



DEVELOPMENT OF THE TEACHER'S PROFESSIONAL COMPETENCE

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Gafurova Makhfuza Abbasovna

Department of Methodology of Primary Education, Doctor of Philosophy in Pedagogical Sciences (PhD),
Fergana State University, Uzbekistan

ABSTRACT

This article examines the issue of developing the professional competence of a teacher, the possibility of mastering and applying the skills of self-educational activities, as well as the skills of rational organization of the educational process to create a culture of mental work. The influence of the process of self-education on the formation of professional potential and the professional position of a teacher in society is explained. The concept of “professional competence” is considered, and the characteristics and importance of pedagogical means of self-education in the development of a teacher’s professional competence are given.

KEYWORDS

Teacher, self-education, pedagogical competence, development, professional.

INTRODUCTION

Primary school is a crucial and irreplaceable stage in the process of forming a well-rounded personality. Specialists working in primary education are entrusted with the important task of helping children make a

successful start in life. Therefore, the first teacher must become both a friend and a mentor to the student. Today, one of the key indicators of a teacher's professional competence is their ability to engage in

self-education. This is manifested in a sense of dissatisfaction with the current state of the educational process, an awareness of its imperfections, and a desire to develop professionally and improve personal qualities. The issue of teacher self-education is especially relevant in the context of the information society, where access to and the ability to work with information are critical. The teacher's competence directly influences the formation of students' worldview, which means that a teacher must master the skills of collaboration with learners, possess psychological, pedagogical, and methodological knowledge, as well as oratory and acting skills, and pedagogical mastery.

METHODOLOGY

When studying the concept of "professional competence," it is important not to overlook the general meaning of competence. This term emerged in academic discourse relatively recently, and to this day, there is no universally accepted definition. A.V. Khutorsky emphasizes the importance of distinguishing between the often synonymously used terms "competence" and "competency":

Competence refers to a set of interrelated personal qualities (knowledge, skills, abilities, and modes of activity) defined in relation to a specific area of subjects or processes, and necessary for effective and high-quality performance within that area.

Competency, on the other hand, is the actual possession or mastery of a given competence by an individual, including their personal attitude toward it and the subject of their activity.

Many educators associate pedagogical mastery with the level of professional competence and do not

reduce it to just external components (skills and abilities). Pedagogical mastery is the integration of personal and professional qualities with professional competence. According to V.P. Bederkhanova, mastery is defined as "the possession of professional knowledge, skills, and abilities that enable a specialist to successfully analyze a work situation (object and conditions of activity), formulate professional tasks, and effectively solve them in accordance with set goals..." [1]

The concept of "competence" in general and "professional competence of a teacher" in particular is thoroughly studied in the works of A.A. Verbitsky, who notes that teacher competence is a constantly evolving and practically applied ability, a motivational orientation, and a readiness to engage in creative pedagogical activity with deep awareness of its social significance and personal responsibility for the outcomes of one's actions. According to Verbitsky [2], competence is not merely a realized competence; it is an integral characteristic of the individual that emerges in professional situations and determines success and accountability.

K. Angelovski defines a teacher's professional competence through pedagogical skills, grouping them into categories. R. Short characterizes a competent individual as "a person who possesses knowledge of the basics of science and related skills, as well as the necessary psychomotor functions, professional roles, cognitive and affective activities, and interpersonal communication." [4]. T.G. Brazhe views competence not only in the context of basic professional knowledge but also through motivational-value orientations, interpersonal relationship styles, and the general culture of the individual [5].

Many scholars emphasize that competence is a blend of the functions, rights, and responsibilities of the teacher. The study of professional competence is driven by the requirements outlined in modern educational standards and the Professional Standard, which demand a high level of qualification and competence from teachers, as well as personal qualities that promote both professional and personal fulfillment.

RESULTS

The components of functional literacy include:

- knowledge of rules, principles, and general concepts, as well as the development of skills that form the cognitive basis for solving practice-oriented tasks in various spheres of life;
- skills adapted to humanistic conditions, such as working with information and conducting business correspondence;
- readiness to navigate values and norms of the modern world, and to improve one's educational level through conscious choice.

Improving the quality of education and upbringing is directly dependent on the teacher's level of preparation. Pedagogical self-education (professional self-education of a teacher) is the process by which teachers independently acquire new educational values, methods, technologies, skills, and the ability to creatively apply them in their professional activities. Self-education is the independent acquisition of knowledge from various sources, tailored to the individual interests and inclinations of each person. As a process of knowledge acquisition, it is closely linked to self-discipline and is considered a component of it.

The need for teacher self-education is due to ongoing changes in the education system: new teaching methods and educational programs are being developed, instructional tools are updated, new standards are introduced, and legislation is adjusted.

This reflects the natural process of social development, as education is part of society. Knowledge and skills once acquired by a teacher may become outdated or forgotten, requiring constant renewal and acquisition of new competencies [3].

Professional self-education by teachers aims to enhance their professionalism and includes:

- pedagogical enlightenment, i.e., the adoption of scientific pedagogical ideas and familiarization with the experiences of other teachers;
- mastering new approaches, values, and attitudes in professional activities;
- analyzing one's own experience and forecasting future developments based on that experience [6].

In the process of self-education, teachers can use a variety of information sources: studying literature, watching training videos, taking advanced training courses, attending seminars and conferences, observing colleagues' lessons, and exchanging experiences. The rapid development of information technology has transformed the conditions for self-education.

DISCUSSION

The level of functional literacy developed by school students, in turn, depends on the teacher's level of competence. According to V.V. Yagupov, teacher competence is viewed as a systemic and integrative

phenomenon that includes not only knowledge, skills, and abilities, professionally significant qualities, and practical and life experience—which ensure the effective implementation of professional responsibilities—but also motivational readiness and a positive attitude towards the results of their activities [7].

The main principles of teacher self-education are:

continuity,

goal-orientation,

integration,

unity of general and professional culture,

interrelation and succession,

proactive development,

gradual transition from lower to higher levels, variability.

The most effective ways of professional self-education for teachers include:

developing a scientific or methodological issue within the framework of an institution's comprehensive topic;

participating in methodological conferences and the development of programs or concepts;

implementing new pedagogical technologies in professional activities, including information technologies;

studying the experiences of outstanding teachers through literature, periodicals, and observing lessons (including online formats);

consistently enriching one's professional portfolio with methodical materials, plans, and creative ideas.

CONCLUSION

Thus, in order to carry out effective pedagogical activity in the formation of functional literacy in students, the teacher must possess a system of competencies that ensure multifaceted

Our observations show that the more relevant information, tools, and techniques a teacher masters and applies, the more successful their results become. Indicators of the effectiveness of pedagogical self-education are the quality of the students' educational process and the improvement of the teacher's professional and qualification characteristics. Thus, a teacher's self-education is the most important component of developing their professional competence. The teacher's position in professional activity, the breadth and diversity of their educational interests, creative abilities, and the quality of realizing their creative potential, and consequently, the level of development of the teacher's professional competence, depend on this.

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