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ISSUES OF ENSURING THE QUALITY OF EDUCATION ON THE BASIS OF THE DEVELOPMENT OF THE PROFESSIONAL COMPETENCE OF TEACHERS

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ABSTRACT

In the 21st century, the main attention is paid to ensuring the quality and competitiveness of higher education through the development of professional competencies of employees and, first of all, teachers. This article discusses attempts to introduce a competency-based learning model in the training and development of personnel in the context of the Concepts of the Sustainable Development Goals (SDGs) of the United Nations and the European Higher Education Area of the European Union (EHEA. 2010) . The article also presents views on the mechanisms of continuous development of professional skills based on the humanization of education, which is considered as one of the strategic directions of higher education.

KEYWORDS

Professional competence, competence, teachers, educational quality.

INTRODUCTION

The task of fundamentally improving the system of higher education, improving the quality of training and professionalism of teachers, preparing and forming a pedagogical corps that meets the requirements of modern life is important for the future of the country. To solve this problem, it is important that teachers trained in modern pedagogical educational institutions do not fully meet the requirements of the modern

school, and overcoming this becomes an important task. It is necessary to develop and experimentally test several models for a comprehensive reform of the teacher training system: its organization, structure, content, principles of interaction with qualification practices and innovative processes in education, increasing the number and quality of teaching staff. Our modern schools need completely different

teaching staff. A teacher who is accustomed to following the rule and waiting for instructions at every turn is not suitable for such schools. The modern school requires a lively attitude, an individual approach.

In a competency-based learning environment, the teacher performs a slightly different function and role in the learning process than in traditional learning.

- organization of independent active educational activity of students;
- competent consultant and assistant;
- be able to assess the behavior of students from a psychological and pedagogical point of view, be able to quickly help them in their effective actions and overcome difficulties in discussing and applying the acquired knowledge.

This role is more complex than traditional education and requires professional competence from the teacher.

MATERIALS AND METHODS

The educational process in any educational institution should be one step ahead of today's requirements for preparing young people for life, work and personal development, which, in turn, can only be achieved if the professional training of teachers is "twice" higher than these requirements. Only such a situation guarantees the successful implementation of any positive changes in a promising, future-oriented system of education and pedagogy. According to the researchers, in addition to the requirement to be "twice" ahead in the preparation of educators, in real life, if the teacher lags behind school life, and the

education system lags behind school requirements, it lags behind the requirements of society. "[1]. This feature of teacher education shows that education must be taken into account in the improvement of all spheres of life and, above all, in the process of reform.

A modern school needs its own professional competencies, in other words, a professionally competent specialist. We will discuss this in more detail below.

The researchers point out that competency-based education (CPE) was introduced in America in the 1970s. It is based on the concept of competence proposed by Chomsky in connection with the theory of language and transformational grammar. R. White's motivation revised: the concept of competence (1959) argues that the category of competence is a personal quality and is complemented by motivation.

Thus, if the competency-based approach was initially used in teaching foreign languages, then its gradual transformation into a priority in teaching all subjects requires a deeper study.

A person who is competent in a certain area will have knowledge and skills related to that area, which will allow that specialist to assess his area wisely, effectively and efficiently. Although this concept was not included in the Annotated Dictionary of the Uzbek Language (2006), in the lexicography of other languages "possession of knowledge that allows one to judge something" [2]; "Consciousness, knowledge, legal legitimacy, legal right" [3]; "Dignity, prestige, full rights" [4].

Literature Review. The idea of a competency-based approach came to us from the West. The key concept of the competency-based approach is competence.

But when it comes to competence, the concept of “competence” should also be mentioned. E.D. Bozovich notes that the two terms are often used interchangeably in the scientific literature, although they differ from each other: “Competence is a field of knowledge from which a person can become aware, perhaps as a professional; competence usually implies a high level of competence in a particular area, and the opinion of an expert in this area is considered to be trustworthy” [6].

It should be noted that the distinction between the terms competence and competence in the Russian-language methodological literature did not arise as a result of translation or the peculiarities of Russian word formation. There are also two terms in English with different suffixes:

There are different views on the meanings of these terms "competence" and "competence". In German, there is only the term "competence", so there is no difference between the terms competence and competence. In the foreign methodological literature there is no consensus on the specificity or differentiation of these terms: some foreign researchers contrast these concepts, others consider them complementary. As a result, it is rather controversial to come to a definite conclusion by definition. As for the term "Competence", they distinguish cognitive, functional and social competencies, as well as meta-competitions necessary for mastering the other listed competencies; on this basis, various models have been developed that can be used both in management and in education.

Russian researchers dwell on this discussion and give their own definitions, also somewhat contradictory. For example, I.Ya. According to Zimnyaya, the concept

of "competence" has a broader meaning than the concept of "competence", since it includes cognitive-cognitive, motivational, "interacting" and regulatory components. Competence develops on the basis of certain competencies (parts) [7].

Doctor of Medicine Ilyazova adds: “... We... consider competencies and competencies as interdependent components of the activity of a certain subject. We define competence as potential activity, readiness and desire for a certain type of activity. Competence is an integral quality of a person - it is a competence that is successfully implemented in activities” [8].

THEORY AND DISCUSSION

E.O. Ivanova defines competence as “possession of relevant competencies” [9]. R.P. According to Milrud, “competence in the broadest sense is the ability to meet requirements, establish criteria and norms in certain areas of activity and solve certain types of tasks, have the necessary active knowledge, reliable results and the ability to manage the situation [10, 22, 23]. Continuing his point of view, R.P. Milrud comes to the conclusion that competence can be expressed as a set of competencies, i.e. an observable demonstration of successful effective performance. At the same time, he defines the term competence as follows: “Competence is a complex personal resource that allows you to effectively interact with the outside world in a certain area and is based on the necessary competencies” [10]. Student competency components include R.P. Milrud adds: “Stocks of knowledge, problem-solving skills, and experience in achieving goals” [10]. The researcher believes that in the absence of any of these components, competence is considered defective.

E.I. Ogarev believes that competence consists of five main components:

- Deep understanding of the nature of tasks and problems;
- good knowledge of existing experience in a particular field, active development of its best achievements;
- the ability to choose means and methods of activity (movement) that correspond to the specific conditions of a particular space and time;
- a sense of responsibility for the results achieved;
- The ability to learn from mistakes and correct them in the process of achieving goals [11].

“Competence is a level of knowledge characterized by the ability to solve problems in various areas of life on the basis of theoretical knowledge and the methods of practical work developed on their basis. In other words, competence is 1) deep knowledge of the topic; 2) acquired skills; 3) the ability to carry out activities in real life [12, 20, 21].

As a result of summarizing the data of the studied sources, we propose to define the concepts of "competence" and "competence" as follows:

1. Competence is a specific strategy for successful action that ensures the solution of a specific (pedagogical) task, overcoming obstacles and achieving goals, which is associated with a specific subject and process and requires professional interaction within them, is a set of closely related characteristics (knowledge, skills, abilities , professional competence).

2. Competence is a holistic personal resource, which is the possession of certain competencies in accordance with the subject and personality of the individual and ensures successful functioning through effective strategies.

Competence consists of competencies that are defined by specific competencies and are manifested in these competencies.

An analysis of scientific research on professional competence and competence problems shows that the attention of domestic researchers to this topic has been increasing in the last decade. As a result, a number of studies have been brought to the attention of the scientific community [19]. In particular, H.Sh. Abdullayeva, who in his research made convincing conclusions about professional competence and competence. Sh.Abdullayeva studied these concepts both from a pedagogical and a psychological point of view. In his opinion, the professional competence of a modern teacher is conditionally divided into the following types:

- ② professional competence of the teacher;
- ② personal competence of the teacher;
- ② universal, cultural competence of the teacher;
- ② special competence of the teacher [13].

If the personal competencies of a teacher include communication skills, tolerance, leadership, activity and initiative, flexibility, a healthy lifestyle, responsibility, diligence, humanity, etc., then his general cultural competencies include education, culture, universal values, national culture, participation in public life. , respect for the culture of other peoples,

as well as the special competencies of the teacher include knowledge of special methods of science, stratification of teaching, knowledge of the needs of students, knowledge of different age characteristics.

Professional competence, in turn, consists of:

- Knowledge of pedagogy and psychology;
- work tirelessly;
- be able to plan, evaluate and give feedback on the educational process;
- formation of students' motivation;
- knowledge of information and communication technologies (ICT);
- innovations in the educational environment;
- excellent knowledge of the subject;
- knowledge of foreign languages, etc. [13].

Competence does not suddenly appear as a unique ability and quality of an individual, and, emphasizing the absence of genetic factors in it, scientists include the following in the stages of forming his professional competence:

1. Introspection and understanding of what is needed;
2. Definition of goals and objectives of self-development planning;
3. Self-expression and correction of one's shortcomings" [13].

The professional competence of a teacher has been studied in detail by Russian-speaking researchers. In particular, the approaches that determine the

professional competence of a teacher, when studying its content and composition, are associated with six areas: culture, pedagogical activity, psychological characteristics of the teacher, his personal qualities, level of knowledge and systemic characteristics of the personality. specialist [14].

In the field of research, we come across the concepts of "professional and pedagogical competence" and "professional and pedagogical competence". In particular, "the term professional and pedagogical competence defines the scope of competencies in the field of professional and pedagogical activity. Professional and pedagogical competence is the result of a personal-activity approach to learning, since it belongs to the personality of the teacher, it is checked and formed in the process of performing a number of specific activities" [15]. Based on this, we can give the following definition: the professional competence of a teacher is a concept that defines the totality, personal, universal, special and professional qualities that determine the readiness and ability to carry out pedagogical activities, as well as the acquisition of certain knowledge, skills and abilities.

Clarification of the essence of the concept of professional competence also requires making certain conclusions about what functions it performs. We will discuss this below.

"Function" is a multifaceted and comprehensive concept. In the sciences that study the socio-pedagogical side of human activity, a function is often understood as a qualitative characteristic aimed at preserving, supporting and developing the system. The stability of functional components in a system depends on their intercomponent and interrelationships.

Violation of the relationship between individual components leads to the failure of the entire system.

A.I. Shcherbakov considered function as activity and competence. Another source describes the constructive, organizational and communicative functions of pedagogical activity [17]. Having stopped at this place, T.A. As the main functions of professional competence, Kryukova singled out epistemological, constructive, organizational (organizational), communicative, research and reflective functions [18].

The epistemological function considers the pedagogical process as an object of construction: the study of specific technologies, the awareness of the basic ideas of pedagogy and psychology, the self-awareness of the teacher, personal psychological qualities in his professional activity, research, study, description and explanation. problems from the point of view of modern science.

The constructive function is focused on planning and building the pedagogical process, selecting and creating educational material, planning one's actions and the actions of students, and designing the educational and material base of the pedagogical process.

The organizational function is aimed at involving students in various educational activities, team building and organizing joint events.

The communicative function is aimed at establishing pedagogically purposeful relationships between teachers and students, colleagues, community members, and parents.

The research function focuses on the teacher's scientific approach to pedagogical processes, the

analysis of heuristic search skills and methods of scientific and pedagogical research, including teachers' own and others' experience.

The reflective function provides the teacher with a critical approach and understanding of his work: it evaluates and overestimates his abilities, mistakes, and opportunities. Through the implementation of this function, it is supposed to create conditions for the creation of the "I-concept" in the subjects of reflexive development and the learning process³⁶.

The above functions determine the following components of a teacher's professional competence: motivational, cognitive, active, reflective.

An analysis of the content of the functional and structural components of a teacher's professional competence makes it possible to substantiate the criteria for assessing students studying in pedagogical universities and the level of its formation.

CONCLUSION

Based on the foregoing, the professional competence of the teacher, the level of its formation can be assessed according to the following criteria:

- the degree and frequency of manifestation of motives and aspirations as personality traits (motivational component);
- completeness of the system of psychological, pedagogical, special and methodological knowledge (cognitive component);
- completeness of knowledge and skills, their perfection, consistency, integrity and accuracy (activity component);

- the level and frequency of mastering the reflexive control of their educational and pedagogical actions, a fairly independent assessment of the significance of participation in joint work; correction of one's own behavior (reflexive component).

Consequently, the criteria are the leading (basic) elements in the structure of the teacher's professional competence.

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