

MODERN COMPETENCES OF THE TEACHER

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Abstract

Pedagogical experience is the main source of knowledge and accumulated best practices of the best teachers. Historical experience makes it possible to single out something pedagogically valuable from the entire creative heritage of our predecessors, to realize it and consider it as a source of new ideas, goals, content and ways of developing modern education.

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If we look into the history of pedagogy, we will see and remember how the potential of the scientific ideas of the classics was born, how the pedagogical views of K.D. Ushinsky, L.N. Tolstoy, master of pedagogical work S.T. Shatsky, humanist teacher of the XX century A.S. Makarenko. The teacher believed that education occupies a leading place in the formation of a spiritually rich, harmonious and happy personality. In the modern system of education, an inalienable quality of a teacher should be his professional competence, that is, "knowledge and authority in one or another area of his activity" (V.I.Dahl's dictionary). In the psychological dictionary, professional pedagogical competence is defined as "a teacher's possession of the necessary amount of knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and the teacher's personality, as a carrier of certain values, ideals and pedagogical consciousness."

In accordance with modern trends in education, pedagogical competencies include the following:

- Self-study;
- Improve your skills or completely retrain;
- Quickly assess the situation and their capabilities;
- Make decisions and take responsibility for them;
- Adapt to changing living and working conditions;
- Develop new ways of working or transform old ones in order to optimize them.

The first steps in the formation of competencies, according to experts, are teaching "life skills" (to cope with one's personal problems, stress; manage one's time; read instructions, follow the rules; draw up business documentation) and "above-subject skills" (process and systematize text and numerical information; write texts and

speak; carry out business communication; be proactive, offer a non-standard solution, be able to defend one's point of view with reason.) What was the secret of the effectiveness of education in the school of the national teacher V.A. Sukhomlinsky?

The fact is that the tasks of the educational process were solved at the interpersonal level, in the process of close communication: a child - a child, a child - a team, a child - a teacher.

V.A. Sukhomlinsky believed that the essence of education lies in communication, in dialogue, communication with the child:

- the educator and the child should be on an equal footing, there are no priorities, communication is on an equal footing;
- communication with a child should be based on the knowledge of his main spiritual core, his conscious spiritual preferences;
- in the process of communication, the teacher needs to learn and strengthen the child's personal qualities, and then teach him to evaluate himself;
- The child and the teacher should always be sincere in their emotions.

The formation of these competencies takes place at the theoretical level, but most of them are formed in practice.

The problem of improving the training of personnel for the school is due to economic and socio-cultural changes in Russian society. At the present stage of Russia's development, education, in its inseparable connection with science, is becoming an increasingly powerful driving force for economic growth, increasing the efficiency and competitiveness of the national economy.

Entry into competence-based education involves a series of consistent actions on the part of all subjects of the educational process and, above all, teachers. What methods and technologies should a modern teacher master in order to develop students' ability to take responsibility, participate in joint decision-making, be able to benefit from experience, be critical of natural and social phenomena, i.e. implement key competencies? What professional and pedagogical competencies does the teacher himself need to possess in order to ensure his own professional advancement and development? Under what conditions will competencies move to the level of professional competence? The problem of defining professional competence and its correlation with the concept of competence has recently become the subject of discussion in the scientific pedagogical environment and among practicing teachers. Let's try to understand this issue.

In the most general sense, "competence" means compliance with the requirements, established criteria and standards in the relevant areas of activity and in solving a certain type of task, possessing the necessary active knowledge, the ability to confidently achieve results and master the situation. The concept of "competence" was first used in the United States in the 60s in the context of activity education, the

purpose of which was to train specialists who could successfully compete in the labor market. Competence, thus, can be considered as a personal category; competencies - as the "anatomy" of competence. From the point of view of the modern approach to the organization of labor activity, a competent specialist (including a teacher) should be distinguished by critical thinking, i.e. the ability to choose the optimal one among a variety of solutions, the ability to work with information, a block of predictive and analytical skills for successfully solving professional problems "here and now".

Let's look at several definitions of the concept of professional competence of a teacher (several definitions are posted on the demonstration board, the facilitator reads them out without giving any value judgments):

1. Competence is knowledge, abilities, skills, as well as methods and techniques for their implementation in activities, communication, development (self-development) of the individual. (Mitina L.M.)
2. A teacher's work is considered competent, in which pedagogical activity, pedagogical communication is carried out at a sufficiently high level, the personality of the teacher is realized, good results are achieved in the education and upbringing of schoolchildren. At the same time, the competence of a teacher is also determined by the ratio of his professional knowledge and skills, on the one hand, and professional positions, psychological qualities, on the other hand. (Markova A.K.)
3. Competence is the ability of an employee to qualitatively and accurately perform their functions both in normal and extreme conditions, to successfully learn new things and quickly adapt to changing conditions. (Vesnina V.R.)
4. Competence is a complex formation, including a complex of knowledge, skills, properties and qualities of a person, which provide variability, optimality and efficiency in building the educational process. (Adolf V.A.)

Competence is a set of professional and pedagogical competencies. (Solovova EN)
Having noted above that competence is a kind of "anatomy" of competence, it would be logical to further consider the issue of the essence of competence. The following professional and pedagogical competencies are distinguished:

Socio-psychological competence associated with the willingness to solve professional problems, including in the development mode.

Professional and communicative competence, which determines the degree of success of pedagogical communication and interaction with the subjects of the educational process.

General pedagogical professional competence, which includes the psychological and pedagogical readiness to deploy the individual characteristics of the psychology and psychophysiology of the cognitive processes of the individual; knowledge of the basics of pedagogy.

- Subject competence in the field of the subject specialty: knowledge in the field of the taught subject, methods of teaching it.
- Managerial competence, i.e. possession of skills to conduct pedagogical analysis, set goals, plan and organize activities.
- Reflective competence, i.e. the ability to see the process and the result of their own pedagogical activity.
- Information and communication competence associated with the ability to work in the field of IR technologies.
- Competence in the field of innovation, characterizing the teacher as an experimenter.
- Creative competence, i.e. the teacher's ability to bring activity to a creative, research level.

Currently, there are a variety of diagnostic techniques that are used to some extent to solve the most urgent problem of assessing the professionalism of a teacher and the level of his professional competence. On the one hand, teachers cannot be driven into the "knowledge-skills-skills" formula, and there is no tool that can measure all the nobility of the teacher's soul, the unique moments of his creativity in a repetitive educational process. Nothing is measured in the work of a teacher and insights, which do not arise from nothing and nowhere, but are prepared by all the previous experience of the teacher, his endless dialogues with himself.

On the other hand, the teacher's work accumulates a "dossier of success", which reflects "everything that is joyful, interesting and worthy of what happens in the teacher's life."

The changes taking place in the modern education system make it necessary to improve the qualifications and professionalism of the teacher, i.e., his professional competence. The main goal of modern education is to meet the current and future needs of the individual, society and the state, to prepare a diversified personality of a citizen of his country, capable of social adaptation in society, starting work, self-education and self-improvement. And a free-thinking, predicting the results of his activities and modeling the educational process, the teacher is the guarantor of achieving the goals. That is why at present the demand for a qualified, creatively thinking, competitive personality of a teacher, capable of educating a personality in a modern, dynamically changing world, has sharply increased.

Based on modern requirements, it is possible to determine the main ways of developing the professional competence of a teacher:

- Work in methodical associations, creative groups;
- Research activities;
- Innovative activity, development of new pedagogical technologies;
- Various forms of pedagogical support;

- Active participation in pedagogical competitions and festivals;
- Translation of own pedagogical experience;
- Use of ICT, etc.

But none of the listed methods will be effective if the teacher himself does not realize the need to improve his own professional competence. Hence the need for motivation and the creation of favorable conditions for pedagogical growth. It is necessary to create the conditions in which the teacher independently realizes the need to improve the level of their own professional qualities. The analysis of one's own pedagogical experience activates the teacher's professional self-development, as a result of which research skills are developed, which are then integrated into pedagogical activity. The teacher should be involved in the process of managing the development of the school, which contributes to the development of his professionalism.

The development of professional competence is a dynamic process of assimilation and modernization of professional experience, leading to the development of individual professional qualities, the accumulation of professional experience, which involves continuous development and self-improvement.

It is possible to single out the stages of formation of professional competence:

- introspection and awareness of the need;
- self-development planning (goals, objectives, solutions);
- self-manifestation, analysis, self-correction.

The formation of professional competence is a cyclical process, because in the process of pedagogical activity, it is necessary to constantly improve professionalism, and each time the listed stages are repeated, but in a new capacity. In general, the process of self-development is biologically determined and is associated with the socialization and individualization of a person who consciously organizes his own life, and hence his own development. The process of formation of professional competence also strongly depends on the environment, so it is the environment that should stimulate professional self-development. The school should have a democratic system of governance. This is a staff incentive system, and various forms of pedagogical monitoring (not control!), which include questionnaires, tests, interviews, and intra-school events for the exchange of experience, competitions, and presentation of one's own achievements. These forms of stimulation can reduce the level of emotional anxiety of the teacher, influence the formation of a beneficial psychological atmosphere in the team.

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