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ORGANIZATIONAL-PEDAGOGICAL CONDITIONS OF FORMING PROFESSIONAL COMPETENCE OF TEACHERS

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Abstract: This article highlights the issues of development of teachers' professional competence, the necessity of cooperation and experience exchange between teachers, and the correlation of personal interests with the requests and needs of the state and society. The author considers the main means of the development of competence of the teacher (entry into communication, the establishment of friendly relations with the participants of the educational process, creation of an enabling environment), given the emphasis to the role of external factors on the development of professional competence of teachers.

Keywords: Competence, cooperation, activities, communication, professional, interpersonal relationship, needs, interest, relationship, definition, objectives, innovation.

Introduction

The implementation of reforms to strengthen the independence of our country and the achievement of the set goals, further democratization of society, modernization and development of the country, creation of conditions to provide in the short term prosperous life and creative work demanded a radical reform of the system of continuous education, as well as the constant work of teachers on themselves and the improvement of their knowledge, skills, and qualifications. In connection to this, the main task of the education system is to prepare highly qualified specialists, to develop professional competence in a teacher through the introduction of innovative technologies in the educational process, the increase of innovation activity of the teacher, and the formation and development of interest in the innovation processes and skills of scientific research.

The exchange of information between teachers, effectiveness and efficiency of communication processes and relationships, on the one side, are connected to the novelty and reliability of information. On the other, it is connected to the formation and development of concepts and competence in a particular direction in establishing a link between teachers and information exchange basic matters is what kind occurs attitude (positive or negative), which in turn affects the development of professional competence. The principal objective of cooperation between teachers is that their relationships bring mutual benefit, as do a teacher's inherent ability

and activity. If the relationship does not work for the common good and timely coordinate, they can have a negative impact on the relationship of teachers, and then pedagogical competence is formed only on the basis of understanding and perception of the teacher. The main factor to ensure efficiency, some activities, is the setting for the human with goals, objectives to achieve, preliminary planning, the choice of the ways of implementation, the selection and the distribution between tasks, based on the content robots; coordination of participants of the organized process.

The purpose determines the necessity of the organization of the planned activity. That is, the main motive of the organization of an activity is the goal; at the same time, the goal of auxiliary means to the activities.

In order to determine how we achieve the intended results, it is necessary to know in advance what way may be obstacles (difficulties) and how to overcome them, and to be clear, why it is necessary to take any actions to meet personal or public needs, depending on the choice of means.

The needs and requests of an individual are associated with their specific life conditions. They can have both a personal and a social character. Secondly, people use for their needs the techniques and tools which are specific to their historical and social environment. Third, most of the personal needs of people require significant labor; social needs are replenished, or based on personal needs.

The needs of educators become a tool for development of their professional activity, the activity level in the actions and behavior. The satisfaction of teacher's needs has an effect on the common interest. Development of professional competence of a teacher has a significant influence on the appearance of his desires and the aspirations related to improvement of its activity. Development of professional competence of the teacher is connected first of all with the stated goal, the study of certain concepts and ideas, and the analysis of existing theories and regulations. The teacher's role can have several purposes, depending on that in what he does and what needs currently arise.

In the process of selection of ways and means to achieve their objectives and results, it is necessary to bear in mind the public interest. Defining the purpose and ways of its implementation, should focus on the establishment of relations with colleagues, sharing of resources and

information. Such exchange contributes to the effective work of teachers.

We can assume that the development of professional competence of teachers of educational institutions is specific purpose in achieving high results. As a means of development of professional competence of a teacher may make it needs to guide and issues related to the management of “power” and the subordination of trainees. However, management should not be perceived as attainment of power, but as an influence on others to solve their tasks, and thus, for teachers guide serves to establish the mutual influence.

The development of professional competence determines the means which are needed for communication and the establishment of friendly relations. It is necessary to take into account a number of external factors affecting the process of development of professional competence of teachers. One of the most important of these is the environment in which he lives and operates the teacher. In the educational process the teacher is in communication with all participants of this process, parents, representatives of public organizations, and on this basis is the self-development of teachers and therefore the development of professional competence.

The nature of the teacher's activity is influenced by the requirements specified by the state and society to the educational system, internal regulations of the educational institution, modern requirements to knowledge and skills of the teacher, knowledge of innovative technologies. Modernization of the educational process and educational environment encourages teachers to seek answers and solutions to emerging issues, encourages them to use creative approaches, the result is the professional growth of the teacher, is formed personal interests associated with self-education and knowledge. Creative, professional development of teachers, in turn, has a beneficial effect on creating the atmosphere of an educational institution.

For development of professional competence of teachers the creation of innovative environment is also important, as is the possibility of joint solution of urgent problems. When planning activities, the most important questions of life are considered, and the goal is to determine the ways of solving them, and to find effective means of achieving the goal. The coordination of activities of the teaching staff becomes important in this process. Putting before itself a problem of development of professional competence and the choice of the ways of its implementation, every teacher relies primarily on their worldview, views and concepts, personal

and public inquiries, and interests.

From the above we can conclude that the efficiency of the organization, the educational process, and the process of acquiring knowledge, abilities and skills depends on the extent to which the activities of students and teachers are coordinated. Coordination creates a learning environment in the school, and it determines what techniques and tools best fit the motives and interests of the students to get knowledge. All these issues are directly related to the professional competence of the teacher.

Conclusion

In order to organize the teaching process on a scientific basis, to manage it and create a favorable educational environment, the teacher needs to master modern methods of management, to know the priority of developing ideas, constantly examine the best practices and achievements in the development of science and technology, implementing them in teaching practice, to organize independent activity of students on the basis of enhancing their activity. The effectiveness of training highly qualified specialists at the level of modern requirements, the needs and interests of society, the state and the individual possessing the necessary knowledge, abilities and skills of high culture and competitive determined by the development of professional competence of teachers, their relationship in the process of pedagogical activity, motivation to self-improvement and self-education.

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