

## STAGES OF DEVELOPMENT OF TEACHER PROFESSIONAL COMPETENCE

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### Annotation

The article discusses the stages of development of a teacher's professional competence throughout his entire professional activity: initial, basic and post-basic. These stages are compared with levels of mastery of professional knowledge and skills, with the acquisition of experience, the development of pedagogical skills. Author analyzes the stages of professional and life crises in order to successfully overcome them on the path to true professionalism.

**Keywords:** Professional competence, stages and levels of professional competence, young teacher, professional, professionalism, advanced training courses, stages of life crises.

### Introduction

The definition of a teacher's professional competence in our education appeared relatively recently. Comparing textbooks on pedagogy, one can see that back in the early 2000s, some textbooks did not even mention the professional competence of a teacher, although such concepts as the professional potential of a teacher, pedagogical abilities were already introduced; in some there was neither a single approach nor a unified definition of professional competence.

At the same time, in the textbook V.A. Slastenin examines in great detail the problem of developing a teacher's professional competence, its essence, meaning and structure.

Now the issue of developing the professional competence of a teacher is more relevant than ever in the pedagogical community. Many modern studies of this problem are based on the definition of the British psychologist John Raven, who developed a model for the formation of professional competence as a value-motivational side of the individual.

He notes that the formation of professional competence is influenced not by the creation of favorable internal and external factors of activity, but by the development of the person himself as an individual.

The issue of professional training and retraining of teachers becomes especially relevant when the federal state educational standard (FSES) is introduced into the educational process. A teacher who does not himself possess spiritual and moral qualities cannot form them in his students.

#### *Professional competence of a teacher*

In the pedagogical dictionary, professional competence is defined as "a teacher's possession of the necessary amount of knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and the teacher's personality as a bearer of certain values, ideals and pedagogical consciousness."

In S.I. Ozhegov's dictionary, the concept of "competent" is understood as "knowledgeable, knowledgeable, authoritative in any field." According to V.N. Vvedensky, professional competence combines such concepts as "professionalism", "qualification" ", "professional abilities" and then competence is also a certain

personal characteristic (as opposed to competence, which he defines as a set of specific professional characteristics).

The author identifies three levels of professional competence of a teacher:

- general level (key and operational competencies);
- private level (competence of a specific specialty);
- specific level (of the competence of an individual teacher).

Thus, the professional competence of a teacher acts as "... a multi-parameter characteristic of a specialist and, as its substructures, contains communicative, informational, regulatory and intellectual-pedagogical competencies."

Modern researchers, combining all known approaches, give the following definitions to the concept of professional competence:

1. "Professional competence is an integrative quality of a teacher, including the teacher's possession of professional knowledge and skills, the ability to apply professional knowledge in their educational practice, as well as the teacher's professional position."

2. The professional competence of a teacher is a multifactorial phenomenon that includes a system of theoretical knowledge of the teacher and ways of applying it in specific pedagogical situations, the teacher's value orientations, as well as integrative indicators of his culture (speech, communication style, attitude towards himself and his activities, to related fields of knowledge, etc.).

It is possible to identify approximately the same approaches in determining professional competence: good knowledge of the theoretical foundations of the profession, the ability to apply them in practice when performing pedagogical work, and, of course, taking into account the personality of the teacher himself.

And if "the concept of a teacher's professional competence expresses the unity of theoretical and practical readiness to carry out teaching activities and characterizes his professionalism," then it is legitimate to talk about the formation of a teacher's professional competence at a university.

But then a contradiction arises: readiness to carry out an activity and the implementation of this very activity are not the same thing.

Therefore, when talking about further pedagogical work and the development of a teacher as a professional, taking into account lifelong learning, we must consider the levels of pedagogical competence.

Stages and levels of development of professional competence teacher

A.K. Markova identifies six levels of professional competence:

1. teacher-trainee (entry into the profession)
2. teacher (mastering the basics of the profession);
3. master teacher (possession of the highest examples of known techniques);
4. innovative teacher (search and use of original techniques or holistic systems of training or education);
5. teacher-researcher (desire and ability to study and evaluate the significance of original ideas);
6. professional teacher (constant desire for psychological development, presence of previous levels).

These six levels can be compared with the main levels of professional competence of the subject of activity, considered by N.L.Zhmakina and E.G.Komolova:

1. training;
2. professional preparedness;
3. professional experience;

#### 4. professionalism.

Comparing these two approaches, we can conclude that the development of a teacher's professional competence is a constantly changing process; the formation of professionalism occurs throughout a person's life - from the choice of profession (the beginning of vocational education) to the end of professional activity.

Consequently, the first stage of the formation of professional competence must begin at the first stage of university education - the bachelor's level (4 years of study), then at the master's and specialist level (another 2 years of study). These levels of education will correspond to the first level of professional competence formation (trainee teacher, trained). S.I. Zmeev defines these stages as initial or basic.

I.N.Machalova, in her article "The School of Young Teachers as an Own Resource of Their Professional Competence," examined these contradictions and tried to find solutions: "Firstly, as a professional, a recent university graduate is still quite weak: passing exams at the institute, he learned facts external to himself, which simply formed a certain sum in his mind.

Secondly, he does not have the slightest idea about who he will have to work with, and the young teacher does not really understand the typology of consciousness of the modern schoolchild that has changed since his school years.

Thirdly, the young specialist turns out to be insufficiently prepared in regulatory issues; in general, he does not have enough knowledge in the field of teaching methods of the subject.

And fourthly, he does not understand at all that his first job is a system that has developed over decades with certain rules, laws, traditions, and stereotypes."

Thus, the stages of development of a teacher's professional competence cover his entire life, which is fully consistent with the modern principle of "lifelong education."

Thus, when developing the professional competence of a teacher, it is necessary to clearly understand what stage of education a person is at: initial, basic or post-basic; what level did he master?

profession: trainee teacher, teacher, master teacher, professional teacher; it is necessary to take into account periods of crisis in the profession and periods of life crises. Each of these stages must be accompanied by a high-class specialist: at a university, at school, at advanced training courses.

Perhaps, in order to move from one level to another, it is necessary to provide individual documentary support for the teacher, a "road map" of the professional path, then the process of advanced training can truly be called individual and personalized.

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