



PROFESSIONAL COMPETENCE AS A QUALITY INDICATOR OF EDUCATION

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ABSTRACT

Recently, there is more and more evidence that the success of the education systems of the leading countries of the world is explained primarily by the quality of teacher training, the rigor of selection of personnel for teaching and the status of a teacher. Neither the amount of money invested in education, nor the size of the country, nor the indicators of equality of educational opportunities showed such a strong correlation with student outcomes as the quality of the teaching staff. An analysis of the experience of countries that have achieved high indicators of the quality of education through the development of the capacity of their teaching staff may be of great interest to our country.

KEY WORDS: professional competence, quality of education, teacher, personnel policy.

In the conditions of competition in the market of educational services, the quality of training of specialists becomes the main indicator of the competitiveness of a higher educational institution. One of the main factors affecting the quality of the educational process is the level of professional competence of a university teacher.

In the development of the conceptual apparatus competence-based approach in vocational education the contribution was made by the studies of V.I. Baidenko, E.F. Zeera, I.A. Zimney, Yu.G. Tatura, A.V. Khutorsky and others [1, 2, 3].

The trend of movement from the concept of "knowledge" to the concept of "competence" is global. This trend is expressed in the fact that the strengthening of cognitive principles in modern production is not covered by the traditional concepts of "knowledge", "skills" and skills. The concept of "competence" becomes more adequate. For a modern specialist, it is not so much knowledge that is important, but the ability to apply them to resolve specific situations and problems that arise in professional activities and in life. With this approach, knowledge becomes the cognitive base of the competence of a specialist. What is competence?

Competence is a set of properties (characteristics) of a person that allows her to qualitatively perform certain activities aimed at solving problems (tasks) in any industry. In addition to the concept of "competence", there is a similar concept of "competence" (in the scientific literature, they are often used as synonyms).

Competence is what a person claims, it is a range of issues in which he is well aware, has knowledge and experience. Competence is a characteristic of a place, not a person, i.e. parameter of a person's social role. If a person corresponds to this place (social role), then it is considered that he has competence in this range of issues. Competence is what a particular specialist has achieved; it characterizes the degree of mastering the competence and is determined by the ability to solve the tasks prescribed by the "place".

The professional competence of a teacher is a system of knowledge, skills and abilities that form the basis of his professional activity as a teacher and scientist.

The data of numerous international studies irrefutably testify that success in the development of education in a country depends most of all on the quality of teaching staff and the effectiveness of personnel policy.



The analysis of the literature showed that a number of authors consider professional competence as an element or an integral part of a specialist's culture, others as a personality trait, and still others as the ability and readiness to carry out professional activities [1, 2, 3]. In the structure of professional competence, many include, in addition to knowledge and skills, professionally significant personality traits, work experience. Common to all definitions is that the term "competence" is used to express a high level of professionalism of a specialist. We understand professional competence as a characteristic of a specialist's personality, expressed in the unity of his theoretical knowledge, practical preparedness, ability to carry out all types of professional activities.

Professional competence is a systemic integrative unity of cognitive and activity components, personal characteristics and experience. It does not come down to individual qualities of a person or their sum, or to individual knowledge, skills and abilities, it not only reflects a person's potential and ability to use it, but also allows a person to be successful professionally. In our understanding, the structure of professional competence of specialists is determined by the types of professional activity.

It should be noted that the formation and development of professional competence of a specialist occurs throughout his professional life. In the framework of this work, the formation of professional competence is considered as its formation at the stage of mastering a specialty. To solve this problem, a strategy is needed that involves:

- integrity, continuity and successive relationship of all disciplines of specialist training;
- the orientation of the content of educational material, forms, methods and means of teaching each of the disciplines of training for the formation and development of professional competence;
- reflection in each of the disciplines of training specialists of the components of their professional activities by solving problems that model, imitate or reflect professional activities;
- immersion of students in active professional activity at all stages of continuous educational and industrial practice.

Considering the technology we are developing as a system, which is a functional complex of interconnected elements that implements a single target function, we have identified the following objectives:

- at the global level - the development of those abilities of the individual that are needed by him and society; its inclusion in socially valuable activity; providing opportunities for self-education;
- at the university level - the education of the personality of a professional who is ready theoretically and practically to carry out all types of professional activities;
- at the operational level:
- at the level of discipline - the formation of components of professional competence: design, production - technological, organizational - managerial and scientific - research;
- at the level of the topic of the discipline - the formation of knowledge, skills at the required level of assimilation and professionally important qualities of the specialist's personality. To solve the desired problem - the training of competent light industry specialists - within the framework of this methodology, various technologies are used at the particular methodological and local levels, including a set of forms of organization, methods, training and diagnostic tools that provide more effective results in achieving the goals of each of the stages.

In our opinion, the invariant activities of a modern specialist can be taken as the basis for the classification of key competencies. Regardless of the profession, he must be ready to perform the following activities: cognitive, communicative, managerial, value-semantic, civil - social, informational, research, health - saving and cultural-leisure.

Therefore, it is advisable to include the following in the list of key (basic) competencies of any specialist, including a teacher:

- cognitive or cognitive;
- communicative;
- managerial or social - organizational;



- competence in value - semantic orientation;
- competence in the field of civil and social activities;
- information and computer;
- creative;
- competence in health care ;
- competence in the field of cultural and leisure activities.

Taking into account the specifics of the pedagogical activity of the teacher, in which educational cooperation, communication and other forms of interaction with students are carried out, as well as the combination of pedagogical activity with research work, some key competencies, in our opinion, become elements of his professional competence .

Based on these differences in the structure of the teacher's professional competence, the following should be distinguished:

- special knowledge and skills in the field of taught science (discipline);
- psychological and pedagogical competence;
- communicative competence;
- socio-organizational (management) competence;
- creative competence.

In the structure of the personality and activities of any person, including a teacher, the most important place is occupied by motives. Special knowledge and skills in the field of taught disciplines that characterize the scientific qualifications of a teacher, as a rule, are at a good level. As for the psychological and pedagogical qualifications of a university teacher, it often needs to be improved .

Analysis and generalization of the work experience of universities show that effective methods and forms of improving the scientific and methodological qualifications of teachers include:

- systematic independent work (self-education) in order to deepen knowledge in the field of the science (discipline) taught, in psychology and pedagogy, in teaching methods;
- scientific and methodological work aimed at creating educational and methodological complexes in the taught disciplines and at improving the content of methods and organizational forms of education;
- participation of teachers in the work of scientific and methodological conferences and seminars; - joint attendance of classes with their subsequent analysis;
- study, generalization and implementation of advanced pedagogical experience;
- an appeal to the history of pedagogy and experience in the field of higher education in our country and abroad;
- preparation and defense of dissertations (master's, candidate and doctoral) on the subject of psychology, pedagogy and teaching methods;
- organizing seminars of pedagogical skills for young teachers, giving them lectures on the psychology and pedagogy of higher education;
- training of teachers in leading universities of the country and abroad;
- study of young teachers at courses and faculties for improving scientific and pedagogical qualifications.

The results of this analysis of the activity and personality of the teacher are recommended to be used when clarifying his professional and qualification characteristics and the corresponding educational standard, in the system of certification of teachers and in improving their psychological and pedagogical qualifications.

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