

Development of professional competence of the future pedagogical teacher

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Abstract: The article examines the structure and content of professional competence as the basic level of education of a teacher. Social realities and the trends in education reflecting them are characterized by the focus on specialists who are competent in their field and who have a professional pedagogical culture. Modern conditions of the educational process contain a new potential for professional development: the variability and flexibility of the educational system contributes to the optimal choice of an individual educational path and permanent professional growth. Building the logic of professional development should proceed from the laws of the educational process and the formation of the teacher's personality.

Key words: productivity, efficiency, integrative principle, skills, skills, integrative professional and personal qualities, models of the profession, requirements of the profession

Consideration of modern education as human education (V.E. Klochko, 1995) allows us to postulate the integrative principle of professional training of a teacher at a university - the principle of human education, which fixes a new quality by combining the principles of cultural conformity and conformity to nature (F.A. Disterweg). The mastery of professional culture, the formation of the teacher's professional competence, the construction of the pedagogical process and the implementation of professional and educational activities require an integral personality system in all its components. The goals of modern education, the content of professional pedagogical culture and education as a whole (I. Ya. Lerner) are consistent with the structural components (cognitive, affective-volitional, effective-practical, reflective-creative) personality (L.S. Vygotsky, B. F. Lomov). Thus, when modeling the educational process and, more broadly, the process of human formation, the principle of culture and nature conformity is implemented, when the correspondence of the elements of the content of education, representing the structures of human experience and culture, are generally adequate to the general psychological structure of the individual.

The professional activity of a teacher is of a creative, stochastic nature, is constantly developing and improving. Therefore, the system of indicators and assessment of its productivity and effectiveness is not once and forever approved. The needs of society and the school, the conditions for the implementation of pedagogical activities require the teacher to constantly improve and self-develop. A person is needed, capable of producing the experience of humanity in the context of personal meanings, for the purpose of human education, self-projection and self-realization of the subject.

The idea of optimizing the management of teacher training, tracking the quality of training comes to the fore. The training technology should become predictable, more flexible and efficient, take into account the dynamics of needs and, finally, contain clear quality criteria. This is possible within the framework of studying the psychological and pedagogical features of the teacher's professional competence - the conditions, means and results of his professionalization.

The process of professionalization of a teacher is characterized by many signs. Several vectors can be identified that are projected onto the course of this process. Regulatory requirements are laid down in qualification and occupational models. The professionographic approach contains the objective requirements of the profession for a person, the professionogram as a model of the personality and activity of a teacher "reflects his main functions, requirements for a teacher, ... a circle of theoretical knowledge, a list of pedagogical skills and abilities, integrative professional and personal qualities." Professionogram simulates the result that should be achieved in the process of teaching and upbringing at the university and in the course of the independent pedagogical activity of the subject. The qualification characteristic contains objective requirements for the theoretical and practical training of a teacher through its correlation with normative criteria.

In any case, as noted by A.K. Markov and a number of other scientists, standard normative models of the profession and personality contain a description of the objective content of labor as an externally given structure of activity and its psychological structure, as well as the qualities of a specialist's personality. So, it is possible to single out normative professionalism and, as the degree of its assignment, real professionalism. The professionogram contains a description of "the object of labor (characteristics of normative professional activity) and the subject of labor (the psychological qualities of a person, necessary for him as a whole for work in this profession)" [136, p. 39], in the qualification characteristic "it is specified what a person should know, be able to, what psychological qualities a person with different qualification categories should have" [Ibid, p. 39]. Normative professionalism is a general characteristic of the requirements of a profession to a person, qualifications are the requirements of a profession to different levels of labor performance.

As a first approximation, professional competence can be defined as "a characteristic of a specific person ... the degree of compliance with the requirements of the profession" [136, p. 31]. Since we consider the teacher's professional competence as a generic concept for other characteristics of his professionalization - "competence", "preparedness", "readiness", "competence", "professionalism", "skill", "culture" (J.A. Zimnyaya, A.K. Markova), an increase in the proportion of personal and effective components will be an essential characteristic of the formation of a professional. Indeed, competence is defined as a set of powers, rights, duties, as the possession of knowledge that allows one to judge about something (I.I. Rydanova), as a sufficient qualification, that is, preparedness, empowerment (A.K. Markova) ... Competence is a condition for the development of professional competence and the implementation of the teacher's readiness for work.

Considering competence, many authors focus on the final results of professional work. For example, A.K. Markova notes that the only scientific way to judge competence is by evaluating or measuring the end result.

Professionalism, on the other hand, highlights the personal aspect of activity even more - it is "the totality, a set of personal characteristics of a person necessary for the successful performance of

work and the internal characteristic of the personality of a professional person."

Mastery is characterized by such integrated characteristics, which can be designated as neoplasms of a specialist's personality, non-traditional ways of solving pedagogical problems and the creative results of their profession (V.P. Voroshilova, E.I. Rogov). It highlights the acmeological aspect of pedagogical activity in disclosing the mental reserves and personal potential of a professional (VA Slastenin, NG Rudenko), as "a high and constantly improving art of teaching and upbringing."

- Let us refer to the comparative table of the position of scientists regarding approaches to the definitions of concepts that characterize the process of professional development of a teacher. We will use the method of morphological analysis, when the study of an object is carried out through the collection of information according to selected criteria, which achieves the completeness of the presentation of information, its systematized and compact presentation, as well as the possibility of choosing the optimal solution.

- It is necessary to make some explanation to the table: within the framework of our research, the professional competence of a teacher is considered as a generic concept for all other characteristics of a subject's professionalism and as a basic level of preparedness and education of a teacher of preschool education.

- In the proposed version of the analysis, the following criteria for the presentation of information are highlighted: the positions of the authors - researchers on the problems of professionalization, the concepts that researchers consider (from competence to culture), factors affecting the professional development of a teacher, the content of the studied concepts, and levels and stages of development of professional activity and personality of the teacher.

- Thus, based on the analysis of the authors' positions, we can draw the following conclusions.

- The content of professional competence is knowledge, the totality of a certain level of development of skills (professional skills) and personal characteristics of a specialist. We consider professional competence in a narrow (special) sense: as professional pedagogical and subject knowledge, skills or as a special competence of a subject specialist (N.A. Aminov, I.A. Zimnyaya). As a result, professional competence is "an integral quality of a person, which has its own structure, which allows a specialist to carry out his professional activities in the most effective way, as well as contributing to self-development and self-improvement of the individual" [247, p. 188].

- Professional competence is a necessary and sufficient level of professional skill of a teacher: being the goal and intermediate result of university training, professional competence develops in professional activity. A very important remark regarding the fact that professional competence can be a criterion for the quality of training of a university graduate. V.A. Slastenin, N.G. Rudenko in the article "Development strategies, technologies, contextual learning" emphasize, referring to the research of V.V. Karpov that the levels of development of operations (performing, creative) are an invariant in professional and educational activities [219, p. 28]. Our position that creative characteristics as an integral part of professional competence, characterized by the solution of non-standard problems by non-standard techniques and methods, should be applicable to measuring the quality of university training is consistent with the positions of V.P. Voroshilova, I.A. Winter, N.V. Kuzmina.

- We found out that the teacher's professional competence has a reference model, which is formed from the professiogram, includes generalized characteristics of a specialist and is based on the internal structure of professional activity; it is considered as a system of knowledge necessary for the implementation of pedagogical activity (G.N.Serikov), as a set of pedagogical skills (N.V. Kuzmina, A.I. Mishchenko), as a level of professional skill (I.M. Pavlyutenkov) , as a criterion for assessing the professional training of a teacher (VI Zvereva, IK Shalaev).

- By integrating these approaches, we turn to the disclosure of the content and analysis of models of professional competence of a teacher.

- There are several approaches to determining the content of professional competence. Their diversity testifies to the complexity, ambiguity and hypothetical nature of the studied area:

- in the aspect of the humanistic approach: the study of the worldview and moral foundations of the formation and development of the teacher's personality, the organization and development of joint actions, pedagogical cooperation, co-creation, doubt and co-organization (O.S. Anisimov, A. Derkach, E. V. Ilyina, N.V. Petrova, G.N. Prozumentova, V.V. Rubtsov);

- the anthropological approach is focused on defining human knowledge as the basis of pedagogical activity, considers the problems of revealing the essential forces of a person in work, the formation of subjectivity, the inner world of a person in education and culture (L.M. Luzina, V.A. Slastenin, K. D. Ushinsky);

- a creative approach delineates pedagogical work, professional training of a teacher, his readiness for self-development, self-organization, self-regulation (A.Yu. Kodzhaspirov, A.I.Mishchenko, V.A. Slastenin) from the point of view of the innovative, creative potential of a person , teachers of the specialist's Che-40 creativity (E.N. Gusinsky, V.A.Kan-Kalik, N.D. Nikand-

ditch, L.S. Podymova);

- a personality-oriented approach focuses on the conditions that ensure self-realization, self-development of the teacher's personality (EV Bondarevskaya, MV Klarin, VV Serikov);

- the personal-activity approach in the study of the subjectivity of the teacher, understanding the activity nature of professional development, determines significant milestones and meaningful transformations in the personality and activities of a specialist (I.A. Zimnyaya, S.L. Rubinstein, S.D.Smirnov);

- the axiological approach in the study of the values of culture and pedagogical work identifies the guidelines for the development of education, self-development and co-development of subjects, the basic values of the professional and humanitarian culture of the teacher (I.F. Isaev; V.A. Slastenin, N.I. Filippenko) ;

- the acmeological approach is associated with the consideration of various strategies and tactics for achieving the heights of pedagogical work, normative and over-normative criteria of the profession in the categories of "professional competence" (Y. Vardanyan), "teacher's competence" (A.K. Markova) , "Communicative competence" (AV. Mudrik, VV Sokolova), "professionalism" (NV Kuzmina, EI Rogov), "skill" (EI Passov), "culture" (V.A. Slastenin);

- the qualimetric approach in the study of the quality of education and human development is associated with the development of measuring procedures of the required quality (SI Grigoriev, NV Kuzmina, NA Selezneva, AI Subetto);

- managerial approaches: a “research” approach to school management (T.I. Shamova), a synergetic approach, management by results (K.Yu.Belaya, P.I. Tretyakov), reflexive management (T.M.Davydenko, T. I. Shamova), motivational program-target management (I.K.Shalaev) professional training of a teacher is reduced to the formulation and solution of tasks related to the impact on the activities of students in order to obtain results that correspond to pre-set goals. Such a variety of approaches is due to the objective complexity of the profession, stochastic, creative nature and variety of types of pedagogical work (M.P. Bobrova, V.I. Loginova, N.P. Nevzorova, etc.). Each of the approaches highlights its own sides in the analysis of the problems of the teacher's professional competence. It is important for us to emphasize that professional competence is formed in the space of interaction between the personal and activity development of the teacher regarding the development and transfer of social experience, professional and pedagogical culture to pupils. Such a consideration leads to an understanding of a complex system of connections and interactions of components of professional competence.

A.I.Mishchenko presents the structure of professional competence, summarizing numerous studies of scientists in logic [153, c. 86]:

I. The unity of theoretical and practical activities. L.F. Spirin examines the dialectics of the teacher's external and internal activities through the unity of theoretical and practical activities, while, in a horizontal cut, the structural analysis of professional and pedagogical activity is presented in the logic of the "think-act-think" operations, which provides the prerequisites for the design of the management approach [229].

II. The managerial process (in the logic of the first position): pedagogical activity is considered as meta-activity, that is, the organization of the activity of others on the basis of analysis, organizational influences and the reflective component of labor [216; 222; 229].

III. The external structure of professional activity: the stages of activity from goal-setting to the study of results. The procedural and dynamic aspect of activity in the study of connections between the elements of the didactic pentagon (purpose, content, methods, means, forms, results) [17].

IV. Components of professional activity: the structure of professional activity, its components simultaneously act as components of professional competence [155, p. 15] - constructive, design, organizational, communicative, gnostic.

V. Management cycle: teaching activities are presented as managerial in the functions of analysis, planning, organization, control, regulation, where the connections between the elements of the system of actions for social and pedagogical management are considered.

Vi. Professional skills: the implementation of the functions of a professional activity is possible through professional skills that function as developed abilities and objectified knowledge.

The presented structure can be considered as one of the options for rationalizing the concept of "teacher's professional competence". Revealing the content of professional competence in the projection of professional skills, it is necessary to find out the structure of these skills, the principle of their relationship in the course of professional activity. To do this, it is necessary to model the system of professional activity in its dynamic, structural and functional connections.

Within the framework of the subject of our research, the greatest interest is represented by two concepts of training and, accordingly, two models of the teacher's professional competence.

First, the model of the professional competence of the teacher I.K. Shalaeva [253], mathematized in the information-logical system of criteria for assessing the activities of a teacher of a secondary school A.G. Zyryanov [76], built in the logic of MISCHU (motivational program-target psychology of management), is the basis for the development of a structural-functional model in this study. It is represented by a set of professionally important qualities of the teacher's personality, standards-samples of the main types of professional activity and communication, as well as the planned results of work in the main areas of pedagogical activity

It should be borne in mind that the logic of building a tree of goals in the components of the MISCHU - psychological (I want), technological (I can, I do) readiness will require the development of adequate executing and control programs. The proposed model reflects, but does not specifically highlight such aspects of the teacher's professional competence as his theoretical and effective readiness, which require the mechanisms of reflection and creativity that we have identified as factors of the teacher's professionalization.

The main value of the application of motivational program-target psychology in the professional training of a teacher lies in its formative potential in the process of the formation of the teacher's professional competence. The author has developed various methods within the framework of the implementation of the socio-psychological strategy and tactics of managing the professional development of a teacher, initiating the processes of self-assessment and reflection. This, in turn, serves as a prerequisite for the implementation of measurement procedures in the context of pedagogical qualimetry and the development of standards-models for achieving the required quality formed by professional competence. On the basis of qualimetric standards, our research builds reflexive monitoring technologies - the subject of this dissertation work.

The model of professional competence of a teacher of foreign authors allows us to consider this phenomenon in a new way: the proposed model includes such stages and components as mass practice, individual experience, its interpretation (reflection) and the final conceptualization of the proposed model (meaning formation). To illustrate this model, let us correlate its components with the stages of the formation of the teacher's professional competence (P. Dubin, 1962).

In our opinion, the motivational components of the teacher's professional training are directly related to the aspects of meaning formation and accompany the formation of professional competence, or rather, are its implicit basis throughout this process. This is indirectly confirmed by the position of the authors: the main goal in teacher training is to be able to realize, that is, to form motivation, and then help to acquire, that is, to form competence. Consequently, the psychological component of professionalization exists in indissoluble unity with the process-activity and productive components of the teacher's professional competence. The unconditional value in the position of the presented authors lies in the fact that they have identified the components and stages of the formation of the teacher's professional competence, established the logic, following which it is possible to achieve high indicators of its formation.

Thus, in the system of professional competence, the following blocks can be distinguished: the personality of the teacher, the procedural characteristics of interaction / activity and

communication, the effective block (V.I. Zvereva, I.A.Zimnyaya, A.K. Markova, etc.). In one form or another, these components are presented in various professional models (V.A.Adolf, Yu.V. Vardanyan, N.V. Kuzmina, A.K. Markova, G. Harvard, P. Hodgkinson, I. Jamieson, K. M. Zeichner), psychological and pedagogical (M.I.Lukyanova,), auto-pedagogical (O.M.Shiyan), communicative (D.Yu. Osyagin) teacher competence, including in the field of preschool education (G. I. Zakharova, N.L. Moskovskaya, N.N. Natsarenus, N.V. Ostapchuk). A generalized characteristic of the teacher's personality in the structure of professional competence is offered by I.A. Winter: it correlates the positions of P.F. Kaptereva, N.V. Kuzmina, A.K. Markova and through the content of the blocks presented (see Fig. 4, p. 46) reveals the psycho-pedagogical features of the teacher's professional competence

Before moving on to a meaningful description of the teacher's professional competence, it is necessary to determine the logic of organizing the structure of professional competence and the factors that determine its formation and development. Based on the analysis of general pedagogical models: the space of professionalization of the teacher's personality E.I. Rogov, the scheme of methodological culture and the genesis of methodological skill of E.I. Passov, the psychological model of the creative process in the activities of the teacher M.K. Tutushkina, a generalized model of professional competence of I.A. Winter, A.K. Markova; models of the competence of a teacher of preschool education: approximate indicators of the didactic readiness of a teacher of a preschool educational institution M.P. Bobrova, diagnostic map of the professionalism of the teacher I.K. Shalaev, the volume of requirements for the competence of the educator O.M. Krasnoryadtseva, V.E. Morozova [104], the teacher's profессиogram E. Zhidkova, L.G. Semushina [63; 204], taking into account the author's study of the professional competence of a specialist in the field of early teaching of a foreign (English) language (see Appendix 3) and a number of other studies, we present a generalized model that fixes the main factors of the formation of a teacher's professional competence.

Based on the results of the study of models of professional competence of a teacher, the following conclusions can be drawn:

1. The core of professional development and professional training

teacher training is professional competence - integrative

personality trait, representing personality-activity development

subject in the spaces of its interaction with the subject (culture), object

volume (child) of labor. Professional competence, a generic concept in

characteristics of the professional development of a teacher, is defined as:

- ◆ an integral quality of personality, contributing to self-development, self-improvement; it is structurally and functionally organized, which allows a specialist to carry out professional activities in a more efficient way;
- ◆ a set of knowledge and experience of the subject (competence, preparation and readiness), his potential and realized abilities; the main indicator of human education and the basic level of education of the teacher;
- ◆ the possibility of implementing this professional activity in effective ways and obtaining productive results;
- ◆ the necessary and sufficient level of development of the personality structure, its

corresponding professional and pedagogical culture and the results of broadcasting the content of education and reproduction of culture;

◆ characteristics of the teacher's success in the profession from the point of view of the development of the profession and self-development by means of the profession.

2. The professional competence of a subject teacher has

a fundamental structure: it contains the characteristics of a person, a professional

sional activity, communication and work results of a specialist in vertical

Kali, as well as objectively necessary characteristics of competence, prepare

preparedness and readiness, psychological characteristics of the personality (professional

positions, attitudes, professionally important qualities)

umbrellas.

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