

IMPROVING THE PROFESSIONAL COMPETENCY OF THE MODERN TEACHER

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Abstract: The article focuses on issues related to improving the professional competence of modern teachers. The author of the article considers that a teacher's professional competence is the intellectual potential that exists in the teacher's mind and is realised when performing work in accordance with professional standards. This implies that a teacher's competence includes the ability to apply effectively professional standards to help, mentor and advise students so that they can achieve high results. Another important aspect is the ability to competently and effectively use modern computer and communication technologies for interpersonal communication and the organisation of work processes, which relates to information technology competence.

Keywords: competence, students, ability, professional, intellectual potential, qualities, research activity.

Аннотация: Статья посвящена вопросам повышения профессиональной компетентности современных педагогов. Автор статьи считает, что профессиональная компетенция преподавателя представляет собой интеллектуальный потенциал, который существует в сознании преподавателя и реализуется при выполнении работы в соответствии с профессиональными стандартами. Это подразумевает, что компетенция преподавателя включает способность эффективно применять профессиональные стандарты для помощи, наставничества и консультирования учащихся, чтобы они могли достичь высоких результатов. Также важным аспектом является умение грамотно и эффективно использовать современные компьютерные и коммуникационные технологии для межличностного общения и организации рабочих процессов, что относится к информационно-технологической компетенции.

Ключевые слова: компетенция, способность, грамматический, речевая деятельность, навыки, коммуникативный, письменный, эффективный, формирование.

Annotatsiya: Ushbu maqola zamонавиyl pedagoglarning professional kompetensiyasini oshirish masalalariga bag'ishlangan. Maqola muallifi ta'kidlaydi-ki, o'qituvchining professional kompetensiyasi o'qituvchining ongida mavjud bo'lgan intellektual potentsialni ifodalaydi va bu professional standartlarga muvofiq ish bajarilganda amalga oshiriladi. Bu shuni anglatadiki, o'qituvchining malakasi talabalarga yordam berish, ularga maslahat berish va yuqori natijalarga erishish uchun professional standartlarni samarali qo'llash qobiliyatini o'z ichiga oladi. Yana bir muhim jihat – bu axborot texnologiyalari kompetensiyasi bilan bog'liq bo'lgan shaxslararo muloqot va ish jarayonlarini tashkil etish uchun zamonaviy kompyuter

va kommunikatsiya texnologiyalaridan malakali va samarali foydalanish qobiliyatidir.

Kalit so'zlar: kompetensiya, qobiliyat, grammatik, nutq faoliyati, ko'nikmalar, kommunikativ, yozma, samarali, shakllantirish.

Currently, higher education reform in the Republic of Uzbekistan is focused on implementing government decisions to modernize the national higher education system in terms of improving the quality of higher education, introducing a national university ranking system, improving foreign language teaching, introducing a new postgraduate education system, and developing a system for the professional development and retraining of academic and administrative staff at higher education institutions [2].

Teachers must make the transition from traditional technologies to technologies for developmental, personality-oriented learning, using technologies for level differentiation, 'learning situations', project and research activities, information and communication technologies, interactive methods and active forms of learning [1].

Professional competence is considered an integral part of a teacher's professionalism and pedagogical skills. A teacher's professional competence is the intellectual potential that exists in the teacher's mind and is realised when performing work in accordance with professional standards. This indicates that teacher competence refers to the ability of a teacher to effectively use professional standards to help, guide and advise their students so that they can achieve good results [3]. It is well known that teachers must independently recognise the need to improve their own professional qualities. Analysing their own teaching experience stimulates teachers' professional self-development, resulting in the development of research skills, which are then integrated into teaching activities.

A significant number of studies have been devoted to the problem of developing professional and pedagogical competence (N.V.Kuzmina, I.Yu.Aleksashina, E.V.Bondarevskaya; T.P.Brazhe, S.G.Vershlovsky, and others). The results of these studies provide a basis for improving and upgrading the qualifications of different categories of teachers: a focus on developing creative potential and methodological thinking, project culture, readiness for self-education, and, ultimately, pedagogical competence. Many researchers have proven that the structure of a foreign language teacher's special competence consists of the following components: communicative competence, i.e. professionally oriented knowledge of a foreign language; linguistic competence, which implies knowledge of the basic theoretical principles of language as a social phenomenon, its connection with thinking, the culture of a people, the origin and development of language; knowledge of the culture of the country where the language is spoken, its history and current development issues, as well as life, customs, games, popular books, songs, films, and the ability to use this knowledge when selecting teaching content [1].

Currently, when defining the professional competence of a teacher, one cannot ignore their information competence, which provides them with the skills to work

with information contained in academic disciplines and educational fields, as well as in the surrounding world. Information technology in teacher training involves interaction between the teacher and the learner in a certain information environment, in which communication takes place in the language of that environment – its tools and technologies.

The ability to use competently and effectively modern computer and communication technologies for the purpose of interpersonal communication and the organisation of various types of work processes is an information technology competence. In order to develop information technology computer skills, it is necessary to create certain pedagogical conditions that will strengthen the information component of the subjects taught by a linguist-teacher, develop and apply pedagogical software in professional and pedagogical activities, access the Internet and use network services, compose and send text messages over the network, post information, read and ‘download’ existing information, and use one’s own means of conducting negotiations in real time. The knowledge and skills acquired on the basis of new teaching opportunities provided by modern computer equipment and telecommunications will increase the level of competence and professional skills of teachers.

Thus, by fostering a culture of lifelong learning, encouraging collaboration among educators, and integrating innovative teaching methodologies, we can empower teachers to excel in their roles. Ultimately, investing in the professional growth of teachers not only enriches their practice, but also significantly enhances student outcomes, paving the way for a more effective and inclusive educational system.

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