



Development of Professional Competence

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Abstract: *In the article the questions of organization, management and improvement of the quality and effectiveness of teaching processes in secondary institutions, revealed the role of the teacher in coordinating students' activities. The authors have proposed a number of recommendations on development of professional competence of the teacher.*

Keywords: *Competence, a component of the pedagogical process, management, quality, efficiency.*

One of the important stages of continuing education, indicated in the National Program for Personnel Training, is retraining and qualification upgrade of personnel, which, in turn, is directly related to reforming the system of retraining and qualification upgrade of teachers and ensuring the necessary conditions for organizing this process at a high quality level. Comprehensive development and modernization of the education system determined the requirements for teachers nowadays. These includes high spirituality and pedagogical skill, social activity, independent thinking and innovative activity, a sense of responsibility to society, the state and family for the results of training and education.

Rapid changes and updates taking place in the field of education and youth policy of the state oblige teachers to quickly orient themselves in their essence, constantly improve professional knowledge, master the skills of working in cooperation with students, taking into account the principles of subjectivism and activity of the personality of students, create conditions for enhancing motivation and organizing reflective educational activities.

Therefore, the main tasks of educational institutions for the organization and management of pedagogical processes are: organization and control of the educational process on a scientific basis, bringing to students the necessary information related to the assimilation of program material, the comprehensive development of the personality of students, preparing them for life in modern society.

The organization of pedagogical processes and their management is implemented in many ways:

- definition of training, educational and developmental goals based on topics, studied in accordance with study programs;
- planning activities of students to achieve intended goals and objectives;
- selection of applied pedagogical technologies;
- identifying students' abilities and forecasting situations that allow to realize the planned tasks, their allocation;
- determination of factors affecting the effectiveness of the educational-training process; providing an individual approach to students, application of "active" technologies;
- selection and preparation of didactic tools used in the pedagogical process;



- ensuring the succession and continuity of the pedagogical process;
- establishing cooperation of school, family, local community;
- applying of advanced pedagogical experience and modern information technologies in the pedagogical process;
- implementation of SES requirements and monitoring of implementation;
- collection and analysis of information on the assimilation of educational material by conducting a questionnaire among students;
- adjustment and updating of tasks aimed at developing and improving the activities of students;
- organization of self-study in accordance with the requirements of SES;
- organization of innovative activity, and contributing to the formation and development of interest in the results of independent educational activities;
- control and coordination of educational, working and game activities of students.

Consequently, the responsibilities of the teacher are extremely multifaceted: from the organization and management of the pedagogical process, achieving the planned results to monitoring, analyzing and evaluating the level of assimilation of educational material, fulfilling the requirements of the State Educational Standards, subject to coordination of all types of activities of subjects of the educational process. The coordinated activity of the subjects of the educational process involves not only the cooperation of the teacher and students directly in the process of cognitive activity (in the classroom or outside it), but also the cooperation of the teaching staff and the management of the educational institution in the management of the educational process.

Management activity, organized on the principles of cooperation and friendship, is the main condition for determining educational and development goals, choosing directions for their implementation, rational distribution of tasks, coordinating the activities of participants in the educational process, improving pedagogical skills and professional experience of teaching staff.

In the educational process in the framework of cooperation, the equal status of the teacher and students - the status of the subjects of this process is determined, in which the achievement of results is associated with the level of professional competence of the teacher. According to many experts, the educational process, carried out on the basis of subjective relationships, substantially enriches the experience of a teacher. The effectiveness of pedagogical processes, the sustainable development of professional qualities of teachers, and the improvement of their special knowledge and skills depend on the quality of management. In its turn, the personality of the teacher largely determines the success of students' activity and how to manage it. In the pedagogical process, the teacher acts both as a manager and as a participant in cognitive activity, and this status obliges him to possess professional skills and high spiritual and moral personal qualities.

In our opinion, the qualities of competency that the head of an educational institution should possess fully extend to an ordinary teacher.

The teacher's competence consists of his spiritual worldview, psychological, pedagogical and organizational and technological abilities, and all together creates professional potential. This potential appears in the pedagogical process and is reflected in its effectiveness.

The concept of teacher competency in the organization and management of pedagogical processes includes the individual abilities and professional level of the teacher, his aspiration for self-development and continuous updating of knowledge, the intention to organize the educational process at the level of modern requirements.¹



When organizing educational processes, the teacher needs to rely on the technology of a systematic approach to management; to know the content and importance of educational technologies and apply them into practice; use managing methods wisely; to learn the basics of education management, to carry out innovative activities, to apply information technology and communication tools; to organize the management of the educational process on a scientific basis; to apply state educational standards, accumulate and use the necessary information, etc.

From the above it follows that the teacher's competence includes a number of areas and components that play a role in the development of the teacher's personal and universal qualities, his professionalism and ability to work, communicativeness and moral character. So a competent teacher: possesses the necessary skills for the effective organization of the educational process, knows age psychology well, has moral potential and high spirituality, applies modern technologies in the educational process, has rich professional experience. He owns the secrets of professional excellence, world and religious knowledge. This is the organizer and entrepreneur, patriot and internationalist, friendly and caring person, and most importantly - he is able to teach another, come to the aid at the right time. They say about such people, "He is a master of his craft".

"Excellence" - (the Arabic word "makhorat" means art, skill, dexterity. Also used expressions: great master, handyman, and craftsman. From here came the expression and even the term "professional excellence". When they say this about a teacher, they primarily mean his ability to organize and manage pedagogical processes, coordinate the activities of process participants, and ensure their activity.

Such components as the organization of the educational process on a scientific basis, the research skills of the teacher, the ability to manage, leadership, the tendency to self-development and self-education - in short, the ability to build the educational process in accordance with modern requirements are embedded in the modern understanding of professional competence. In conclusion, it should be emphasized, that the scientific organization of the educational process enhances its quality and effectiveness, activates students, objective analysis and assessment of their activities by the teacher.

A teacher who has a philosophical and spiritual worldview, psychological, pedagogical, organizational and technological potential, owns the technology of collecting, objective assessment and processing of information, who can predict situations and factors that negatively affect student activity, and determine ways to achieve intended goals, can realize its place in this process. Such a teacher can be called a teacher with a high degree of pedagogical competence.

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