DEVELOPMENT OF METHODOLOGICAL COMPETENCE FOR TEACHERS OF VOCATIONAL COLLEGES IN UZBEKISTAN

K. Umatalieva
Institute for Training and Retraining of Personnel for Senior Secondary Vocational Education of Tashkent, Tashkent 100027 Uzbekistan
1982alya@rambler.ru

Abstract. In connection with the changes in society, the modern education system is facing the need to reassess the meaning of their activities, objectives, functions and content. Changes and the presentation of a professional educator in the innovation of educational practice. Currently a successful teacher is seen as an active, free and responsible person in the design, located in the active search for innovation, development and implementation of educational practices in pedagogical innovations. Issues of quality of education are relevant to the current stage of development of our country, including in the training system. According to many researchers it’s impossible to provide a high level of education without changing the traditional education system, both in general education and in vocational education. Particularly in this field of education are prepared and brought up those shots that not only form the new information environment of society, but also those who will live and work in the new environment. In the situation of the changes taking place in education, it’s becoming more and more important for teachers to train and retraining. In this regard, more aware of the need for training institutes educators updating of professional tools, searching and finding original approaches and innovative educational technologies that can help students form their own personal guidance with respect to the teaching of Innovation and closer to the ideal type of modern teacher, which is considered today as an independent, resourceful, responsible, sociable and tolerant person, ready and able to learn new things in life.

Today highly skilled, professionally creative, socially active and competitive teacher is more claimed by society, his ability to bring socialized identity in a rapidly changing world.

There are certain characteristics of teacher qualifications, the general requirements for a specialist job and responsibilities, and so on. And what qualities a teacher can point to the fact that it’s his professionally competent, and his level of competence meets the requirements of modern society. Development of methodical competence - the development of creative individuality teacher preparedness for the formation of a new, susceptibility to the development of pedagogical innovations. From the professionalism of teachers and their ability to lifelong learning results directly depend on the socio-economic and cultural development of society. In accordance with these requirements, you can define the main approaches to teacher professional development:

1. Improving the professional and cultural development of the teacher.
2. Stimulation of its proprietary and public activity.
3. Updating and improving the knowledge of the art of pedagogy.
4. Improving teacher and the methodological skills of teachers on the basis of ideas of innovators and creators of teachers.
5. Improving methods and style of interaction with the students on the principles of humanization, democratization, transparency.
6. Formation of skills analysis of the educational process in general and self-examination of its educational activities in particular.
7. Familiarizing teachers in research activities based on available and understandable techniques.

The results of research scientists have shown that in the new century education should be an ongoing process that will continue throughout a person's life. After all, the only way he will be able to adapt to the continuous technological innovation that will require not only the continuous improvement of tools, but also most of its content, the ability to acquire new knowledge and professional specialties. The criteria for
assessing the effectiveness of teacher professional development will be a positive trend in the level of professionalism.

Development of methodical competence of teachers of vocational colleges at the moment is one of the most urgent tasks of improving and retraining of secondary vocational education.

In the Republic of existing institutions, centers, departments to improve the skills, these educational institutions are equipped with the latest technology, equipped with didactic and methodological resources to the full extent improve the methodical competence of teachers of vocational colleges. Focusing on the development of methodical competence in the advanced training of teachers contributed to the problem of professional colleges in professional activities, such as building a routing class, the lack of ability to use information technology and Internet resources, lack of skills in the didactic teaching facilities, inability to work independently. Which in turn determines the level of methodical competence of the teacher. Research scientists have formed in the definition of methodological competence. Russian scientist N.V. Kuzmina – designated definition of methodical competence as a region in which the knowledge, skills and abilities of students: possession of a variety of teaching methods, knowledge of the psychological mechanisms of assimilation.

Scientists I.A.Zimnyaya has identified a methodical competence as a basic component of the professional-pedagogic competence. In our opinion, methodical competence - is the ability to think in theory the solution of educational or work assignments and takes steps mentally and practically in the direction of educational goals. This requires the following personal qualities: analytical thinking, problem solving, the ability to plan, flexibility, ability to learn, ability to make decisions in the context of thinking, the use of techniques and strategies to study and work.

For the development of methodical competence of teachers in secondary vocational education in the process of training is provided the use of techniques described above contribute to the improvement of teaching skills.

As we know, nowadays the process of reforming and related education content and technology of teaching students of all ages. With the use of innovative technologies in the secondary vocational education, aimed not so much at saturation listeners certain amount of information, but rather on the development of their methodical competence, and skills such as the ability to handle information, to design and simulate the activity to generate new ideas and solve problems quickly in the classroom.

For the development of methodological competence of the teacher, we propose to use the method "Cross-basting ideas" in the system of training that will facilitate this process.

Cross-basting ideas – is a comprehensive methodical approach learning in which the listeners, as well as for brainstorming, writing a short time generating ideas.

The didactic purpose of cross-basting idea is mainly to improve the teaching competence of the components of action, in particular in finding ideas for activities.

Methodological purpose is mainly consisting in practice skills of the method of generating ideas, as well as in the rapid combination of facts, ideas and thoughts.

The method of cross- basting ideas very similar to brainstorming, however, this method is not called the idea of moderation, as recorded by participants. In cross- basting ideas as well as in brainstorming parties should mutually give to each other ideas and impetus to connect them to bind and create one analogy.

The method of cross- basting ideas developed in different ways, but their origin is taking the concept of brainstorming. Among the variants of the "cross-basting ideas," the best-known method is the 6 * 3 * 5.

Conducting limited by 6 * 3 * 5, which derives its name from the fact that: 6 members for making 3 offers solutions for 5 minutes. Of course, the number of members can be varied within certain limits.

The course of the method 6 * 3 * 5 is described in five stages:

1. Formulation of the question or problem and it explains the rules of the game.
2. Collect offers solutions- each of the six participants receives a sheet of paper with a table of three columns and six rows. Member of first records in the top line in each cell of an idea or a thought arose.
3. Transfer form on: sheet is transferred to the next participant (eg, clockwise).
4. Anchor: This party further develops recorded the previous party ideas that mean, they think about them and write the ideas advanced in the second row. Again the sheet transmits more, etc. Thus, each
sheet is passed five times and end 108 to be established ideas. Each participant can hold each sheet no more than 5 minutes.

5. Rating: Further evaluation of proposals is carried out. Existing proposals of solutions are explained and discussed.

For a successful application of the «Cross-basting of ideas», the following basic rules: Cross basting ideas – this is a method by which excluded criticism of proposals made by the other participants. In the method of "cross-basting ideas" first put forward the idea in the first place should always be taken into account for their further improvement, that means, there is no copyright protection – so to say, all involved in the work on the one suitable for the realization of the idea. In addition, you should pay attention to the fact that the ideas were recorded legibly and clearly formulated and avoid interfering intermediate calls.

The method of cross outline of ideas is a good opportunity to students to express themselves, organize their ideas and intensively examine critically the problem. Other advantages of the method of cross-basting ideas are:

– Small amount of time duration of process;
– Mutual encouragement to each other as a result of previous ideas catches up;
– The possibility of thinking in a relaxed atmosphere;
– Equal participation of all (more dominant students have less impact because it does not draw any verbal statements),
– Group scheduling does not affect the creative activities,
– No need for a moderator.

In conclusion I would like to note that in the age of information and technology use to professional teacher education set high standards for training highly qualified to successfully perform this task, you must continuously develop methodological competence.

The use of “Cross-basting ideas” is one of the main of techniques in the development of methodical competence that will enable the teacher to improve themselves, which in turn will affect the future of the specialist expertise of one of the areas of economic development of the state.

References