

## PROBLEMS OF DEVELOPING PROFESSIONAL COMPETENCE OF A TEACHER AND MODERN REQUIREMENTS IN IT

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### ABSTRACT

*The article reveals the problems of the main requirements for the level of teacher competence in Uzbek society, the educational system, authorities, students and their teachers. The purpose of the study is to identify the most pressing problems of professional competence of teachers, as well as to find ways to solve them using the example of considering and studying the shortcomings of psychological education of teachers and ways to improve competencies at this level, in the context of the introduction and development of inclusive education in the Uzbek education system. The author emphasizes the key problems in this sphere.*

**Key words:** *professional competence, psychology, competence problems, psychological education, inclusive education, teaching, education.*

### INTRODUCTION

The problem of competence of teachers in modern Uzbek education is becoming increasingly relevant due to the cardinal, and in certain periods, revolutionary changes in this area. The reconstruction of the Soviet education system led to the loss of social values that existed in society, changed the main target areas of education, thereby presenting new requirements for the professional competencies of a modern teacher. The establishment of market relations in the socio-economic sphere led to the transformation of social relations, in connection with which, previous experience became irrelevant, and was the reason for the formation of new requirements for teaching staff, forced to adapt to the new paradigm of social relations and the constantly updated requirements of state educational standards. Communicative competence is one of the most important qualitative characteristics of a person, allowing to realize their needs for social recognition, respect, self-actualization and helping the successful process of socialization and socialization. Competence is a specific ability necessary for the effective performance of a specific action in a specific subject area, including special knowledge, way of thinking, special subject skills, as well as understanding of responsibility for one's actions. To be competent means to have a set of specific competencies of different levels: to observe, to be deeply knowledgeable in the subject, to independently ask questions, to prove one's own rightness, to cope with interpersonal conflicts, etc. Revealing the nature of

competence, it can be noted that it manifests itself only in organic unity with human values (provided that a person has a deep personal interest in this type of activity). However, an unambiguous understanding and a clear structure of communicative competence, its features in students have not been revealed in scientific sources, which allows for further scientific research. At the present stage, we can say that the process of formation of modern Uzbek education has passed most of its modernization development, however, at the same time, it has not come to its logical conclusion, due to constantly changing socio-economic, socio-cultural, political, innovative (in the technological sense) and other factors. Of course, all these processes could not but affect the level of professional and educational training and the formation of the necessary competencies of educational and pedagogical personnel. At present, there are many problems associated with the formation of professional competence of teachers at different levels, in a variety of aspects of pedagogical and educational activities.

### **METHODS AND LITERATURE'S ANALYSES**

An analysis of many approaches has revealed, in our opinion, several of the most capacious definitions. The first belongs to S.E. Shishov and I.G. Agapov, who understand the competence of students as “the general ability and readiness of an individual to act, based on knowledge and experience acquired through training, focused on the independent participation of an individual in the educational and cognitive process, and also aimed at its successful inclusion in work activities” [10]. Thus, competence reflects a person’s readiness to perform a certain activity and includes not only cognitive (skills, knowledge), but also non-cognitive (motivation, value orientations, ethical attitudes, etc.) components. Competence also ensures the success of activities in modern changing conditions, since it involves assessing not the level of acquisition of knowledge and skills in accordance with the school curriculum, but the qualities of a graduate that may be in demand in the labor market. In the federal state educational standard of the second generation, communicative competence is defined as the ability to set and solve certain types of communicative tasks: to determine the goals of communication, to assess the situation, to take into account the intentions and methods of communication of the partner (partners), to choose adequate communication strategies, to be ready for a meaningful change in one's own speech behavior. The primary component of communicative competence includes the ability to establish and maintain the necessary contacts with other people, satisfactory mastery of certain norms of communication and behavior, mastery of the "technique" of communication.” By communicative competence, L.A.

Petrovskaya understands the ability to establish and maintain the necessary contacts with other people. The competence includes a certain set of communicative knowledge and skills that ensure the effective flow of the communicative process” [8]. Yu.N. Yemelyanov defines communicative competence “as the ability to communicate; as a person's ability to interact verbally, non-verbally or silently; as an integrative ability to interact appropriately with others at their level of training, upbringing, development, based on humanistic personal qualities (sociability, sincerity, tact, empathy, reflection, etc.) and taking into account the communicative capabilities of the interlocutor” [2]. In the study of L.A. Petrovskaya, communicative competence is defined through qualities that contribute to the success of the communication process, and the author identifies these qualities with a person's communicative abilities [8].

## RESULTS

Modern researchers distinguish the following types of professional competence and requirements: Special competence – mastery of professional activity itself at a relatively high level, the ability to design one’s further professional development. Social competence – mastery of joint (group, cooperative) professional activity, cooperation, as well as methods of professional communication accepted in a given profession; social responsibility for the results of professional work.

Personal competence – mastery of methods of personal self-expression and self-development, means of resisting professional deformations of personality.

Individual competence – mastery of methods of self-realization and development of individuality within the framework of a profession, readiness for professional growth, ability for individual self-preservation, resistance to professional aging, ability to organize one’s work rationally without overloading one’s time and energy [5]. The Council of Europe distinguishes five basic competences in the context of training a foreign language teacher: Political and social competences related to the ability to take responsibility, participate in joint decision-making, participate in the functioning and development of democratic institutions. Competencies related to life in a multicultural society, designed to prevent the emergence of xenophobia, the spread of a climate of intolerance and promoting both an understanding of differences and a willingness to live with people of other cultures, languages and religions. Competencies that determine the mastery of oral and written communication, which is important in work and social life to such an extent that those who do not possess them are at risk of isolation from society. This group of communication also includes the mastery of several languages, which are becoming increasingly important. Modern researchers identify the following types of

competence: Educational and cognitive competence is a set of skills and abilities of cognitive activity. Possession of the mechanisms of goal-setting, planning, analysis, reflection, self-assessment of the success of one's own activities. Possession of methods of action in non-standard situations, heuristic methods of solving problems. Possession of measurement skills, use of statistical and other methods of cognition.

Information competence is the ability to independently search, analyze, select, process and transmit the necessary information using information technologies.

Communicative competence is the possession of skills of interaction with people around you, the ability to work in a group. Familiarity with various social roles. Based on the ideas of philosophical anthropology, existential psychology, humanistic guidelines, modern pedagogical theory declares such approaches to training a specialist as cultural, synergetic, personality-activity, personality-oriented, individually creative. These approaches allow us to imagine the process of professional development of a specialist in the context of individual training.

## DISCUSSION

Thus, the conducted analysis of the definitions of the concept of "communicative competence" and related concepts allows us to highlight the following approaches to defining the concept of "communicative competence", interpreted as: 1) the ability of an individual to enter into social contacts, regulate recurring situations of interaction, and achieve the pursued communicative goals in interpersonal relationships [4]; 2) interpersonal experience, the basis for the formation of which are the processes of socialization and individualization [9]; 3) the ability to communicate; the ability to interact appropriately with others at their level of training, education, development, based on humanistic personal qualities and taking into account the communicative capabilities of the interlocutor [2]; 4) qualities that contribute to the success of the communication process (qualities are identified with human communicative abilities) [8]; 5) systems of communicative actions based on knowledge about communication and allowing one to freely navigate and act in the cognitive space [5]; Despite the different approaches to defining communicative competence, scientists are unanimous in establishing its role in personality development. As a result of analyzing the works of various authors studying communicative competence, I.N. Zotova concludes that "the structure includes quite diverse elements. At the same time, the following components of communicative competence clearly stand out among this diversity: communicative knowledge; communicative skills; communicative abilities" [6]. Communicative knowledge is knowledge of what communication is, what its types, phases, and development

patterns are. This is knowledge of what communicative methods and techniques exist, what effect they have, what their capabilities and limitations are. This is also knowledge of what methods are effective in relation to different people and different situations. This area also includes knowledge of the degree of development of certain communicative skills in oneself and which methods are effective in one's own performance, and which are ineffective. Traditionally, communication skills are the ability to correctly, competently, clearly explain your thoughts and adequately perceive in - this is a set of conscious communicative actions based on high theoretical and practical training of the individual, allowing creative use of knowledge to reflect and transform reality. Their development is associated with the formation and development of personal neoplasms both in the sphere of intelligence and in the sphere of dominant professionally significant characteristics. Communicative abilities are individual psychological characteristics of the individual that ensure effective interaction and adequate mutual understanding between people in the process of communication or performing joint activities. Communicative abilities allow you to successfully establish contact with other people, carry out communicative, organizational, pedagogical and other types of activities. What are the requirements for the level of competence of a teacher made by the educational system, society, students and their parents? A professionally competent teacher should be a psychologically mature person, have a sense of humor, be artistic, have professional inspiration, always have excellent health and mood, not show irritation and not "get personal" strive to improve their activities. This is a large, but far from complete list of all the requirements for the level of competence of a teacher. A modern teacher must not only have a high level of general culture, psychological and pedagogical competence, but also have an unconventional approach to solving various psychological and pedagogical situations, organize their activities on a creative basis, be able and willing to cooperate with other participants in the pedagogical process and share experience. Universities should actively work on developing future teachers' cooperation skills and the desire to constantly exchange pedagogical knowledge with colleagues. This allows the teacher to model possible changes in the organization, structure and content of the educational process; purposefully make timely adjustments when using pedagogical technologies and innovations. Systemic knowledge of psychology should also help the teacher, since the professional standard of a teacher assumes the successful solution of psychological problems in matters of child development, self-development and building a social partnership with the parents of students.

## **CONCLUSION**

Research in this area has revealed the need for educators to conduct training seminars, master classes on working with children with special needs, various studies, as well as serious methodological support. Teachers are in dire need of practical assistance from a psychologist and other specialists; some teachers would like to "undergo practice-oriented retraining", "advanced training", "attend open classes of experienced teachers" working with children with special needs, followed by analytical and methodological analysis. In addition, they have identified problems with a clear understanding of the need to develop professional competencies in the context of inclusion and, in turn, have shown the unpreparedness of educators for professional activities in working with children with special needs, which made it possible to develop a program of scientific and methodological substantiation of psychological and pedagogical assistance to teachers of preschool educational organizations in working with children with special needs. Thus, it can be concluded that in the modern educational system, the teacher's activity is limited not only by his pedagogical activity, driven into certain frameworks of dry teaching of his subject area of knowledge. Due to the fact that the educational process and its organization are experiencing their rapid development and evolution, the teacher has no right to ignore those innovations that are necessary for him to organize the educational process, but on the contrary, is obliged to form in himself various competencies that are relevant at the present stage in completely different areas of knowledge. In the context of technical progress, the development of the principles of humanization and inclusiveness of education, the formation and strengthening of a certain socio-economic paradigm of life in society, where the teacher is obliged to regularly adapt to the current needs of the authorities and society, teachers and lecturers of all levels are obliged to maintain a high educational level not only of their wards, but first of all, their own. Constant regular self-development of teachers, maintaining their own high educational status, regularly expanding the scope of their theoretical knowledge, increasing the experience of practical training, forming a high moral and ethical level, etc. factors, ultimately, should form the level of professional competence of teachers in modern Russian education that meets the needs of the present time.

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