



FACTORS OF THE COMPETENCY-BASED APPROACH IN THE DEVELOPMENT OF PROFESSIONAL AND ETHICAL CULTURE OF YOUNG TEACHERS

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Abstract

The article emphasizes the special role of the factors of the competence-based approach in the development of the professional and ethical culture of young teachers, analyzes the main problems and factors that contribute to the development of ethical education by the teacher in modern conditions, and highlights the factors that underlie the professional and ethical culture of the teacher.

Keywords: professional and ethical qualities of a teacher, teacher development, factors, competency-based approach, development of young teachers.

Introduction

In the changing world of professions, the total number of which is several tens of thousands, the teaching profession remains unchanged, although its content, working conditions, quantitative and qualitative nature are changing. The teacher acts both as a social subject - the bearer of social knowledge and values, and as an individual subject of pedagogical activity. Because of this, the subjective characteristics of the teacher always combine the axiological (value) and cognitive (knowledge) planes. At the same time, the latter also includes two plans: general cultural and subject-professional knowledge.

The theoretical development of the personality model of the future specialist goes in the direction of an ever deeper study of the professional competence of the teacher, such aspects of it as professional and pedagogical knowledge; professional and pedagogical skills; professional and ethical culture; professional psychological positions; personal characteristics that ensure the teacher's mastery of professional knowledge and skills. All this found its expression in the works of a number of Russian teachers (N.V. Kuzmina, A.K. Markova, L.M. Mitina, etc.). The ethical aspect of the professional model of a modern teacher in these works is, as a rule, of secondary importance. The moral characteristics of the teacher listed in the context of his professional and psychological properties, and the specificity of the ethical side of the teacher's personality model is not noted. However, the way researchers see a modern teacher is important for developing an optimal professional and ethical model of a young teacher.

There are several factors in understanding professional competence i.e. concepts. If in the concept of N.V. Kuzmina's competence is a factor that is adjacent to other factors of pedagogical activity, and then in the concept of A.K. Markov's professional competence is a generic concept. It includes all the subjective properties that are manifested in the teacher's activity and ensure its effectiveness. This point of view has become widespread and is the leading one. According to this point of view, a teacher's work is professionally competent, in which pedagogical activity, pedagogical communication is carried out at



a sufficiently high level, the personality of the teacher is realized, i.e. such work in which good results are achieved in the education and upbringing of schoolchildren.

Pedagogical activity is both transformative and managerial. In addition, in order to manage the development of personality, you need to be competent. The concept of teacher competence, - V.A. Slastenin, I.F. Isaev, L.I. Mishchenko and E.N. Shiyarov, - expresses the unity of his theoretical and practical readiness for the implementation of pedagogical activities and characterizes his professionalism.

The factors of the competency-based approach in the development of the professional and ethical culture of young teachers, as already mentioned, consist of such components as the professional knowledge of the teacher, his pedagogical skills, professional psychological positions and personal psychological characteristics.

Professional knowledge is information from pedagogy and psychology about the essence of the work of a future teacher, about the features of pedagogical activity and communication, and the personality of a teacher. In general, psychological and pedagogical knowledge determined by curricula. Psychological and pedagogical readiness includes knowledge of the methodological foundations and categories of pedagogy; patterns of socialization and personality development. It is the basis of the humanistically oriented thinking of the teacher.

Psychological-pedagogical and special (on the subject) knowledge is a necessary but by no means sufficient condition for professional competence. In our opinion, the professional knowledge of a teacher should also include ethical knowledge - knowledge of the main categories of ethics and the concepts of moral consciousness, the nature, specifics and functions of morality, moral principles, norms and rules of conduct, professional ethics, etiquette and culture of communication, methods of moral education.

Pedagogical skills are a set of successively unfolding actions based on theoretical knowledge and aimed at solving the problems of developing a harmonious personality. Some of these actions automated and implemented at the skill level. Such an understanding of the essence of pedagogical skills emphasizes the leading role of theoretical knowledge in shaping the practical readiness of future specialists, the unity of theoretical and practical training, the multi-level nature of pedagogical skills (from reproductive to creative) and the possibility of their improvement by automating individual actions. In the structure of professional competence, one can single out theoretical and practical readiness, which have their own forms of skill.

Thus, the theoretical readiness of a teacher assumes that he has analytical, prognostic, projective, as well as reflective skills, and they are factors in the competence-based approach in the development of professional and ethical culture of young teachers.

Analytical skills. It is through them that the social ability of the teacher to think pedagogically manifested. Such a skill consists of a number of particular skills:

- To dismember pedagogical phenomena into constituent elements (conditions, causes, motives, incentives, means, forms of manifestation, etc.);
- To comprehend each part in connection with the whole and in interaction with the leading parties;



- Find ideas, conclusions, and patterns in the theory of training and education that are adequate to the logic of the phenomenon under consideration;
- Correctly diagnose the pedagogical phenomenon;
- Find the main pedagogical task (problem) and ways of its optimal solution.

Predictive skills. Pedagogical activity involves the orientation of the teacher to the result, anticipation of the goal, pedagogical forecasting. Depending on the object of forecasting, prognostic skills can be grouped into three groups:

- Forecasting the development of a team - the dynamics of its structure, the development of a system of relationships, changes in the position of an asset and individual students in a system of relationships, etc.;
- Forecasting the development of a personality - its personal and business qualities, feelings, will and behavior, possible deviations in the development of a personality, difficulties in establishing relationships, etc.;
- Forecasting the pedagogical process - educational, educational and developmental opportunities for educational material, students' difficulties in learning and other activities, the results of the application of certain methods, techniques and means of education and upbringing, etc.

Pedagogical forecasting requires the teacher to master such pedagogical methods as modeling, hypotheses, thought experiment, extrapolation, etc.

Thus, the factors of the competency-based approach in the development of the professional and ethical culture of young teachers include:

- ✓ Projective skills i.e. Translation of the purpose and content of education and upbringing into specific pedagogical tasks;
- ✓ Taking into account, when determining pedagogical tasks and selecting the content of students' activities, their needs and interests, the possibilities of the material base, their experience and personal and business qualities;
- ✓ Determination of a complex of dominant and subordinate tasks for each stage of the pedagogical process;
- ✓ Selection of activities that are adequate to the tasks set, planning a system of joint creative affairs;
- ✓ Planning individual work with students in order to overcome existing shortcomings in the development of their abilities, creative forces and talents;
- ✓ Selection of content, forms, methods and means of the pedagogical process in their optimal combination;
- ✓ Planning a system of techniques to stimulate the activity of schoolchildren and contain negative manifestations in their behavior;
- ✓ Planning the development of the educational environment and relations with parents and the public.

The practical readiness of the future specialist includes organizational and communication skills. The organizational skills of the teacher include mobilization, information, development and orientation.



Mobilization skills are associated with attracting attention and developing students' sustainable interests in learning, work and other activities; the formation of needs for knowledge and armament with the skills of educational work and the basics of the scientific organization of educational work; stimulating the actualization of knowledge and life experience of students in order to form their active, independent and creative attitude to the phenomena of the surrounding reality; the creation of special situations for the manifestation of students' moral deeds; the reasonable use of methods of encouragement and punishment, the creation of an atmosphere of joint experience, etc.

Information skills. These are the skills and abilities of working with printed sources and bibliography, the ability to extract information from other sources and didactically transform it, i.e. the ability to interpret and adapt information to the tasks of training and education.

At the stage of direct communication with students, information skills are manifested in the ability to clearly and clearly present educational material, taking into account the specifics of the subject, the level of preparedness of students, their life experience and age; logically correctly build and lead a specific story, explanation, conversation, problem statement; organically combine the use of inductive and deductive ways of presenting the material; formulate questions in an accessible form, briefly, clearly and expressively; apply technical means, electronic computers and visual aids, express an idea with the help of graphs, diagrams, diagrams, drawings; promptly diagnose the nature and level of mastering new material by students using a variety of methods; rebuild, if necessary, the plan and course of presentation of the material.

Summing up, we can say that the teacher, as a subject of pedagogical activity, is generally characterized by: purposefulness, activity, self-regulation; pedagogical self-consciousness as an image of the world specific to subjective activity; individual psychological properties that determine its compliance with pedagogical activity; structure of pedagogical abilities; pedagogical orientation, adequacy of self-assessment, level of claims, empathy, altruistically directed system of relations, high morality.

Summarizing everything that has been said about the components of a teacher's professional competence, one can formulate a professional and ethical model of a modern teacher.

Since in this case we are talking about the competence factors of the approach in the development of the professional and ethical culture of young teachers, then, in our opinion, it is possible not to single out additional blocks, since there is a special block (component) where these pedagogical skills indicated: Block of professional-subject and ethical knowledge; Block of professional and pedagogical skills; Block of psychological knowledge about the professional positions of the teacher; Psychological and ethical block of knowledge about the moral and psychological qualities of a teacher and his professional ethics.

The first block is represented by professional psychological and pedagogical knowledge, determined by curricula. This also includes ethical knowledge (the main categories of ethics and the concepts of moral consciousness, the nature, specifics and functions of morality, moral principles and norms, professional ethics of a teacher and rules of etiquette).

The second block is connected with the theoretical and practical readiness of the teacher to carry out pedagogical activities and characterizes his professionalism. The latter is realized in such skills as



analytical, prognostic, projective, organizational, mobilization, informational, developing, orientational, communicative and perceptual skills. We agree with the opinion of such authors as V.A. Slastenin, I.F. Isaev, A.I. Mishchenko, E.N. Shiyanov, S.N. Zlobin that communicative competence, the skills of pedagogical communication are the core of the professionalism of the teacher and the main thing in his professional activity. The teacher must also have a good command of pedagogical technique and applied skills.

The third block concerns the psychological positions that a teacher can take in relation to students, himself and colleagues. In relation to students, he can act as a diagnostician, in relation to himself - a self-diagnostician. As a subject of pedagogical activity, he can take a variety of positions (active, creative, formal role-playing, conformist, conflict, open and closed). From the point of view of the professional and ethical model being formed, the teacher should take a positively active, creatively innovative and stable open position. Real pedagogical practice does not exclude the presence of formalism, conformity, conflict and closeness in it. The teacher should avoid a conformist position and at the same time be tolerant, i.e. tolerant of the weaknesses and shortcomings of students and colleagues. As for the teacher's behavior in a conflict situation, here his conflict competence is of great importance - knowledge of the nature, structure, classification and methods of conflict resolution. The teacher must always remember that the maximum educational effect is achieved with an open position of pedagogical communication.

The fourth block includes pedagogical abilities (gnostic, design, constructive, communicative, organizational, etc.), moral and psychological qualities of the teacher's personality (personal orientation, emotional flexibility, virtue, etc.), ethical values. The structure of the psychological and ethical block also includes the teacher's aspirations to build communication on a humane, democratic basis, be guided by the principles, norms and rules of professional ethics and etiquette, assert the personal dignity of each student, organize creative cooperation with the group and with each student, initiate a favorable climate of communication.

According to S.N. Zlobina, the professional competence of a teacher includes six blocks. In addition to those considered, its structure also includes aesthetic and technological blocks. The aesthetic block, - the author writes, - includes the skills: to harmonize internal and external personal manifestations, to be artistic, aesthetically expressive, to introduce students to a high culture of communication, to activate their emotional tone and optimistic worldview, to experience the joy of communication, a sense of beauty. The structure of the technological block includes skills: to use educational and educational tools, methods, techniques, a variety of forms of interaction, to choose the optimal style of communication management, to observe pedagogical tact, to organically combine communicative and subject interactions, to ensure its educational effectiveness.

Thus, the factors of the competence-based approach in the development of the professional and ethical culture of young teachers, being a model of the teacher's attitude to his profession, perform the functions of a pedagogical ideal (value-oriented, formative, regulatory, criteria-evaluative, and stimulating). This is what determines its role in pedagogy.



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