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Competency Model Of A Teacher Of Professional Education: The Need For And Conditions Of Development

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ABSTRACT

This article provides information on the content, necessity and conditions of development of the model of competencies of teachers of vocational education institutions.

KEYWORDS

Personality, modernization, vocational education institution, teacher, competence, competency approach, model, competitiveness.

INTRODUCTION

The modernization process in the country sharply highlighted the issue correspondence of professional training of personnel to the actual needs of the state, society and individuals.

This request is formulated in the language of competencies in the state standards of

vocational education of Uzbekistan in specialties.

From a modern graduate of an educational institution of vocational education, it is required not only to master the set of necessary knowledge, but also such previously neglected qualities as competitiveness,

initiative, the ability to think creatively, find non-standard solutions, and be ready for constant self-development, self-education.

THE MAIN RESULTS AND FINDINGS

To meet the requirements of the Standard, a specialist (teacher) is needed who is ready to transform pedagogical reality and himself in accordance with the needs of educational practice. Most of the teachers of the vocational education system are specialists trained in other socio-economic, political, professional-cultural, which raises the question of the degree of their readiness to work in modern conditions.

New concepts appear in modern educational standards: “competencies” - the ability and readiness to act not only in a standard situation, but also in changing conditions and “competence-based approach” - an approach in which the results of education are recognized as significant outside the education system.

The competence-based approach, which has become a modern paradigm in education, presupposes a gradual reorientation of the practice of teachers from the predominant transmission of knowledge, skills, skills to create conditions for mastering a set of competencies that contribute to the formation of a personality capable of adapting in the conditions of socio-political, economic, information and communication space. To ensure these conditions, the teacher himself needs to master a set of relevant competencies.

The question arises of what competencies are relevant for a modern teacher of vocational education and how to provide them to a

teacher. In this sense, the competence of the teacher is not only the problem of the teacher, but also an important task in the activities of managers, who consider the quality of personnel as an important factor in success in the conditions of competition between institutions in the educational services market.

A modern tool in the work of a manager in solving these problems is the “ideal employee” model based on competencies.

The competency model is the term most often used to refer to the complete set of competencies (with or without levels) and indicators of behavior. Models can contain detailed descriptions of the standards of behavior of specialists or standards of action leading to the achievement of specific goals.

The teacher's model, so necessary in the light of the changes, allows solving problems: increasing the efficiency of communication between the leadership of the educational institution with the teaching staff; implementation of an objective selection of candidates for the position of a teacher; improving the remuneration system, reducing subjective factors when establishing incentive bonuses to the teacher's salary and increasing their legitimacy; increasing the validity of the formation of group and individual development plans for teachers based on an analysis of the difference between the desired and actual level of competence; improving the image of an educational institution through a visual demonstration to employers and society as a whole, what competencies of graduates the educational institution seeks to provide and what relevant requirements of an educational institution of vocational education it imposes on its teaching staff.

The fulfillment of these tasks is ensured by a detailed study of the teacher's current competencies. An important source of the study of competencies is the analysis of the requirements of the state standard of vocational education of Uzbekistan in specialties that identify the basis of the competence model of a graduate of an educational institution of vocational education. Accordingly, the teacher, developing, shaping the competencies of the student, must have them himself.

Another source of information about the competencies of a teacher is a survey of subjects of the educational process and the study of pedagogical situations, which reveal the necessary not only professional, but also personal characteristics of a specialist, allowing them to successfully solve professional problems.

At the same time, it is impossible to ignore the study of the cultural characteristics of a specific specialty, a specific educational institution, without taking into account which, the teacher's competence model will not be complete.

The technology for creating a model of teacher competencies involves a number of sequential stages, described in detail in the literature. Adhering to them, you must observe the following principles:

1. Involvement in the development of a competency model of leaders and teachers who will use this model.
2. Providing teachers with complete information about the purpose of this project.

3. Striving to ensure that the standards of conduct included in the competence are relevant in the light of modern educational practice, consistent with the forms of application and corporate interests.
4. Taking into account the opinions of students, graduates, employers and social partners.

CONCLUSION

Only in this case the competency model will be of a working nature, and will not remain on paper. In any case, it is necessary to understand that it is not possible to build an ideal model of the competencies of a teacher of vocational education, especially in the rapidly changing conditions of practice. Therefore, once created, the model should not be perceived as a rigid system, which closes personal and professional requirements into a certain list of requirements individuality of the teacher. However, the availability of such a tool allows one to effectively solve strategic and current tasks related to the achievement of the required quality standards and effectiveness of the teacher's activities.

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