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УДК 377-047.22

THE MAIN ROLE OF PROFESSIONAL COMPETENCE TEACHER OF THE MODERN TIMES

Summary.

The author of the article highlights his understanding of the professional competence essence; he also clarifies its development in the current educational modernization. Taking into account the peculiarities of the teaching context (combining teaching per se and research), he focuses on structural components of a teaching competence in a high education institution while he emphasizes the important personal features of a teacher. As you know, teaching is a management activity and for its successful implementation the teacher must possess organizational competence, including knowledge in the field of education management: the concept of management, its goals, importance, functions and features of education management; the structure of the organizational activity of the teacher. The teacher should be able to perform actions on: defining the purpose of the educational and cognitive activity of students; plan the content, methods, teaching aids for the discipline being taught; prepare and conduct various types of classes, organize joint activities of students, monitor the implementation of works and assess the results, ensuring the academic discipline in a creative setting. The pedagogical competence of the teacher is a combination of knowledge, skills and pedagogical and research skills necessary for him to perform the function of training and education of students.

Key words: professional competence; psychological-pedagogical competence; communicative competence; managing competence; creative competence.

Today in the market of Uzbekistan educational services one of the main conditions for ensuring the competitiveness of a higher educational institution is the level of professional competence of a university teacher, which determines the quality of training future specialists.

In the conditions of tough competition, the introduction of innovative educational technologies designed for competent teachers, whose formation is hampered by the presence of certain problems, takes place in higher education. These include the rigidity of the teacher's thinking (addiction to the "old", traditional methods and forms of professional-pedagogical activity), the lack of a certain part of teachers of the university pedagogical education, the uncertainty of the categories "competence", "competence", "professional competence", as well as fatigue from being in the process of constant reworking something that in the aggregate are factors of hidden resistance to innovative changes.

Meanwhile, real changes in the process of training highly qualified specialists in line with the latest requirements are possible only if the professional competence of the higher education teacher who is aware of his responsibility to students, himself and the whole society is developed.

However, the very concept of "professional competence", its content, essence and structure, are not yet clearly defined, a system of criteria for determining the professional competence of a teacher has not been developed.

In modern practice, in a general sense, professional competence refers to the ability of a specialist in a particular area to successfully solve the tasks of professional activity according to specified standards. Competence is what the specialist has achieved. The components of professional competence of a specialist are knowledge, skills, abilities, professionally significant personal qualities, in aggregate, ensuring his ability to successfully perform his work [1, p. 164].

Based on the above, as well as the specifics of the pedagogical activity of the teacher (a combination of pedagogical activity with research work), the structural components of the professional competence of a university teacher are:

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



A competent teacher must necessarily possess scientific knowledge in the field of the discipline being taught, which however is not enough, contrary to the ideas of teachers who do not have a pedagogical education.

Competent teacher is a good methodologist, professionally familiar with methods and techniques (educational technologies), allowing him to present educational material in the form of a system of cognitive tasks, the solution of which is aimed at mastering the content of the studied discipline by a student.

In addition to knowledge in the field of the subject being taught and the method of teaching it, no matter what discipline he teaches, one must necessarily be competent in the psychology of the personality and the educational process, and in pedagogy.

The psychological competence of a university teacher includes, in addition to the above, also the following: psychological characteristics of the students; psychology of students' educational and cognitive activity; psychology of pedagogical activity of the teacher; psychology of pedagogical communication; fundamentals of psychodiagnosis, without the knowledge of which it is impossible to involve a student in the educational process and to implement a student-centered education [2, p. 210].

The pedagogical competence of the teacher is a combination of knowledge, skills and pedagogical and research skills necessary for him to perform the function of training and education of students. He should know: the state educational standard of higher professional education; goals and content of higher vocational education; principles of building the content of vocational education; subject, basic concepts and objectives of the scientific discipline "Pedagogy of Higher Education"; the essence and laws of the process of training and education; principles, methods and organizational forms of training and education of students; modern educational technology.

To be able to: independently select the educational material and the optimal technologies for their presentation to students in order to ensure that students master their considerable amount of information in a relatively short period of time; correctly plan and organize classes using active and interactive teaching methods that ensure the process of creative knowledge and gaining one's own knowledge, the development of skills and abilities by the students themselves; form students' motivation for independent learning and cognitive activity; share your experience with colleagues and learn from them, engage in self-education, etc. [3, p. 111].

In the activity of a teacher, a special place is occupied by the ability to build communication with students and their colleagues. In this case, it acts as a means of scientific and pedagogical communication, a condition for the improvement of professionalism, the creation of a favorable psychological climate in the student audience, between the teacher and students.

To do this, the teacher must possess special communication skills, which include: knowledge of the student's personality – the student; organization of students in the educational process in the form of cooperation, creative

search; perception and correct assessment of the communication situation; sympathy, compassion, understanding of the student's personality; a combination of respect for the personality of the learner with a high level of exactness towards him, built on humanistic methods of interaction. At the same time, he should be able to: speak in the student audience, lead a conversation or discussion, using verbal and non-verbal means of communication; to objectively perceive the partner in communication and cause him the need for joint activities; the ability to anticipate and prevent conflicts; the ability to constructively criticize, perceive and take into account criticism [4, p. 381].

As one of the most important communicative abilities of a teacher are reflexive abilities that enable him to objectively realize how he is perceived by the communication partner, which is possible with the ability to reproduce the interlocutor's inner world.

In addition, the identified communicative skills and abilities in the structure of the communicative competence of the teacher, especially worth mentioning about the professionally important personal qualities of the teacher, whose presence is a catalyst for the development of a professionally competent teacher of the university.

These include: genuine interest in students, the need and ability to communicate with them; the ability to show empathy for them; the ability to feel and maintain feedback in communication; the ability to control oneself, one's feelings, to be emotionally stable; the ability to predict pedagogical situations, possible consequences and ways to solve them; ability to pre-diagnostic improvisation; the ability to apply all the variety of methods of interaction (persuasion, suggestion, conversation, discussion, mental contamination, etc.) [5, p. 528].

As you know, teaching is a management activity and for its successful implementation the teacher must possess organizational competence, including knowledge in the field of education management: the concept of management, its goals, importance, functions and features of education management; the structure of the organizational activity of the teacher. The teacher should be able to perform actions on: defining the purpose of the educational and cognitive activity of students; plan the content, methods, teaching aids for the discipline being taught; prepare and conduct various types of classes, organize joint activities of students, control over the implementation of works and evaluation of results, ensuring the academic discipline in a creative setting [6, p. 128].

It should be noted that the organizational competence of a teacher of a higher educational institution is not only aimed at organizing educational, research activities with students, but also for self-organizing their own activities. Also, one of the components of professional competence of a university teacher is by all means creativity of competence, which is urgently needed to ensure effective scientific-pedagogical and research activities. Creativity is a relatively stable characteristic of a personality, showing the level of its creative talent, ability to work. The creative competence of the teacher makes the professional activity of a particular teacher unique, productive and provides



effective research work. In conclusion, it must be said that a university teacher at every stage of his professional activity is involved in solving the whole complex of pedagogical tasks, the solution of which requires the realization of the entire existing level of his professional competence.

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Курбанов И. Х. Основная роль профессиональной компетентности преподавателя современности.

Анотація.

У статті автор визначає своє розуміння сутності професійної компетентності і в контексті сучасної модернізації освіти обґрунтовує важливість її формування у викладача у закладах вищої освіти. Основною специфікою педагогічної діяльності викладача (поєднання педагогічної діяльності з науково-дослідною роботою), виділяються структурні компоненти професійної компетентності викладача закладу вищої освіти, акцентуючи професійно важливі особистісні якості викладача. Як відомо, викладацька діяльність – це управлінська діяльність і для її успішної реалізації викладач повинен володі-

ти організаторською компетентністю, що включає знання в області менеджменту освіти: поняття про менеджмент, його цілі, значення, функції та особливості; структура організаторської діяльності викладача. Викладач має вміти виконувати дії щодо: визначення мети навчально-пізнавальної діяльності студентів; планування змісту, підбір методів, засобів навчання щодо викладання дисципліни; підготовки і проведення різних видів занять, організації спільної взаємодії зі студентами, здійснювати контроль за виконанням робіт і оцінку результатів, забезпечення творчої атмосфери у процесі викладання навчальної дисципліни. Також викладач має самостійно підбирати навчальний матеріал і оптимальні технології для їх викладання, щоб гарантувати, що студенти освоюють значний обсяг інформації за відносно короткий проміжок часу; правильно планувати і організувати заняття, використовуючи активні та інтерактивні методи навчання, що забезпечують процес творчого пізнання і придбання власних знань, розвитку умінь і навичок; сформувати у студентів мотивацію до самостійного навчання і пізнавальної діяльності; ділитися досвідом з колегами і вчитися у них, займатися самоосвітою тощо.

Ключові слова: професійна компетентність; психолого-педагогічна компетентність; комунікативна компетентність; управлінська (організаційна) компетентність; креативна компетентність.

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Аннотация.

В статье автор обозначает свое понимание сущности профессиональной компетентности и в свете современной модернизации образования обосновывает важность ее формирования у преподавателя высшего учебного заведения. Основопологающей спецификой педагогической деятельности преподавателя (сочетание педагогической деятельности с научно-исследовательской работой) являются структурные компоненты профессиональной компетентности преподавателя высшего учебного заведения. Как известно, преподавательская деятельность – это управленческая деятельность и для ее успешной реализации преподаватель должен обладать организаторской компетентностью, которая включает знания в сфере менеджмента образования (понятие о менеджменте, его цели, значение, функции и особенности менеджмента образования; структура организаторской деятельности преподавателя). Преподаватель должен уметь выполнять действия по: определению цели учебно-познавательной деятельности студентов; планировать содержание, методы, средства обучения по преподаваемой дисциплине; подготовить и провести различные виды занятий, организовать совместную деятельность студентов, контроль выполнения работ и оценка результатов. Также преподаватель должен уметь: самостоя-



тельно выбирать учебный материал и оптимальные технологии для их представления студентам, чтобы гарантировать, что студенты осваивают значительный объем информации за относительно короткий промежуток времени; правильно планировать и организовывать занятия, используя активные и интерактивные методы обучения, обеспечивающие процесс творческого познания и приобретения собственных знаний, развития умений и навыков самими

учащимися; сформировать у студентов мотивацию к самостоятельному обучению и познавательной деятельности; делиться своим опытом с коллегами и учиться у них, заниматься самообразованием и т. д.

Ключевые слова: профессиональная компетентность; психолого-педагогическая компетентность; коммуникативная компетентность; управленческая (организационная) компетентность; креативная компетентность.



Стаття надійшла до редколегії 20 жовтня 2018 року