

Zuhra O. Jabborova,
Researcher,
Uzbek Research Institute of Pedagogical Sciences

Historical Approach Essence in Determining Pedagogical Professional Competence and Its Level

Key words: *specialist, teacher, professional competence, pedagogical competence, level of professional competence, forms of determining and assessment of the level of professional competence.*

Annotation: *the article analyzes the social significance of the professional competence of specialists, including teachers. The article describes the forms of determining and assessing the level of professional competence of a specialist.*

Under the current conditions a special attention is paid to the professional training, qualification and high level competence of the specialist, continuous improvement of the quality and level of professional skills of pedagogical staff (2).

Social actors play a special and essential role in ensuring the development of each society. Social actors at certain stages of historical development as the main force that can mobilize the development of society were called with different names based on the direction, essence and nature of their social activities. Since the early stages of human society up to this day social actors have been shaped like hunters, livestock farmers, farmers, craftsmen and other professionals who were the main labor force. The emergence of property and property relations, the growth of fields of production have ensured the development of different professions. Labor and its results were a means of ensuring survival, satisfying vital needs and maintaining life.

Gradually, has emerged the need for thoroughly mastering the basics and principles of production in various spheres, organizing the labor effectively, ensuring that labor products have a moral, aesthetic look and practical value. Attempts to meet this need have ensured the determination of identification and assessment of professional skills of specialists - social actors involved in various fields. Essentially, the criteria for identifying and assessing professional skills of specialists were formulated on the basis of qualification requirements for their activities. The degree of competence of future or functioning specialists in different places and times has being determined by a certain form of control (exam, tests, graduation exam, state exams, attestation).

In ancient Egypt a system of tests was used to identify the competence of a person to carry out a certain type of work or activity, and the results were the criteria in appointing a person to any position. In this regard, education was organized for individuals who could withstand the existing system of tests. Therefore, a candidate, speaking the modern language, had to be interviewed. The results of an interview were assessed based on the biographical information, information confirming the degree of his/her education, the external appearance of the candidate, an ability to effectively organize a conversation; to work effectively; to listen; to

remain silent when needed; an ability to withstand the aggression of fierce water and death threats.

Even after the results of the test were announced, the candidate was asked to consider again. In case the candidate could prove that he has made a conclusive decision, he had a right to hold prominent positions and to conduct certain activities.

In the 3rd century BC in ancient Babylon the level of competence of students' studying in the schools where future secretaries were trained was identified based on a certain type of tests. The future secretaries had to demonstrate their skills, such as measuring the area, rational distribution of property, singing and playing, at least, one of the musical instruments. The tests assessed also the skills of secretaries in working with fabrics, metals, plants, and ability to demonstrate four arithmetical skills (addition, subtraction, multiplication, division) that allowed them to succeed in their trials, acquire senior positions and possess high reputation in society. The graduates who demonstrated poor results (low professional qualifications) were allowed to engage in private activities (3). Private practitioners did not have the same authority as their colleagues who served in public office.

Between the 2nd century BC and 2nd century AD in China the level of competence of professionals was determined by the state test (3).

During many years the educational system based on verbal exams and their results allowed to identify professional knowledge, skills and qualifications of individuals. For example, according to Ch'an-buddism theory, the intellectual potential of future professionals, level of their professional training was identified by asking mind incomprehensible questions. Specifically, the candidate was asked to respond quickly to the questions like "Did the bearded barbarian have a beard?".

It is well known that such questions do not demonstrate the professional competence, but identifies the speed of thinking and the ability to think logically. However, it should be noted that mental fatigue in the candidate could be observed as a result of examination. Conditions of that time required from the professional to be ready for emergencies, to make right decisions in unanticipated situations. Nowadays, practical value of the "case study" method, that is important in educational system, is determined not by the students' correct answers but also by their ability to act wisely in troublesome situations.

In Eastern countries the practice of organizing written tests and exams to identify and assess the level of competence of future professionals appeared after the period of verbal exams.

In European countries the written examinations had been practiced since the 18th century. During two hundred years people had been fighting for this right. For example, in 1762 the students of Yale University protested against organizing written exams. In Russia during 1872-75 years regular discussions were held in educational institutions on how much useful, harmful the assessment of students' knowledge, skills and competence were. Starting from the 80s of the 19th century the tests were used in Russian educational institutions as a separate form in control system. However, according to the Resolution of the Council of People's Commissars of the former Soviet Union in 1936, the multiple choice questions were omitted from the

educational practice as a form of test. From 1937 up to 1994-95 in former Soviet republics, including Uzbekistan, the entrance and graduation exams had been based on oral and written tests.

Nowadays, the professionalism of a specialist is characterized by the notion “competence”.

Competence is an ability to apply knowledge to solve practical problems in accordance with professional requirements and duties by having necessary information and experience (1, p. 91).

It should be noted that applying only knowledge in practice does not demonstrate the competence. After all, the expert should be able to use the existing knowledge, skills and abilities to the fullest. On the other hand, in order to fully demonstrate competence, it is necessary for a specialist to be able to use existing skills and qualifications.

L.I. Shevchenko describes the concepts “competence” and “competent” in a very simple way: competence - knowledge and competent - qualification (6, p. 248).

Researches carried out by S. Savelyeva show that the formation of professional competence of the teacher is related to general and specific circumstances: “in the beginning of the 20th century the process of forming the professional competence of a teacher is generally related to the quality of education, and particularly to the increase of quality of professional-pedagogical education (5, p. 7). I.A. Zimnyaya points out that competence is shaped in the process of social relations. The author notes that “all kinds of competencies are generally of social nature, because they are created and formed in social environment” (3). The author also tries to find out exactly what social and personal qualities are developed in the form of competence and incorporates the following into such abilities: health care, citizenship, information-technological, communication and social interaction (5).

According to A.M. Mazurenko, “the diversity and complexity of social relationships require a person to possess social competence and abilities in a great deal of spectrum (image) related to his/her attitude towards reality, society, a narrow circle of environment (4, p. 86).

The level of professional competence of a modern specialist is determined by the extent to which his existing skills and qualifications coincide with professional requirements. The level of how the specialist meets the qualification requirements is identified and assessed with attestation.

During the process of organizing the attestation of pedagogical personnel the following activities will be carried out: teachers will be tested and interviewed on their specialty and normative-legal and spiritual-enlightenment areas; the level of mastering the knowledge and skills by learners on the subject taught by the teaching staff will be determined; a sociological survey will be conducted among students.

During the process of attestation, the level of professional qualifications of teachers is determined on the basis of tests, results of an interview, students’ level of knowledge, scientific, educational-methodical and creative works, length of service, pedagogical professional skills of the teacher and evaluation done by the management of the institution. Teachers in specialized

schools, preschool and extracurricular educational institutions, pedagogues of sport and arts, engineer pedagogues and masters of production will be interviewed on the basis of their specialties.

Thus, the society's approach to qualitative and efficient organization of professional activity by the specialist, and its certain requirements have been shaped since ancient times. Approaches to the professional competence of a specialist at different times vary in their content. At different stages of historical development specialist's professional competence and professional growth were achieved through interviews, tests, exams and attestations. Regardless of the form of professionalism, professional competence of the specialist was determined and assessed according to certain criteria. Nowadays, the professional growth and professional competence of the specialist are assessed on the basis of qualification requirements.

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