and identical concepts. As a conclusion, it can be said that professional competence in modern practice is a

set of standards established for the successful work of specialists in a particular field, and it is desirable that the professional or pedagogical competence of teaching staff is constantly improved in accordance with international requirements.

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