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Teacher's Professional Competence Structure

Key words: *pedagogical education, professional competence of the teacher, the essence of the professional competence of the teacher, the structure of the professional competence of the teacher.*

Annotation: *this article substantiates the prerequisites for the modernization of education and the transition to learning on the basis of the competence approach, and examines the essence of competence and professional competence, analyzes the activities of the teacher from the perspective of its components: spiritual, interactive, creative, and methodical. The structural components of the professional competence of the teacher and the mechanisms of its formation are studied.*

The current stage of development of society is characterized by a rapid change of technology, which leads to the formation of a new education system, which requires constant updating. The success of the implementation of lifelong education depends on the extent to which all subjects of the education system will be able to maintain competitiveness, the most important conditions of which are such personal qualities as activity, initiative, and ability to think creatively and find non-standard solutions. It is aimed at the formation of various competences in students and determines the transition of modern education to the training of specialists in the context of the competence approach. Competency-based approach in education provides not only the acquisition of knowledge, but also emphasizes the ability to apply it and effectively use it in further professional activity¹. In this broad context of studying this approach, work continues in the world to change the content of educational standards and the certification procedure for teachers. The concept of “competence” is broader than the concept of “knowledge,” or “skill,” or “skill,” because structurally, these concepts make up competence (although, of course, we are not talking about competence, as a simple additive sum of knowledge — skill — adroitness). Education, upbringing and improvement of students of a pedagogical university as future professors of pedagogy, the formation of their professional culture in the sense of their awareness of the need for cultural development, “maturing” is the most important element of the general pedagogical process. The practice of pedagogical education shows that the effectiveness of the re-implementation of any curriculum is directly dependent on the professionalism of the teacher, on his professional competence.

The process of becoming a teacher and mastering his specialty at the level of knowledge and cultural and professional competence, along with knowledge, skills and skills, also implies the formation of professional skills necessary for the professional development of a specialist. This characterizes his qualification. Under the qualification of S.O. Demchenko understands "a part of the competence of a specialist, which means an integral quality of a person, combining special knowledge and skills, individual abilities, attitudes towards activity and the social environment"². Such an interpretation of qualification focuses on the ability of a specialist to

act consciously, independently and responsibly. In this regard, the professional competence of the teacher is considered as a harmonious combination of knowledge and skills acquired in the learning process; methods and techniques for the implementation of educational programs in culture-creating educational activities; cultural development and self-development; his ability and willingness to go and implement creative solutions to various pedagogical situations; to accumulate and transmit cultural pedagogical experience. In other words, the teacher must be qualified in the field of application and in the manifestation of his professional competence.

This clarifies that any individual strives to show his or her positive qualities, strives for creative self-expression, and focuses on the cultural mode of perception. Defining the work of a teacher as a social task, expressed in the preparation of a harmoniously developed personality, brought up in cultural modes of individual and social behavior, capable of creative design in the activity, we understand that these professions are transferred and transformed into an individual set-up, which each teacher seeks to realize in his profession. Creativity and professionalism of the teacher are fully projected onto the student's personality only in the event of profound mastery of the subject's knowledge with regard to age psychology, knowledge of the theoretical basis in the field of physical culture, methodological knowledge and recommendations, knowledge in the field of forecasting and designing professional action.

Professional competence of the teacher

Personality characteristics (personal qualities)

- Spiritual culture
- Interactive interaction with students based on agreement and mutual understanding
- Possession of creative innovative techniques and technologies
- focus on culture
- Culture-creating, culture-making
- Cultural behavior patterns
- mastering the cultural practices of other teachers

Characteristics of professional activity (Professional quality)

Content component

Knowledge

- Theoretical foundations of pedagogy, psychology and culture
- Specifics of educational programs
- Patterns of formation
- Basics of diagnostics of personal qualities formation
- Fundamentals of organizational and research work

Motivation

Process component

Skills

- Search for necessary information
- Analytically process information
- Create a comfortable lesson
- Apply various methods and techniques

Skills

- Knowing information technology
- Knowing methods and techniques for diagnosing the level of development and development of students
- Self-analysis pedagogical activity
- Cultural activities
- Development of educational programs
- Organization and conduct of classes

Experience

- Subject-knowledge experience
- Interactive experience
- Value-cultural experience
- Experience using of various techniques

One of the structural components of a teacher's professional competence is his experience, which includes experience gained in the profession, interactive experience, value-cultural experience, and experience in the use of various techniques (including creative ones). The level of creative independence is manifested in the following types of experience:

- reproductive - characterizes the activity of a teacher as a clear normative performance of professional duties with elements of novelty;
- rationalization - the activity of the teacher is associated with the search for creative, original, sometimes non-traditional forms and methods of innovative nature and their implementation;
- innovative - the activity of the teacher is aimed at significant changes in the content of the educational process with the use of new pedagogical strategies and tactics.

In the structure of the professional competence of the teacher should also highlight the personal qualities accepted as optimal for this professional profile: spiritual culture, interactive interaction with students based on agreement and mutual understanding, possession of creative innovative methods and technologies , creative self-expression, which is expressed in culture creation and culture, following cultural patterns of behavior, mastering the cultural practices of other teachers and others.

The formation of professional competence of a teacher is determined by the integrativeness of conditions (objective and subjective, external and internal) and is due to the need for continuous professional development of a teacher in the context of his self-education and additional professional education, aimed at the formation of his professional competence.

The above analysis allows us to conclude that the professional competence of a teacher is structurally a combination of the following components: knowledge, skills and abilities in the profession, experience in the unity and interconnection of its spiritual, value, interactive and creative manifestations, personal qualities, motivation. Each component of professional competence is characterized by aspects of its manifestation and is considered in the context of the implementation of professional activity.

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