



FACTORS INFLUENCING TEACHERS' PROFESSIONAL COMPETENCE DEVELOPMENT

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Abstract: The article reveals the concepts of "competence of teacher “,” professionalism". The structure of professional competence and criteria of professionalism are presented. The influence of external and internal factors on the development of professional competence of pedagogical workers is shown, the results of studying it are presented, structural components depending on the conditions of educational environment and experience of pedagogical activity.

Keywords: teacher, professional competence, professionalism, reflection, factors, practical experience.

Introduction

The current stage of development of the Uzbek society is characterized by a rapid change in technology, which leads to the formation of a new education system that involves constant renewal. The success of the implementation of lifelong education depends on how capable all subjects of the education system will be to maintain competitiveness, the most important conditions for which are such personality traits as activity, initiative, the ability to think creatively and find non-standard solutions. Therefore, one of the promising areas for the development of education is the improvement of professional skills, the dissemination of best practices, and the creation of an innovative educational environment.

The problem of the teacher's professional competence has been studied by many philosophers, educators, and psychologists. The issues of formation and development of professional competence are considered in the works of V.A. Adolf, T.G. Brazhe, E.F. Zeera, I.A. Zimney, N.V. Kuzmina, M.I. Lukyanova, A.K. Markova, A.M. Novikova, G.S. Trofimova, G. Bernhard, V. Bloom, H. Marcus, R. Sterner, etc. But despite the fairly wide representation of the phenomenon under study in the scientific literature, there is still no unambiguity both in its operationalization and in determining its composition, and Consequently, and in highlighting the ways of its development. Thus, the relevance of the topic is due to insufficient substantiation of the methods for developing the professional competence of teachers and the ever-increasing requirements of social practice in competent workers.

Professional competence is of particular importance due to the fact that the education system is currently characterized by significant innovative transformations. Under the current conditions, in order to be successful and in demand, a teacher must be ready for any changes, be able to quickly and effectively adapt to new conditions, show a desire to be a professional, constantly update their knowledge and skills, strive for self-development, show tolerance for uncertainty, be ready to risk, i.e. be professionally competent.

However, as social practice shows, these characteristics are not formed by all teachers. On the contrary, a significant part of them experience great difficulties in adapting to rapidly changing social, economic, professional conditions, and then the lack of professional competence can cause serious

socio-psychological problems of the individual - from internal dissatisfaction to social confrontation and aggression.

The ability of professionals working in the field of education to work creatively and quickly adapt their professional activities to the ever-changing demands of society and the individual is, in turn, a major factor in the development of innovative education. As a result, one of the key requirements for modernizing Russian education is the growth of teachers' professional ability.

In light of this, it is crucial to create a program for the teacher's psychological and pedagogical support. This program would help the teacher grow professionally, which would improve the quality of education and foster positive relationships between all those involved in the educational process.

In the context of this study, the professional competence of a teacher is considered as a set of generalized knowledge, skills and abilities that ensure the implementation of the content of state educational standards.

An analysis of the psychological and pedagogical literature made it possible to identify a number of contradictions: at the socio-psychological level: between the new requirements for the teacher in connection with the modernization and reform of Russian education and the discrepancy between the level of development of the teacher's professional competence to these requirements; at the scientific and psychological level: between the need to develop the professional competence of a teacher in an innovative educational environment and the lack of development of the theoretical foundations of this process; at the scientific and methodological level: between the need to develop a program of psychological and pedagogical support for the development of the teacher's professional competence and the insufficient development of its methodological foundations and technologies.

The identified contradictions led to the formulation of the research problem. In theoretical terms, this is the problem of defining, studying and developing the components of a teacher's professional competence in an innovative educational environment; in practical terms - the problem of scientific substantiation and development of a program of psychological and pedagogical support for the development of a teacher's professional competence. This led to the choice of the topic of the dissertation research: "Development of professional competence of a teacher in an innovative educational environment."

The object is the professional competence of the teacher.

The subject is the features of the development of a teacher's professional competence in an innovative educational environment.

Purpose of this work: is to study the features of the development of professional competence of teachers in an innovative educational environment and to develop a program of psychological and pedagogical support for this process.

The specificity of the professional competence of teachers is determined by the peculiarities of pedagogical work, its differences from other types of activity. There are several such differences: 1. The operational and systematic nature of pedagogical work requires, according to A.S. Makarenko, "immediate analysis and immediate action" [74]. 2. Limited opportunities for reliable choice of the best option for solving a problem situation. 3. Pedagogical work is carried out constantly, day after day, but its results do not affect immediately, the property of "remote" effectiveness is manifested. 4. An essential professional feature of the work of a teacher is the ability to predict further opportunities for the development of the qualities of educators based on the primary results of exposure. 5. Each teacher works individually, but at the same time, the results of training and education are made up of the collective efforts of different teachers. Often, the lack of unity of requirements in the teaching staff can significantly reduce the efficiency of the work of individual teachers. 6. An effective pedagogical process is determined by the integrity of the efforts of each of its participants (teachers, students and their parents, administration). 7. The work of a teacher is internally contradictory, it combines specialized knowledge, abilities, skills (in certain disciplines, branches of science and production) and

general professional - psychological and pedagogical knowledge, skills, skills. In addition, such an internal heterogeneity of the teaching profession makes it difficult to compare the level of professional competence for different groups of teachers, especially requiring a differentiated approach [57, p. 29-31].

V.Ya. Adolf identifies the following special criteria for professional competence:

1. **Selectivity.** It is characterized by the degree of acceptance of pedagogical goals that are professionally and personally significant for the individual. Subjectively, this manifests itself in a differentiated reflection of goals in pedagogical activity, which determines the desire of the individual to realize himself as a teacher already during the period of study at the institute.
2. **Mindfulness.** This refers to the ability of teachers to purposefully manage their mental activity, to master the methods of competent analysis of professional situations. Assimilated knowledge must be comprehended in a broader social context.
3. **Efficiency.** It manifests itself in the specific results of activities associated with the pedagogical transformation of problem situations, in the degree of mismatch between the "due" and "desired".
4. **Creativity** is determined by the ability to transform non-standard pedagogical situations into socially and personally significant goals, to find the best options for their solution.
5. **Interest.** It is necessary to combine personal and professional interests According to V.Ya. Adolf, the decisive influence on the structure of professional competence in accordance with its goals in the system of professional training is exerted by:
 - the structure of cognitive activity;
 - the structure of the total object of study
 - the reality surrounding a person, reflected in the subject structure of scientific knowledge;
 - the necessity and specificity of specific types of cognitive activity;
 - the need to develop positive individual qualities of a person (abilities, interests, inclinations);
 - the logic of development of the main parallels of the educational process

The factors initiating the development of professional competence, in our opinion, can be conditionally represented by three groups: changes in the leading activity, the social situation of development, and subjectivity of a person. The identification of the determinants of the development of professional competence is based on the definition adopted in the work, but also on the idea of the structural components of the phenomenon under study. It should be noted that this division is conditional, since the presented components are components of an integral structure, respectively, and the determinants are also interconnected. The group of factors for changing the leading activity includes the following - a change in the leading activity, a change in the way the activity is performed, in particular its improvement. These factors have the greatest impact on the development of the activity component of professional competence.

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