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## Development of Professional-Creative Competence in Resource Teachers

**Key words:** *the educational process, the general cultural education, the creative activity, the professional-creative competence.*

**Annotation:** *The article highlights several peculiarities that characterize the formation of professional-creative competence in resource teachers with a bachelor's degree within the system of continuous pedagogic education.*

*The article is intended for holders of a master's degree, lecturers at the pedagogic higher educational establishments, specialists on mental diseases and physical handicaps, as well as for all individuals who are interested in problems of professional-creative training and self-perfection in the field of pedagogic education.*

The problem of a future resource teacher's theoretical and practical preparedness, which, in the aggregate, constitutes his professional competence as a pedagogue, remains an irrevocably significant one. As a rule, efforts to just shorten the distance between these components of the resource teacher's professional work within the framework of continuous pedagogic education come across the following obstacles: the insufficient methodological culture in bachelors, or the stereotyped, in terms of methods of teaching, organization of pedagogic practical work. This means that graduates from the pedagogic institutes realize their practical skills in the process of professional training only to a certain extent, i.e. the methodical imitation of educational methods and technologies they have learned. And at this point their professional activity is exhausted, because of their insufficient ability to analyze, critically interpret and generalize the entire wealth of pedagogic experience.

One of the reasons behind such a posture of affairs lies in the existing curricula and other instructional-methodical documents that are designed to regulate the professional training of future resource teachers. Many researchers, including E. Belozertsev, V. Bolotov, V. Goncharov, V. Lopatkin, P. Odintsov, I. Kolesnikova, V. Lazarev, N. Konoplina, V. Matrosov, V. Slastyonin and L. Mischenko, point to conservatism and rigid regulation of the educational process, weak reflection of the need in self-education, technocratic and extensive approaches to the professional training of pedagogues (1,2,3,4,5,6,7). The existing system of professional education within the framework of traditional pedagogic paradigm, which requires the knowledge and clear presentation of a subject, is unacceptable for today's resource teachers.

To reform the system of pedagogic education, it is considered to be absolutely necessary to design the educational process in such a way that may eventually lead to the formation of a resource teacher capable of working in a new fashion and becoming the subject of pedagogic activity. We think that the following abilities should be formed in the process of education:

- a) Pedagogic directions aimed at the development of anomalous children;
- b) the ability to plan one's own pedagogic activity depending on the concrete situation;
- c) the ability to comprehend one's own pedagogic experience (8).

There are ongoing efforts in the system of higher pedagogic education to find the optimal correlation between the deep-rooted traditions in the national pedagogic school and modern reformatory innovations.

One of the most interesting innovations concerns the renewal of professional pedagogic education, taking into consideration the requirements of world standards.

Nevertheless, the basic idea – to equip a pedagogic institute's graduate with a comprehensive orientation, or, in other words, with a generalized orientating framework for efficient pedagogic activity – deserves very intensive attention. In order to make the content of higher pedagogic education more action-oriented, it is proposed to structurize the latter in the following two directions: the direction associated with the subject and the direction associated with activity. The idea to bring together the themes of different training courses and curriculum cycles, whose study is believed to form a reference basis on which to realize a corresponding function, is rather interesting, though difficult to materialize, in terms of technology. These are not just inter-subject links, but a matrix table that, for all its universality, represents a subject-activity labyrinth of constructing the educational content, designed to form in bachelors the values of self-development, the ability to develop oneself, to study and improve oneself, while providing all necessary prerequisites. The problematic nature of education supposes the transition of a bachelor from the position of a person educated at the institute to the position of a self-educating person. This is possible only on condition of the extensive application of such forms of training as lectures delivered by bachelors, reports given to fellow-students, reciprocal opponency, discussions and role games, analysis of concrete situations from practical activity etc.

We think that the general cultural training of bachelors within the system of continuous pedagogic education should be more harmonious and profession-oriented. It should encompass the systemic study of cultural values common to all mankind, as well as the cultural heritage of Oriental thinkers and modern cultural achievements, including the latest advances in the spiritual and material spheres of life, humanitarian and natural sciences.

Regarding the directions of general cultural training associated with the very culture of professional activity, it is necessary to strengthen its practical aspect, ensuring a bachelor's real mastery of professional culture, which is part and parcel of his general culture. It is not only the good command of some new knowledge and skills that is significant in the process of a bachelor's general cultural training, but, above all, the adoption by the latter of novel values, norms and methods of thinking.

As far as the practical implementation of curricula is concerned, one should accentuate the insufficient application of lessons intended to form the pedagogic mode of thinking, to develop a creative approach to pedagogic activity at large, and to cultivate the professional-creative enthusiasm for pedagogic work.

Besides, bachelors graduating from pedagogic educational establishments appear to be insufficiently acquainted with modern fundamental research carried out in psychological-pedagogic science, as well as with progressive pedagogic experience (in particular, with technologies of developing education and upbringing), while innovative educational processes and trends are already permeating the modern school at a rapid rate.

There are no methodical comment and explanations of integration with methods of teaching various subjects and systematic study of the language of psychological-pedagogic science. The literature needed for seminars, practical sessions and bachelors' independent work is not accessible.

It seems to us that the preparation for creative scientific-methodical activity and self-development requires the intensification of practical preparation of a future resource teacher for self-education and self-development on the basis of his creative and professional growth. It seems necessary to form in bachelors the understanding of greater importance for a resource teacher of such things as the mastery of methods and techniques of self-perfection, the need of continuous self-education and self-development and last but not least, the formation of a creative-research approach to work.

What has been said above determines the necessity to introduce changes in the way future resource teachers are taught within the system of continuous pedagogic education. The aims of suggested changes include: to raise competitiveness of graduates from the pedagogic institutes in the market for pedagogic services and to ensure the formation of a future resource teacher as a spiritually rich and highly moral individual as a specialist who is well versed in all corresponding types of activity and being able to further perfect and develop them. With this in view, the following improvements are suggested:

1. The educational activity at higher educational establishments should be planned and implemented on the basis of a humanistic paradigm that stipulates the priority of a bachelor's personal interests and adaptability of the system of education to the level and peculiarities of his development. The process of education should be oriented not so much to the transfer of information to a bachelor as to the activation and stimulation of studies that are personally significant for a bachelor and to the formation of his creatively active personality.

2. The educational process should be oriented, to a far greater extent than today, to the training of a future resource teacher's activity; to a more solid practical mastery of professional activity; to the formation in a bachelor of a positive value approach to all types of a resource teacher's activity, and to the formation of their culture.

3. A future resource teacher should be trained on a parity approach to education and upbringing. In the process of upbringing, it is necessary to devote special attention to the formation of socially-positive schemes of a bachelor's behavior and preparation of the latter as a citizen, a resource teacher-creator and a resource teacher-professional.

4. The content of general cultural education should be oriented, as much as possible, to the pedagogic profession.

5. It is necessary to increase the role of psychological-pedagogic education as the general theoretical foundation of pedagogic activity, including individual methods of teaching different subjects.

6. A bachelor should be better trained for the fulfillment of out-of-class and social pedagogic activity.

7. When training a future resource teacher, attention should be concentrated on the legal framework for the organization and conduct of educational activity.

8. A greater deal of attention should be devoted to the development in bachelors of communicative skills.

9. A future resource teacher should be trained to apply up-to-date IT devices.

10. It is necessary to raise the importance and to perfect the system of control over the mastery by bachelors of a future resource teacher's educational skills.

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