Factors for Developing the Professional Competence of Professional Teachers

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Abstract--- The article deals with the development of professional competence of teachers of higher education, modernization of the system of professional development and retraining of higher education institutions, professional competence, the essence of its content, approaches of researchers to the development of professional competence of teachers of professional sciences, stages of professional competence development competency review, through which issues such as factors of professional competence development are highlighted.

Keywords--- Modernization, Specialty Teacher, Competence, Professional Competence, Professional Development and Retraining Course, Pedagogical Process, Quality of Education.

I. INTRODUCTION

In the process of improving the quality of higher education in our country, ensuring the integration of the training system with the priorities of science and technology, special attention is paid to the continuous development of professional competence of leaders and teachers. "Qualification requirements for the quality of training of managers and teachers through the introduction of mechanisms for continuous updating of professional knowledge, skills and abilities of managers and teachers, meeting their professional needs based on the scientific and pedagogical potential of managers and teachers, ensuring the integration of education, science and industry The tasks of "improvement" are defined. At the same time, in the development of professional competence of leaders and teachers, it is important to constantly update professional knowledge, skills and abilities, improve pedagogical mechanisms and research on improving the quality of vocational education.

During the years of independence of the Republic, a regulatory framework aimed at improving the system of professional development and retraining has been created, which creates a competitive environment in the industry and ensures its effective operation, in particular:

The Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No PP-2909 "On measures to further develop the system of higher education" also includes the modernization of the higher education system, the widespread introduction of advanced pedagogical technologies, curricula and teaching materials based on international educational standards. Active involvement of highly qualified teachers and scientists from foreign partner educational institutions in educational and pedagogical activities, master classes, advanced training courses,

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their base The urgency of the organization of internships, retraining and advanced training of masters, young teachers and researchers of higher education institutions of the country on a systematic basis was based on the need for widespread introduction of advanced foreign experience in the activities of higher education institutions in our country [1].

This normative legal document requires continuous development of pedagogical and professional activity on the basis of qualification requirements, curricula and programs, ensuring a high level of professional knowledge and skills, scientific and methodological level of the educational process, retraining and advanced training courses.

II. MATERIALS AND METHODS

The objectives of retraining and advanced training courses are:

- Ensuring constant updating of professional training of teachers aimed at improving the quality of higher education, including professional knowledge, skills, modern requirements;
- Implementation of the system of direct retraining and advanced training of personnel and monitoring of results;
- Creation of conditions and development of additional requirements for effective mastering of ICT and foreign languages by pedagogical staff of higher education institutions;
- Linking the system of retraining and advanced training with practice and research.

One of the main questions in the system of higher education is what criteria to base and how to teach in the professional development of teachers of specialty subjects. To create a set of conditions in accordance with the goals of the educational institution and teachers, which interact with the tasks and objectives of the development of professional training of modern teachers and their preparation for pedagogical activities, as well as to find answers to questions about how to use them, ie Improving the capabilities of the participants of the training process and the educational institution, scientific and methodological support will help you find answers to the above questions.

I. Zimnyaya [2] in her research work identified the following as the main directions of development and improvement of professional competence of teachers in the process of professional development:

- Improving the level of psychological and pedagogical training of teachers for independent learning and professional development;
- The purpose and methods of organization and management of pedagogical processes in the context of professional development and the role of psychology in the context of education;
- The transition from a simple information-based form of teaching to an active form, ie the formation of concepts and skills in the organization and management of problem-based conversation methods and pedagogical processes;
- Consider the development of teachers' professional skills as a result of improving their creative, professional and personal potential;
- Forming the personal position of a competent teacher as a subject of the educational process.

E.F.Zeer [3;4] in his research work should take into account the general development of a competent teacher as a

person, as well as his level of preparation for the organization and management of pedagogical processes in the organization of teacher training processes. If a teacher has formed an inner adaptation and way of thinking to create innovations as an individual, he or she will easily express his or her attitude to all changes, evaluate them correctly, manage them independently, and implement them in his or her professional field.

A competent teacher cannot scientifically manage the developing processes in pedagogical activity without a theory, methodology, researcher in the development and implementation of conceptual programs for the development of pedagogical processes.

In the course of the research, research work on the development of competence of teachers working in the higher education system was analyzed. There are two main directions in the analysis, namely:

1. Pedagogical conditions for the development of professional qualities of teachers of specialty subjects;
2. Analysis of the factors influencing the professional development of teachers of specialty subjects.

In our opinion, the development of professional competence they go through three stages in the educational process according to their professional formation:

The first stage. Analysis and objective assessment of the effectiveness of the educational institution, taking into account the new social requirements for its activities.

At this stage, the teacher analyzes and evaluates his or her performance, identifying conflicts and misunderstandings between goals and means, goals and outcomes, and the pros and cons of teaching. At the same time, it is necessary to create an image of oneself on the basis of new concepts in one's work, to carry out a wide range of pedagogical activities using non-traditional methods. The teacher moves to a reflexive attitude to their work, based on a critical analysis of pedagogical activity, there is an activation of the process of professional development of the teacher.

The second stage. Changes in the pursuit of concepts and innovations in the field of professional competence.

At this stage, the teacher's knowledge, skills and abilities are updated, the spiritual and cultural potential is developed and information is exchanged. As part of the educational process, there is a change in the perceptions of teachers in the field of professional activity. Experience in the effective organization and management of pedagogical processes will also increase.

The third stage. Development of a personal concept of activity in the field of organization and management of pedagogical processes.

The design of the personal concept of the teacher's activity in the field of organization and management of pedagogical processes is carried out on the basis of his new ideas in the field of professional activity. The process of teacher training is characterized by a number of factors that affect the effectiveness of this process. Examples of this are the goal, desire, aspiration, interest and other motives of a teacher to become a master of his profession.

One of the factors influencing the process of teacher training is the healthy competitive environment in the educational institution where they operate, teacher-student relations and the process of teacher interaction. The self-development of the individual takes place during reflexive processes in the educational environment and based on

the conversation of the interacting participants in the learning environment that describes such a competitive field. This factor is influenced by the modern requirements of the relationship in the educational institution, the community, parents, society and social relations.

III. RESULT AND DISCUSSION

The process of creative activity in the educational institution plays an important role in the formation of an educational environment that encourages teachers to work on themselves regularly, to learn independently, to continuously improve their skills. The main reason for this is the search for answers to emerging questions about the solution of existing problems in the educational institution, which is reflected in the improvement of interaction processes.

According to a number of authors, professional competence includes a set of professional knowledge, skills and abilities, as well as methods of performing professional activities [7] and sufficiently different districts and different disciplinary indicators in the structure (professional requirements, professional suitability, professional satisfaction, professional success) is considered to be one of the constituents of separable specialization [6].

The concept of "professional competence" is often defined as a student's knowledge of the subject of his direct future activities, which is formed in the process of training in the teaching of general and specialized subjects in higher education. However, it should be noted that the knowledge of the activity is not limited to the situation of professional work. "Professional competence" is an integral concept, which includes several components or types of competence. Subject competence is one of them. In the field of professional activity, the ability of the employee to do a lot through communication (establishing business relationships, communicating and exiting, communicating and identifying their ideas and suggestions, correctly understanding their colleagues, supervisors and subordinates, constructive resolution of conflicts and disputes, etc.) depending on.

Practice shows that some specialists, despite having a high level of professional competence, are not able to enter the environment of "colleague specialist" at all, or to establish a system of interaction of "subordinate boss". For this reason, the specialist always stays in the "second role", and sometimes moves away from a particular profession or organization.

Social communicative competence is a set of knowledge and skills related to the implementation of social and professional relationships. One of the less important components of professional competence is personal individual competence, which is a set of knowledge and perceptions about oneself in the context of a professional role. The basis of professional competence can be based on the characteristics of the active and potential activity of the specialist. In this case, the learning process should model the relevant aspects of future professional activity [8;9; 10].

Professional competence is a complex set of personality traits and conditions. It is the accumulation of knowledge, skills and experience in a particular field, allowing a person to express opinions on specific issues, participate in the development of certain decisions or make their own decisions.

It can be seen that the two most important aspects that constitute professional competence are the level of

theoretical and practical training, which is determined by the set of knowledge and experience that ensures the successful completion of a specialist's professional tasks.

N.Muslimov [5] in his research on the technology of formation of professional competence of future teachers of vocational education mentioned the following types of competencies:

Integral competence. It is related to the student's values, his ability to feel and understand social existence, to find an independent way of life, to understand his role and place in society, to set clear goals and decisions in the organization of actions, competence in worldview, he provides a mechanism for the student to self-identify in learning and other situations. The individual direction of the student's education and the general program of his life activity depend on this competence.

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Communicative competence. Interactions with students, their methods, mastering the language, which is a priority in the communication process, skills of working in groups, knowledge of organizing and conducting various spiritual and educational activities in the team.

Social activity competence citizenship (citizen, observer, voter, acting representative), social sphere (consumer, buyer, customer, producer rights), family relations and obligations, economic and legal issues, professional as well as personal status acquisition of knowledge and experience in the field (in particular, the analysis of the current situation in the labor market, the ability to act in the pursuit of personal and social interests, knowledge of the etiquette of labor and civil relations).

Practical experience, professional knowledge and skills in the development of professional competence of pedagogical staff and the concept of acmeological approach to continuous education aimed at personal and professional development of the specialist S.L. Rubinstein, A.N. Leontev, K.A. Albukhanova-Slavsky, Reflected in the methodological approaches of B.G. Ananev.

The study analyzes the content of the concepts of "professional competence" and "development of professional

competence" as the main concepts in the study of the problem of developing the professional competence of managers and teachers of higher education institutions and defines them in terms of authorship. Professional competence of the management and pedagogical staff of the higher education institution - the knowledge, skills and abilities necessary for effective work in the field of education, management and research, personal and socially significant qualities, the ability to make independent decisions in clear and non-standard situations is a level of preparation associated with management and a sense of responsibility for every action. The development of professional competence of teachers was seen as an integrated process based on modern approaches, innovative technologies, the acquisition of new knowledge, skills and competencies in the field, aimed at improving the level and quality of professional skills based on individual needs and qualification requirements.

Table 1: Typology of Professional Competence

Type of competence	Contents
Competence in professional activities	Special competence arising from the requirements of the field of professional activity (good knowledge of their work); technological competence; subjective competence; professional competence (knowledge of the world of professions); legal competence; economic competence, etc.
Competence in professional communication	Communicative and communicative competence (ability to cooperate) related to the effective organization of management and pedagogical activities; social-perceptual competence (ability to understand other people); differential-psychological competence; diagnostic competence (ability to study others); moral competence; empathic competence; intercultural, socio-cultural, gender competence (tolerance towards other cultures); competence in conflict situations, etc.
Profile (special) competence	Psychological competence of the organization of practical activities in terms of field of activity, specialization and specialization (ability to learn from others); individual, autopsychological competence (ability to self-study); cultural competence (acceptance of cultural norms accepted in society and assimilation as a standard for oneself); reflexive competence, etc.).

When studying the content of professional competence development of teachers of special sciences, we found the following approaches: separate the content of professional competence into basic, general, special-subject competencies, which are mastered within the science blocks in the curriculum and reflect the content of the main areas of activity; designing competencies that express professional responsibilities within the field of activity with a functional approach; an individual-psychological approach aimed at developing competencies that serve the specialist's rapid and conflict-free adaptation to specific working conditions. These approaches and their criteria and levels have been covered in many studies, but it has been found that there are disparities in the coverage of the professional and pedagogical competence of teachers of general and specialized subjects.

IV. CONCLUSION

In conclusion, the analysis of the content of theoretical sources showed that the problem of developing

professional competence and competence has been studied in different directions in the scientific research of many researchers. In most pedagogical and psychological literature, professional competence is interpreted as a practical manifestation of professional training, which is formed on the basis of the socio-professional orientation of the individual, serving to ensure the effective solution of professional tasks. At the same time, professional competence is also noted as the level of professional training of the specialist in accordance with the requirements of the activity and competence.

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