

## PROBLEMS OF THE DEVELOPMENT OF PROFESSIONAL QUALIFICATIONS IN EDUCATION

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### ABSTRACT

*This article is devoted to the analysis of the specifics of professional and pedagogical activity, as well as directions, types and forms of advanced training for teachers of vocational training; in general, the importance of continuous education in the professional and pedagogical sphere is determined.*

**KEYWORDS:** *Innovative Way's Technologies, Membrane Materials, Production Of Clothing, "Smart Textiles", Special Clothing.*

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### INTRODUCTION

In modern education, it becomes more and more obvious that no changes in education are possible without fundamental changes in the professional consciousness of the teacher. In turn, the change in the professional consciousness of the pedagogical community should be inextricably linked with cardinal changes in the attitude of various strata of society towards the pedagogical class.

As you know, everything is known in comparison. Therefore, in order to continue talking about the key competencies and competence of the teacher model, it is necessary to compare the competence approach with traditional, subject-based learning, identifying its most famous features. The competence approach in education is based on the following principles: [1]

- Education for life, for successful socialization in society and personal development;
- Assessment to enable the student to plan their own educational results and improve them in the process of continuous self-assessment;
- Various forms of organization of independent, meaningful activities of students based on their own motivation and responsibility for the result;
- A matrix management system, delegation of authority, involvement of parents, students and people from the external environment in the management of the educational institution and the evaluation of its activities.

The position of the teacher changes fundamentally, he ceases to be, together with the textbook, the bearer of the "objective meaning" that he is trying to convey to the student. Its main task is to motivate students to show initiative and independence. He must organize independent

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activities of students in which everyone could realize their abilities and interests. In fact, he creates conditions, a “developing environment”, in which it becomes possible for each student to develop certain competencies at the level of development of his intellectual and other abilities, in the process of realizing interests and desires in the direction of the goals. [2]

The basic competence of a teacher lies in the ability to create, organize such an educational developmental environment in which it becomes possible to achieve the educational results of a child:

- be able to define goals;
- be able to include students in different types of work, taking into account inclinations, features, interests;
- be able to use a variety of techniques and ways to include students in a variety of activities;
- be able to organize and manage group project activities of students;
- be able to be an expert;
- be able to carry out the reflection of activities;
- be able to organize a discussion and participate;
- The ability to create a creative atmosphere.

The achievement of professionalism and mastery is what every current student always strives for, and in order to master these skills, there must be purposeful work on oneself. All the skills inherent in a true professional are formed on the basis of practical experience. However, not every experience becomes a source of professional excellence. Such is only labor, meaningful from the point of view of its essence, goals and technology of activity. Pedagogical excellence is the harmony of personal and business qualities and professional competence of the future teacher. A professional, first of all, differs from the rest by the nature of constructive activity, taking into account near and far prospects. For example, when preparing and developing a lesson on a specific topic, the masters take the entire knowledge system of the student as a basis and plan the result that they want to get in a few years. Among the main difficulties that stand in the way of the future teacher are organizational and communicative activities. The ultimate goal of such a teacher is usually lost in the turmoil of everyday life, so the design is carried out taking into account only the immediate prospects. And the main reason for these difficulties is the lack of development of constructive skills, in particular prognostic ones. The main difference in the structure of knowledge of ordinary teachers and professionals is the constant improvement of knowledge of the psychology of children. [3]

Professionalism can be called such a property of people, in which there is a systematic, effective and reliably performed complex activity in various conditions. It reflects a certain degree of mastery by a person of the psychological structure of professional activity, which corresponds to the standards and objective requirements existing in society. To master professional skills, the teacher must show the ability, desire and character, readiness for continuous improvement.

Even people who are not related to pedagogy understand that receiving a diploma by a graduate is not yet a sign of his professionalism. After all, relatively recently he was called a "young

specialist", meaning that he still needs some time to become a professional. Therefore, the presence of a diploma, a certificate that confirms the level of qualification of a graduate (and often just a body of knowledge in a certain professional field) is not a sufficient condition for the subsequent development of professionalism.

The basis of professionalism is professional competence. This issue was considered by both domestic and foreign scientists. There are quite a lot of interpretations of professional competence; it is "in-depth knowledge", and "the state of adequate task performance", and "the ability to actual performance of activities" and others. For the most part, this concept is used intuitively to express a high level of qualification and professionalism. Professional competence is defined as a characteristic of the quality of specialist training, the potential for the effectiveness of labor activity. In pedagogy, it is more often considered as "the level of education of a specialist". In short, this concept is between performance and perfection. [4]

One of the main qualities of competence is the ability to independently acquire new knowledge and skills, as well as apply them in practice. Professional competence begins to form already at the stage of professional training of a future specialist. But if we consider training in a pedagogical university as a process of forming the foundations, inclinations, prerequisites, professional competence, then training in the advanced training system is already a process of developing and deepening professional components.

It is necessary to distinguish between the psychological meaning of the concepts of "competence" and "qualification". Assigning qualifications to a specialist requires him not to have experience in this profession, but to match the knowledge and skills acquired in the process of training with the educational standard. Qualification is the degree and type of professional training (training) that allows a specialist to perform work in a particular workplace. The specialist first acquires qualifications, and then the relevant professional experience will only begin to take shape.

For the improvement of professional skills and pedagogical skills, the individual qualities of the future teacher are of no small importance. Pedagogical theory evaluates the teacher mainly as the leader of the educational process, which means that the teacher has mastered great skills and certain personality traits.

What then should be a modern teacher? For the most part, this is a comprehensively developed personality with a businesslike and creative approach to the learning process; his specialty, as well as in all related areas - psychology, philosophy and others, this is a person who loves children and his profession, striving to form a comprehensively developed personality in each of his students, and also this personality is quite fair, but demanding.

Being a teacher is a big responsibility, because they are responsible not only for the knowledge that they give their students, but also for their further preparedness for studying at higher educational institutions, for work and life in general.

If a student chooses the profession of a teacher, he must be balanced, calm, have a correct and understandable speech for everyone, must find a common language with any student, be both fair and demanding to everyone equally, including himself, must be able to cooperate with colleagues at work, psychologists, doctors and parents of their students. [5]

Pedagogical activity and, as a result, professionalism requires the individual to constantly improve their knowledge and search for new technologies, methods and means that meet modern requirements.

A teacher-master has the right to be called only one who has dedicated his life to children, who himself has all the qualities that he instills in his students. The new generation can only be brought up by a teacher who thinks in a new way and works creatively. In the process of mastering the skill, the teacher must constantly communicate with more experienced colleagues, study and creatively apply their experience.

Pedagogical excellence also takes into account the personal qualities of a teacher, which include strong conviction, high morality, civic responsibility, humanism - in a word, he must be a model, an ideal for his students. Of great importance is the ability of the teacher to quickly find contact with people, communicate with them, avoiding conflicts, because communication is the basis of pedagogical activity.

The behavior of a teacher, his relations with colleagues, with students and their parents must be subject not only to national, but also to universal norms of morality. The teacher should build his activity on the basis of the norms (rules) of pedagogical tact and ethics, subordinating his behavior and worldview to them. Professional ethics helps the teacher, even in difficult situations, to remain calm, self-possessed, which ensures successful activity and increases his authority in the team.

Thus, having professional skills, adhering to professional competence and improving their pedagogical skills, an ordinary teacher can become a professional in his field.

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