PROFESSIONAL COMPETENCE OF THE TEACHER

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Abstract. One of the major qualities, which characterizes competence – an initiative. This internal awakening to new forms of the activity, a leading role, in any action. The initiative represents a kind of public activity, the social creativity undertaken by the person. The initiative is characterized by that the person assumes a big measure of responsibility, than it is demanded by simple observance of public norms. One more important making component of competence is cooperation. It is humanistic idea of joint developing activity of children and the adults, fastened with mutual understanding, penetration into an inner world, the collective analysis of a course and results of activity. The analysis of scientific literature shows that the scientists studying a problem of competence of the teacher, in the researches use that the term "professional competence". Pedagogical competence – the system phenomenon, which essence consists in system unity of pedagogical knowledge, experience, properties and the qualities of the teacher allowing effectively to carry out pedagogical activity, purposefully to organize process of pedagogical communication and also assuming personal development and improvement of the teacher.

Keywords: competence, professional competence, competence, properties, pedagogical abilities, character and its lines, psychological processes and conditions of the personality, integrated characteristics of the personality, pedagogical consciousness, individual style, creativity, creative potential.

Realization of requirements of modern changing society to young specialists and level of their preparation according to the social order. Every year becomes more and more topical issue exciting not only future experts, but also teachers, which in the answer for a difficult multidimensional form of purposeful training impact on the identity of the student for the purpose of formation in its structure of special professional and relevant qualities. At present higher education transition to competence-based approach is almost complete, but still there is the actual insufficiency in a readiness of the theoretical questions connected with the concept of definition of the content of the concepts "competence" and "competention".

The concepts "competence" and "competention" entered into a domestic pedagogical lexicon in the 90th of the XX century as a result of direct loan from English-speaking literature are interpreted ambiguously. So, still there is no unity in understanding of essence of the terms "competence" and "competention". The concept "competence" is used for the description of the end result of training; the concept "competence" gains value "I know how" unlike earlier accepted reference point in pedagogics "I know that".

N.N. Nechayev defines competences as thorough knowledge of the business, a being of the performed work, difficult communications, the phenomena and processes, possible ways and means of achievement of the planned purposes (Nechaev and Rezniskaya, 2002).

The pedagogical profession is at the same time transforming and operating and to operate development of the personality, it is necessary to be competent. The concept of professional competence of the teacher therefore expresses its theoretical and practical to readiness for implementation of pedagogical activity and characterizes its professionalism.

Competence (from latin competentio to competo achieve, correspond, approach) – it is personal ability of the expert to solve a certain class of professional tasks. Also as competence understand formally described requirements to personal, professional, etc., to qualities of staff of the company (or to any group of employees).

Angelovski (1991) allocates structure of professional competence of the teacher through pedagogical abilities.
Pedagogical abilities here are united in four groups:

1. Abilities "to transfer" the content of objective process of education to specific pedagogical objectives: studying of the personality and collective for determination of their readiness to active mastering new knowledge and design on this basis development of collective and certain pupils; allocation of a complex of educational, educational and developing tasks, their specification and definition of a dominating task.

2. Abilities to construct and set logically complete pedagogical system in motion: comprehensive planning of educational and educational tasks; reasonable choice of forms, methods and means of its organization.

3. Abilities to allocate and establish interrelations between components and education factors, to put them in action: creation of necessary conditions (material, moral and mental, organizational, etc.); activization of the identity of the student, development of its activity; etc.

4. Abilities of the account and assessment of results of pedagogical activity: introspection and analysis of educational process and results of activity of the teacher; definition of a new complex of dominating and subordinating tasks.

One of the major qualities, which characterizes competence – an initiative. This internal awakening to new forms of the activity, a leading role, in any action. The initiative represents a kind of public activity, the social creativity undertaken by the person. The initiative is characterized by that the person assumes a big measure of responsibility, than it is demanded by simple observance of public norms.

One more important making component of competence is cooperation. It is humanistic idea of joint developing activity of children and the adults, fastened with mutual understanding, penetration into an inner world, the collective analysis of a course and results of activity.

The analysis of scientific literature shows that the scientists studying a problem of competence of the teacher, in the researches use that the term "professional competence" (Petrovskiy, 1984), the term "pedagogical competence", both terms, and sometimes unite these terms by analogy to professional and pedagogical activity: "professional and pedagogical competence".

Nevertheless, all researchers are uniform that "competence" is the integrated combination of knowledge, abilities, skills, abilities and personal qualities; unity of theoretical knowledge and practical activities, universal language for the description of results of education at world level now.

Pedagogical competence – the system phenomenon, which essence consists in system unity of pedagogical knowledge, experience, properties and the qualities of the teacher allowing effectively to carry out pedagogical activity, purposefully to organize process of pedagogical communication and also assuming personal development and improvement of the teacher (Grishina, 2002, p. 10).

The dominating block of professional competence of the teacher is the identity of the teacher in which structure allocate: motivation of the personality (an orientation of the personality and its types), properties (pedagogical abilities, character and its lines, psychological processes and conditions of the personality, integrated characteristics of the personality (pedagogical consciousness, individual style, creativity – as creative potential).

Psychology-pedagogical and special (in a subject) knowledge – necessary, but not so sufficient condition of professional competence. Many of them, in particular theoretic-practical and methodical knowledge, is prerequisites of intellectual and practical skills.

Pedagogical ability is a set of consistently being developed actions the part from which can be automated (skills), based on theoretical knowledge and the problems of development of the harmonious personality directed on the solution. Such understanding of essence of pedagogical abilities emphasizes the leading role of theoretical knowledge in formation of practical readiness of future teachers, unity of theoretical and practical preparation, multilevel nature of pedagogical abilities (from reproductive to creative) and possibility of their improvement by automation of separate actions.

One of the major qualities which characterizes competence – an initiative. This internal motivation to new forms of the activity, a leading role, in any action. The initiative represents a kind of public activity, social creativity, is undertaken by the person. The initiative is characterized by that the person assumes a big measure of responsibility, than it is demanded by simple observance of public norms (Iliina, 1984).

Thus, competence is a measure of compliance of knowledge, abilities and experience of persons certain socially – the professional status to real level of complexity of tasks carried out by them and solved problems.
Types of professional competence

Modern researchers allocate the following types of professional competence:

– Special competence – possession of actually professional activity at rather high level, ability to project the further professional development.

– Social competence – possession joint (group, cooperative) professional activity, cooperation, and also the methods of professional communication accepted in this profession; social responsibility for results of professional work.

– Personal competence – possession of methods of personal self-expression and self-development, means of opposition to professional deformations of the personality.

– Individual competence – possession of methods of self-realization and identity development within a profession, readiness for professional growth, ability to individual self-preservation, not susceptibility to professional aging, ability to organize rationally work without overloads of time and forces (Lapina, 2003).

The Council of Europe is distinguished by five basic competences, in a context of training of the teacher of a foreign language:

– The political and social competences connected with ability to assume responsibility to participate in joint decision-making, to participate in functioning and development of democratic institutes.

– The competences concerning life in poly-cultural society, urged to interfere with xenophobia emergence, to distribution of climate of intolerance and promoting both to understanding of distinctions and readiness to live with people of other cultures, languages and religions.

– The competences defining possession of oral and written communication, important in work and public life to such an extent that that who doesn't possess them, threatens isolation from society. Knowledge of several languages belongs to the same group of communication, accepting escalating value.

– The competences connected with emergence of society of information. Possession of new technologies, understanding of their force and weakness, ability of the critical relation to extended on mass media channels and the Internet of information and advertising.

– The competences realizing ability and desire to study all life, not only in the professional plan, but also in private public life (Podlasiy, 2005).

In scientific literature quite wide circulation was gained also by concept psychological competence.

Also special place is taken by so-called conflict competence. B. I. Chasanof considers it as "a level of development of awareness on the range of possible strategy of behavior in the conflict and abilities to realize this strategy in a concrete life situation". Modern researchers allocate the following types competences:


– Information competence – is ability by means of information technologies independently to look for, analyze, select, to process and transfer necessary information.

– Communicative competence – this possession of skills of interaction with surrounding people, ability of work in group. Acquaintance to various social roles. Relying on ideas of philosophical anthropology, humanistic reference points and the modern pedagogical theory declares such approaches to training of the expert, as culturological, synergetic, personal activity, personal focused, individual and creative.

These approaches allow to present process of professional formation of the expert in the conditions of individual training.

Therefore, today any expert needs to possess a certain set of competences.

In modern conditions mark out five basic competences, in a context of training of the teacher of a foreign language, and they sound as follows:

1. Political and social competences;
2. The competences concerning life in poly-cultural society,
3. The competences defining possession of oral and written communication.
4. Competences, the societies of information connected with emergence;
5. The competences realizing ability and desire to study all life.
Also allocate: communicative, educational and informative, information, social, individual, personal competence. In modern conditions it is necessary to form not only competent but also the competitive personality.

References