

PROFESSIONAL QUALITIES OF A TEACHER

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Abstract:

The article presents the professionally significant qualities of teachers, considered by scientists for a long time and determining the content of professional competence, identifying the pedagogical, psychological, social conditions of its formation

Keywords: professional competence, competence, creativity, teacher personality, pedagogical self-awareness, individual style, creative potential.

ПРОФЕССИОНАЛЬНЫЕ КАЧЕСТВА ПЕДАГОГА

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АННОТАЦИЯ

В статье представлены профессионально значимые качества педагогов рассматриваемые учеными на протяжении длительного времени и определяющие содержание профессиональной компетентности, выявляющие педагогические, психологические, социальные условия ее становления

Ключевые слова: профессиональная компетентность, компетенция, креативность, личность педагога, педагогические самосознание, индивидуальный стиль, творческий потенциал.

INTRODUCTION

The professionally significant qualities of teachers have been considered by scientists for a long time and determined the content of professional competence, identifying the pedagogical, psychological, and social conditions of its formation. Despite differences in terminology, the authors agree that there are three components (levels) in the structure of competence: theoretical, practical, personal. From a theoretical point of view, various authors (V.A. Slastenin, N.M. Borytko, O.A. Solomennikova, etc.) have given definitions of pedagogical competence, presented a structure, and compiled a classification of competencies.



I.D. Lapteva divides competence into key, basic, and special. Key competencies are associated with the success of an individual in a rapidly changing modern world; basic ones determine the specifics of a certain subject or super-subject area.

The teaching profession is both transformative and managerial. And in order to manage personal development, you need to be competent. The concept of a teacher's professional competence therefore expresses his theoretical and practical readiness to carry out teaching activities and characterizes his professionalism.

METHODS

Competence (from the Latin *competitio* from *competo* I achieve, I comply, I approach) is the personal ability of a specialist to solve a certain class of professional tasks. Competence is also understood as formally described requirements for the personal, professional, etc. qualities of the company's employees (or for some group of employees).

K. Angelovski identifies the structure of a teacher's professional competence through pedagogical skills.

Pedagogical skills here are combined into four groups:

1. The ability to "translate" the content of the objective process of education into specific pedagogical tasks: studying the individual and the team to determine their readiness to actively master new knowledge and design on this basis the development of the team and individual students; identifying a set of educational, educational and developmental tasks, their specification and determination of the dominant task.
2. Ability to build and set in motion a logically complete pedagogical system: comprehensive planning of educational tasks; reasonable choice of forms, methods and means of its organization.
3. Ability to identify and establish relationships between the components and factors of education, to put them into action: creating the necessary conditions (material, moral and mental, organizational, etc.); activation of the student's personality, development of his activities; and etc.
4. Skills in recording and assessing the results of teaching activities: self-analysis and analysis of the educational process and the results of the teacher's activities; determination of a new set of dominant and subordinate tasks.

One of the most important qualities that characterizes competence is initiative. This is an internal awakening to new forms of activity, a leading role in any action. An initiative is a type of social activity, social creativity undertaken by a person. Initiative is characterized by the fact that a person takes on a greater measure of responsibility than is required by simple compliance with social norms.

Another important component of competence is cooperation. This is a humanistic idea of joint developmental activities of children and adults, cemented by mutual understanding, penetration into the spiritual world, and collective analysis of the progress and results of activities.



Review of literature data. An analysis of the scientific literature shows that scientists studying the problem of teacher competence in their research use either the term “professional competence”, or the term “pedagogical competence”, or both terms, and sometimes combine these terms by analogy with professional pedagogical activity: “professionally” - pedagogical competence.”

Currently, in science there is no unified approach to defining this concept. So, according to V.A. Slastenina, I.F. Isaeva, A.I. Mishchenko and E.N. Shiyanov, the professional competence of a teacher expresses the unity of his theoretical and practical readiness to carry out teaching activities, while the basis of the structure of a teacher’s competence is formed by numerous pedagogical skills that characterize this readiness.

Pedagogical competence is a systemic phenomenon, the essence of which lies in the systemic unity of pedagogical knowledge, experience, properties and qualities of a teacher, which allows for the effective implementation of pedagogical activities, purposefully organizing the process of pedagogical communication and also implying the personal development and improvement of the teacher.

The dominant block of a teacher’s professional competence is the teacher’s personality, the structure of which includes: personality motivation (personality orientation and its types), properties (pedagogical abilities, character and its traits, psychological processes and states of the personality, integral characteristics of the personality (pedagogical self-awareness, individual style, creativity – as creative potential).

RESULTS

Psychological, pedagogical and special (subject) knowledge is a necessary, but by no means sufficient condition for professional competence. Many of them, in particular theoretical, practical and methodological knowledge, are prerequisites for intellectual and practical skills. Pedagogical skill is a set of sequentially unfolding actions, some of which can be automated (skills), based on theoretical knowledge and aimed at solving the problems of developing a harmonious personality. This understanding of the essence of pedagogical skills emphasizes the leading role of theoretical knowledge in the formation of the practical readiness of future teachers, the unity of theoretical and practical training, the multi-level nature of pedagogical skills (from reproductive to creative) and the possibility of their improvement by automating individual actions.

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DISCUSSION

Thus, competence is a measure of the correspondence of the knowledge, skills and experience of persons of a certain social and professional status to the real level of complexity of the tasks they perform and the problems they solve.

Research results and Discussion

Modern researchers identify the following types of professional competence:

Special competence is mastery of professional activity itself at a relatively high level, the ability to plan one's further professional development.

Social competence – mastery of joint (group, cooperative) professional activities, cooperation, as well as professional communication techniques accepted in a given profession; social responsibility for the results of professional work.

Personal competence is mastery of methods of personal self-expression and self-development, means of confronting professional deformations of the individual.

Individual competence is mastery of techniques for self-realization and individual development within the profession, readiness for professional growth, the ability for individual self-preservation, non-susceptibility to professional aging, the ability to rationally organize one's work without overloading time and effort.

The concept of psychological competence has also become quite widespread in the scientific literature.

In the structure of psychological competence of teacher N.E. Kostyleva identifies the following elements:

- knowledge of the peculiarities of mental processes;
- knowledge of the laws of training and education;
- knowledge of the patterns and characteristics of age-related development of students;
- the ability to transfer psychological knowledge into real teaching practice;
- mastery of methods and techniques of mental self-regulation.

Also, a special place is occupied by the so-called conflict competence. B.I. Khasanov considers it as “the level of development of awareness of the range of possible strategies for behavior in conflict and the ability to implement these strategies in a specific life situation.”

Modern researchers identify the following types of competencies:

Educational and cognitive competence is a set of skills and abilities of cognitive activity. Mastery 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, with the help of information technology, to independently search, analyze, select, process and transmit the necessary information.



Communicative competence is the ability to interact with other people and 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 specialist training as cultural, synergetic, personal-activity, personality-oriented, individually creative. These approaches make it possible to imagine the process of professional development of a specialist in the conditions of individual training.

CONCLUSION

Consequently, today any specialist needs to have a certain set of competencies. In modern conditions, five basic competencies are identified in the context of training a foreign language teacher, and they sound as follows:

1. political and social competencies;
2. competencies related to life in a multicultural society;
3. competencies that determine mastery of oral and written communication;
4. competencies related to the emergence of the information society;
5. competencies that realize the ability and desire to learn throughout life.

Also distinguished: communicative, educational and cognitive, informational, social, individual, personal competence. In modern conditions, it is necessary to form not only a competent, but also a competitive personality.

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