

NEW APPROACHES TO DEVELOPING THE PROFESSIONAL COMPETENCE OF PROFESSIONAL EDUCATION TEACHERS

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ABSTRACT

In the article, the issues of dynamics of educational trajectory change in the 20th and 21st centuries (pedagogy-androgogy-eutogogy) are highlighted. Also, the importance of ethnology in continuous professional development of pedagogue personnel and organization of need-based education and the importance of ethnology in development of continuous professional qualifications of pedagogues are substantiated.

Keywords: educational trajectory, pedagogy, andragogy, ethology, alternative professional development, continuous education.

INTRODUCTION

In today's globalized world, rapid adaptation of the state to the conditions of the international competition process is the main factor of its successful and stable development. The factors that ensure the stable economic growth of the state today and in the future are directly related to the development of the education sector.

Lifelong learning has now become a vital necessity in the education system, and professional development remains an integral part of professional education as an important aspect of ensuring continuity of education. The continuous training system is a multi-level system that provides an opportunity to harmonize the professional competence of management and pedagogical personnel with modern requirements, and to regularly develop them. In recent years, the formation and relative stabilization of market mechanisms in the development of the economy shows the importance and necessity of improving the system of training, upgrading and retraining of highly qualified personnel at all levels of education, including professional education, based on modern trends.

LITERATURE ANALYSIS AND METHODOLOGY

One of the main values of education is the idea of a teacher working on himself, improving his knowledge and skills independently.



According to B.R.Muqimov, professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constantly enriching professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work [1].

In T.M.Sorokina's research, the professional competence of a pedagogue is interpreted as a unity of theoretical and practical preparation for the implementation of pedagogical activities. His teaching competence is one of the stages of professionalism, which is the basis of the teacher's pedagogical activity [2].

G.M.Kodjaspirova believes that a teacher must have certain pedagogical competence to be a qualified teacher. Competence is a general ability based on knowledge, experience, values, intentions acquired through education. Does not fall into competence knowledge or skills; competence does not mean being a scientist or an educated person [3].

The study of professional and pedagogical competence is an actual field of activity of a number of scientists (N.A.Muslimov, O.A.Qoysinov, N.V.Kuzmina, I.A.Zimnyaya, A.K.Markova, V.N.Vvedensky, A.V.Khutorskoy, G.S.Sukhobskaya, O.N.Shakhmatova, V.Slastenin).

Pedagogical competence is a systematic phenomenon, the essence of which is the systematic unity of the teacher's pedagogical knowledge, experience, characteristics and qualities, effective implementation of pedagogical activities, purposeful organization of the process of pedagogical communication, and personal development and improvement of the teacher. Pedagogical competence is a professional-psychological characteristic of a teacher, a set of qualities representing practical-theoretical action in subjective conditions in the organization and management of pedagogical activity.

RESULTS

Thus, new organizational and didactic forms of professional development for pedagogic personnel are increasingly directed toward various forms of independent educational activity. In addition, the development of information and communication technologies offers a wide selection of indirect forms of continuous pedagogical education, so to speak.

The teacher training system is a systematizing component of the organizational structure, which includes two main forms of retraining and professional development: direct (teaching

according to educational programs) and indirect (independent). Serves as a block of organizational forms.

In the 21st century, continuing education in adult education should meet the following social requirements:

- to combine the best traditions of the traditional education system with the world experience and scientific technologies of organizing new education;
- flexibility and predictability;
- levels, types, content, and needs of science, educational needs of people and the state, integration of mixed networks;
- modern main competence and of skills development;
- innovativeness [5].

DISCUSSION

Based on the analysis of the social processes in the field of education in the countries of the world today, the following paradigms of 21st century education can be listed:

– lifelong learning, continuous development of personal capabilities, introduction (implementation) of the principle of continuous and lifelong education; – issues of humanization, anthropocentrism (orientation to human interests), respect for the human personality, personal development, attention to problems of universal importance, strengthening the sense of moral responsibility of specialists for their professional activities;

- issues of the development of creative potential and the training of creative, non-standard thinking personnel who can find new methods and ways in science, technology, and the economy and who show initiative;

- issues of democratization, skills of living in a democratic society, formation of an active citizenship position based on political and legal knowledge, worldly consciousness, respect for human rights;

- integration of science and production, modern educational process, issues of ensuring that the content of educational programs is consistent with the innovative changes of the state, socio-economic characteristics of the society;

- issues of the formation of social competencies to increase the possibility of the practical application of knowledge, skills, and abilities of a person in his personal, professional, and social activities; to take his place in society; to be able to find solutions to problems; to be competitive.

Based on these goals, today's education is directed toward one goal: making the spiritual, moral, and professional images of

people compatible with the conceptual requirements of a rapidly changing world.

Receiving continuous education can be ensured through additional education or supplementary education, which has proven itself in the practice of developed countries. At each new stage of additional or supplementary education, the goal of general importance to society—the development of the abilities and talents of each person for success in life at any age—can be achieved significantly faster.

The development of the science of pedagogy is continuous. This process led to the emergence of new paradigms in education, i.e., the emergence of the relatively new concept of eutagogy after the androgogic model of educational organization in the theory of pedagogy. The term eutagogy was introduced by Australian specialists Hazen and Kenon [6, 11].

Eutagogy is the science of organizing self-education. The idea itself reflects and develops the androgogic approach, but these concepts are often misinterpreted. It is necessary to distinguish between these two types of adult education methods. For example, androgogy focuses on determining the best ways and methods of teaching for learners, while eutogogy additionally explores learners' abilities to learn, how to learn, or simply what the subject is. refers to the development of independent learning. Thus, while androgogy is based on implementation of its structured content in an informal setting, euthagogy encompasses all educational contexts, from formal to informal.

The term eutagogy comes from the Greek words euretikós (euretikos) - heuristic or determination erm a (eurma), serving to find; epheuretikós (epheuretikos) - ingenuity - discoverer, finder; and ág (ago) - engage, enter. Euthagogic theory and related practice are implemented in Dave's constructivism, Motessori, and Kolb studies [5].

This new direction describes incorrect drawings, flexible problem-based learning, and expressing new knowledge within the framework of old knowledge. The learner himself uses innovative methods of forming new knowledge and analyzes, understands, and analyzes the wonderful creative process of education based on previous knowledge.

Thus, eutagogy is the science of self-education, which is able to ensure the optimal effect of the approach to education in the century; it can be seen as a natural development of previously formed classical pedagogic methodology (including from the point of view of development of human abilities) [7, 10].

CONCLUSION

The use of eutagogy technology helps to achieve real achievements of the learner-oriented method in education. In addition, it allows deepening and strengthening of creative and criteria in education, regardless of the content of the context. Eutagogy is a methodological method of continuous education, in its pure form it is manifested in the processes of self-education accompanying informal education. But we can use the technological approaches of ethnography in parallel with the pedagogical and andragogical technologies used in teaching.

Eutagogy is a higher education. Eutagogy, which is considered the youngest among pedagogical sciences, needs deep research - it should be clearly characterized by conceptual and terminological apparatus. In the education of the 21st century, eutagogy is the highest level of education. Eutagogy, the youngest of the educational directions, requires deep research - for this, it is necessary to clearly define the conceptual and terminological apparatus.

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