

MODEL OF DEVELOPMENT OF PROFESSIONAL CULTURE OF SCHOOL TEACHERS BASED ON THE COMPETENCE APPROACH

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ABSTRACT

One of the efforts of the Republic of Uzbekistan in the reform of the education sector is that the teacher's activity should meet the requirements of the time, the ability to educate young people as educated and perfect people, and they should be cultured.

Developing the professional culture of school teachers requires a direct competence approach. The concept of competence was introduced on the basis of the scientific research of pedagogic-psychological researchers in the field of education. From a psychological point of view, competence means "how a specialist behaves in non-standard and unexpected situations, in new ways of interacting with colleagues, and has an action plan in conflicting and complex processes."

Professional competence is a specialist's acquisition of knowledge and skills necessary for professional activity and their practical application at a high level. Competence requires the ability to constantly enrich professional knowledge, learn new information, and most importantly, to search for scientific information, process it and apply it in one's work.

Within the framework of the problem of developing the professional culture of school teachers, interest in studying their professional competence has been increasing in recent years. In this regard, different views have arisen and it does not allow to systematize its various problems and create a single conceptual model.

Based on the research problem, the qualification requirements of the field of pedagogy were studied, taking into account the new approaches to the process of forming the personality of a modern teacher. The following general requirements for the teacher are defined in these educational and regulatory documents:

Qualification requirements are defined as:

- abilities related to the organization of pedagogical activity;
- abilities related to scientific research activities;
- abilities related to spiritual and educational activities;
- abilities related to management activities.

The process of formation of professional pedagogical culture requires consideration of corporate principles. It should be mentioned here that the word corporate means "many", "general", "to the majority", "belonging to the generality" in the explanatory dictionaries of the Uzbek language. We can cite the following as the corporate foundations of regular development of professional culture among school teachers (see Figure 1).

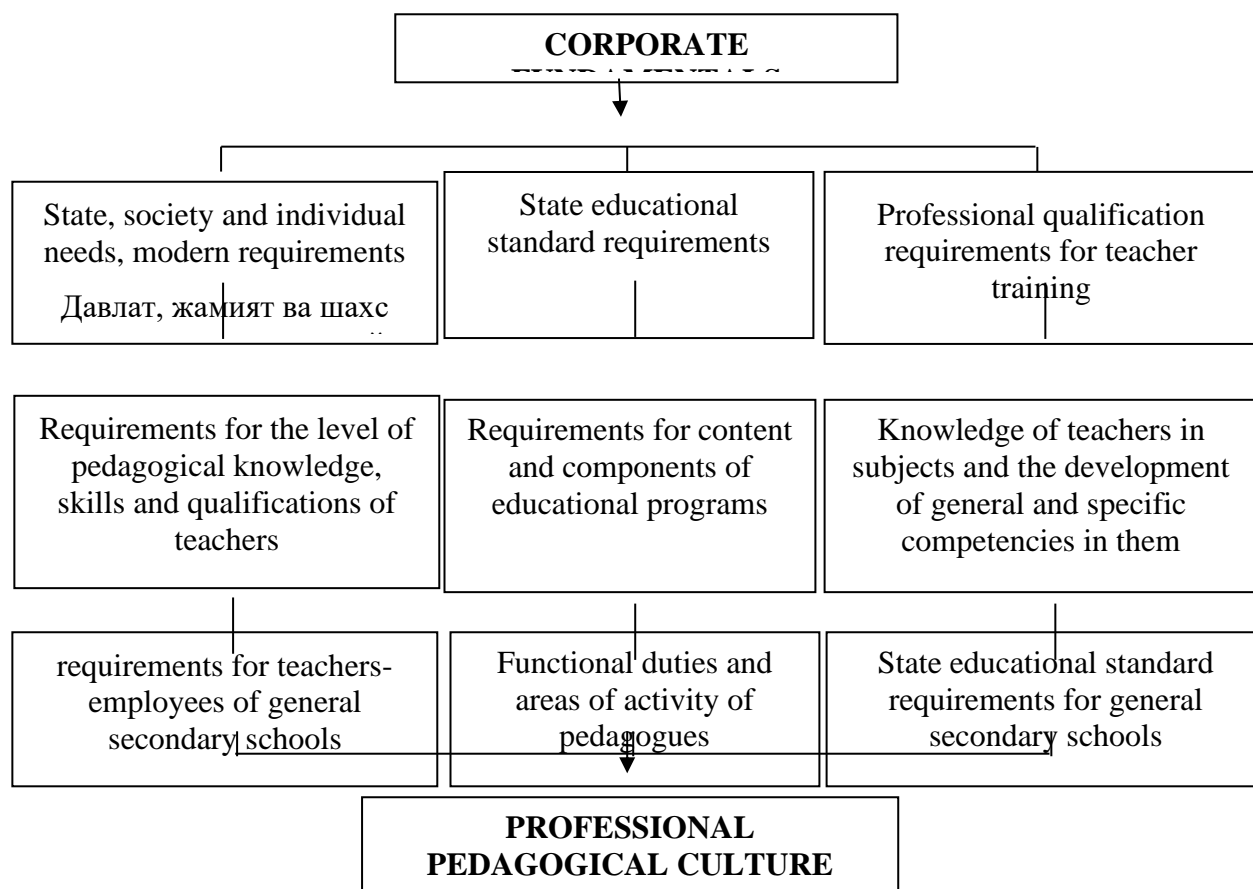


Figure 1. Corporate foundations of professional culture development among school teachers

The development of professional culture has a unique systematic nature. Systematicity is faced by many factors of the educational process, the lack of quick manifestation of results, the direction of the teacher's activity (directly or indirectly) embodied in connection with It is characterized by the formation of the ability to move from different levels of perception to understanding by teachers of a certain quality and to act in accordance with the acquired ones, and to develop proper behavioral habits.

A competent approach is necessary in the development of the professional culture of teachers working in general secondary schools. Of course, taking into account the main goals and tasks of the competence approach to the educational process mentioned above, it is necessary to clarify each stage, criteria, forms, methods and tools of this process, and to use them effectively. Taking into account these aspects, an organizational-functional model of the development of professional culture among school teachers was developed and put into practice based on the competence approach.

This model reflects the expected result based on the purpose and content of developing the professional culture of school teachers. The model consists of substantive, methodological, operational-technological and result-evaluation components.

The content component determines the system of knowledge, skills and competencies related to professional pedagogical culture, professional reflection and competence, which must be

mastered by the teacher. Also, this component includes four criteria that determine the development of professional culture and its levels, such as high, middle, lower and elementary. The methodological component reflects the main pedagogical conditions and the main approaches and principles of organizing educational activities related to the development of the professional culture of school teachers.

The active-technological component represents process stages, forms, methods and tools of activity organization.

The result-evaluation component defines as the result of activity a highly developed teacher who is ready to work in cooperation, who has mastered the theoretical and practical knowledge of professional culture and competence and who reflects it in his work. .

When studying the teacher's professional culture, it is appropriate to focus primarily on communicative competence.

In modern education, there are several approaches to determining communicative competence, studying its conditions and factors. For example, representatives of the behavioral (behavioristic) direction determine communicative competence - this is the ability of a person to show his own behavior in certain situations, correctly assess the situation and act accordingly.

Supporters of cognitive psychology believe that communicative competence is formed directly at the level of the subject's cognitive (mental) sphere, his knowledge of human psychology, as well as his social thinking, imagination and perception.

The communication process can be viewed as a space for the interpretation, experience, and imagination of subjective models of managing one's actions in the process of activity. In this case, communicative competence is manifested in the development of subjective control abilities in a person, the formation of a positive form of worldview, the desire for success, the formation of instructions, the goal-oriented nature of relations, and the improvement of the internal mental state of a person is considered as a guarantee of ensuring communicative competence.

Communicative competence is also related to the correct understanding of human behavior by others. Correctly conveying the content of a person's actions to others in the process of communication arouses a feeling of satisfaction in a person as a subject of social partnership. As a result, a high level of communicative competence ensures success in society, which affects the level of self-esteem of a person. A low level of communication skills causes stress, anxiety and fear.

Communicative competence is manifested in supporting communication with the interlocutor, valuing his "I". Therefore, at present, it is necessary to pay serious attention to ensuring the effectiveness of practical training aimed at developing communicative competence in educational organizations specializing in the training of pedagogues and pedagogic personnel. Among the various forms of professional competence studied by modern pedagogy, social competence occupies an important place. Also, it reflects the creative features of a person as a subject of social mutual partnership and cooperation.

Competence is a unique structural characteristic of a person, and psychologists distinguish another component of this structure - autocompetence. Autocompetence includes effective assimilation of new knowledge and information, high level of self-control skills and abilities, independent formation with strength, enthusiasm and will to achieve success. At the same time,

a person's ability to change his internal state and create a comfortable, acceptable situation and conditions when extreme, unexpected situations arise during his life is an example of auto-competence. Thus, auto-competence is a personal characteristic that is formed in certain periods of a person's life and allows one to effectively engage in a certain type of activity.

The results of the analysis of psychological competence show that it is a complex psychological structure consisting of systematic and interrelated features. The concept of psychological competence refers to professional and personal qualities that help to positively solve the problems that a person may face in his professional activity and life. The psychological competence of the teacher has meaningful and technological characteristics and develops in the process of assimilation of information on various specialties.

Based on this, attention should be paid to encouraging teachers and pedagogues to be ready for competence.

Here, it is necessary to pay attention to the desire of a person to develop his professional and personal qualities. The following sociogenic, socially important needs also play an important role in the subject's professional and personal development. These include: self-activation, expression, creativity, career orientation, as well as intrinsic and extrinsic motivations. These needs serve as a unique motivational basis for a person in the professional career process.

In the development of professional culture, it is necessary to emphasize the role of mechanisms such as modeling, imitation, identification, which arise as a result of observing the behavior of others. Therefore, it is appropriate for the teacher, as a person with a certain competence, to play the role of a catalyst for activating the above mechanisms in students. As a result, the number of students who strive to become a person who shows their talent will increase and their activity will increase.

According to some researchers, the teacher's desire to improve his scientific-pedagogical potential motivates him to improve his professional-pedagogical culture and qualifications in time.

In addition to the teacher's ability to demonstrate his level of competence, the tools, motivation methods, and pedagogical system he chooses for the competence of a particular student are very important. Often, the teacher does not know that he is doing inappropriate and inadequate actions while focusing on the formation and development of children's competence. Such a situation can cause the following negative aspects in the child's behavior:

- not perceiving adults as competent persons, partners;
- non-recognition of cultural lifestyle values;
- boasting about lack of culture, dry hair;
- showing aggression towards competent persons;
- feeling out of place, afraid to ask for help;
- denying the experience and knowledge of others, as well as their skills.

The formation of a teacher as a specialist with professional competence takes place, first of all, after mastering reflexive skills related to this process in a professional team. The professional culture of teachers develops in two directions:

- mastering pedagogical competence and the system of cultural-historical signs of pedagogical practice;

- developing skills and abilities to act constructively in an extremely chaotic or new experience environment.

Of course, the formation of experience reflecting such development is based on prognostic features, pedagogical and psychological knowledge, and constructive abilities. The experience of studying the development of the professional culture of school teachers allows to understand the stages of this process.

Initially, pedagogical-psychological literacy should be accepted as a value, which leads to the mobilization of the internal capabilities of a person in relation to the perception and assimilation of pedagogical-psychological information. The next step is characterized by a person's understanding of himself as an expert with certain knowledge and the ability to apply this knowledge when necessary. After that, the need to make some changes and the opportunities, benefits and conveniences that arise from it are discussed. This is the basis for proper self-direction, encouragement and development of a person.

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