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THE IMPROVEMENT OF THE TEACHER'S PROFESSIONAL COMPETENCE IS THE IMPROVEMENT OF THE EDUCATION QUALITY IN HIGHER EDUCATIONAL INSTITUTIONS

Abstract: *The article refers to the issue of professional development of the pedagogical staff at higher education institutions. Besides, it discusses the role and the importance of pedagogical staff's professional competence in the improvement of the education quality, types of professional competence and approaches of their development, opportunities of refresher courses in the professional competence development, effective work practices such as Internship, master-classes, tutorship and others to develop pedagogical staff's professional competence. In addition, the article reflects the comparative analysis of the outcomes by conducting the monitoring of pedagogical staff's professional competence development.*

Key words: *education quality, competence, professional competence, personal competence, social competence, creative competencies, methodical competence, ICT competence, acmeology, retraining and professional development, monitoring.*

Language: *English*

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INTRODUCTION

Nowadays, the main emphasized responsibilities of a teacher involve:

☐ To teach learners considering their special needs in varied cultural auditoriums under conditions of education modernization and internalization,

☐ To effectively implement information technologies,

☐ Not only to teach, but also to develop their skills such as critical thinking, creativity, decision-making, communication, cooperation, public duty, social activity,

☐ To establish strong relation with parents, employers, and the society, to attract them in the process of education.

These are recognized as essential indicators of providing education quality.

The issues of education quality, especially, have been playing a vital role at the end of the 20th century and the beginning of the 21st century. In the majority of countries, the ongoing processes such as the exclusion of higher education institutions from the government custody, the rise of private universities, as well as, their estimation like goods in the educational and economic system, owning clients (customer's demands), the existence of competition in these higher education institutions enforce them to produce skilled specialists.

At present and in the near future, every higher education institution is working by finding their clients on their own. In other words, the effectiveness and high indicators the institution has are represented by the rise of requirements for their graduates. In this positive atmosphere of competition, the education institution improves, develops, and, as a result, produces competitive personnel. Thus, the higher education institution producing competitive skilled specialists will be strengthening economically. So, questions such as "What are competition and quality? What components does it have?" need to be answered and scientifically analyzed.

DISCUSSION

Quality and competition are connected to each other and are almost together used terms. In higher education, quality is a multifaceted dynamic concept; it is connected to the conceptual unity of education

model, institution's mission and tasks, along with its specific identified standards[1, p.178].

At the conference organized by UNESCO in 1998, World Declaration was adopted; its Article № 11 was called as "Qualitative evaluation" and the quality in higher education was described as a multidimensional concept in higher education. According to it, teaching and academic programs, scientific research works, staffing, students, educational buildings, financial-technical basis, equipment, for the society it is necessary to put efforts like creating programs indicating the quality of academic environment. Besides, there was information about the institutions estimating the quality.[3, p.22]

This document gives a special emphasis on students having sufficient knowledge and skills as an estimate of the quality of tertiary education indicators; the competence of pedagogical cadres' structure and the high degree of teaching motivation; supply with sufficient information resources; the strengthening of consortium between higher education institutions and practicum; the interrelation between practicum and bachelor's degree *education program;* the strengthening of post-higher educational and scientific researches; the development of self-evaluation mechanisms and international relations and expertise exchange.

Along with this, these indicators increase the trust of employers, clients relative to higher education institution, as well as serve primarily for the mobility of educational results and their recognition. The most significantly, these indicators provide with exact and open information about the quality of educational programs and the public higher education institutions, as well as *facilitate its use.*

When there is a talk over the quality assurance in the higher education system, the main concerns are the improvement of innovation management on the strength of ISO (International Standart Organization) requirements, the formation of the system for effective education quality management, based on adaptation processes (Bologna Declaration) and the approaching European countries' education system to higher education. Because in higher education institutions the proposal about the effective and influential management structure makes pedagogical activity even more productive. Therefore, quality assurance covers various fields and directions of pedagogical activity's quality assurance. The main attention is given to the production of curricula aimed at developing specialists' qualification and its implementation into practice, management (taking into account financial management) and it is necessary to effectively use information systems.

Practitioners consider that it would be beneficial if to identify components such as Learners, Environment, Content, Process, Outcomes in the capacity of the main priorities for educational quality assurance.

Within these components, teachers' professional capabilities and competence level are important elements, they are considered as the main factors serving for raising the efficiency of education quality and training-nurture process. Another important aspect is that the results of best practices studies and trends in the training of specialists show that in the education, the establishment of effective technologies shape the inner desire to explore knowledge, transfer knowledge as a finished product in the formation of the modern paradigm. Therefore, today the issue of the development of teachers' continuous professional competence is not only social, but also of economic importance to the global challenges.

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A.Abduqodirov, O.Musurmonova, N.Muslimov [7] and other authors evaluates competence with the preparation of specialist's professional activity, professional knowledge, the acquisition of skills and qualification, as well as the level of its implication into practice.

Indeed, competence is the complicated complex of individual's characteristics and state. It, considering the combination of knowledge in specific areas, skills and experience, allows commenting on people's specific matters, taking part in certain decision-making, or independent decision-making.

METHODOLOGY

As the continuous development of teaching staff's professional competence is a systematic process, it refers to the professional preparation level directed to the independent self-development of professor-teachers and the assurance of person's internal activity integration. Likewise, pedagogue's professional competence, within their secondary, professional specialization subjects, is process, which is being formed based on necessary knowledge, skill acquisition, social activeness, and self-study. The analysis of the above mentioned opinions allows pedagogue's professional competence to be fully described like the complex of specific competences such as personal, social, creative, methodical, ICT ones.

Personal competence is person's social outlook, scientific and intellectual potential, creativity, ability to be actively involved in interpersonal communication and relationship, tactical approach to resolve conflicts, the formation level of personal and professional qualities according to professional activity requirements, criteria for determining the position of active living and citizenship.

Methodical competence is described as a form of an effective organization of educational and administrative processes, the knowledge of methods and means, mastering, their implementation into practice, the ability to qualimetrically analyze the results of professional activity, the study of advanced pedagogical and international expertise, the educational planning process, skills of the successful implementation.

Creative competence is ability to possess such skills as innovation, creativity, organizational skills. Creative competence plays a vital role not only in the formation of new ideas, but also in the development of the person's inner world or lifestyle.

Information (ICT) competence is the information related to the personal and professional activity as the means of modern information and communication technologies, the formation level of skills to independently search for information, analyze, select, process, and transmit necessary information.

Innovative competence is observed in the awareness of the nature of the innovative processes in education, innovative mastery in the field of professional activity and related education directions, its actively implementation into practice, literacy in the field of modern pedagogical, information and communication technologies, foreign language acquisition, pioneering activity.

Based on these competency levels, the assurance of every specialist' professional development requires his or her specific individuality and differentiation from the advanced training processes.

Retraining and advanced training processes, based on the improvement of specialist's professional qualification level, direct onto the development of his or her personal and professional competence.

Based on the study of scientific research works by scientists E. Kozlova, G.Webb, R.Macdonald, P.TrowLer, P.T.Knight, D.Boud, G.Gibbs, the concept *staff development* refers to the development of pedagogues' professional knowledge, skills and qualification, the mastery of new competences directed to specific difficulties and problems occurring in professional activity, the increase of professional preparation merit, as well as the integrated process on the basis of scientific-pedagogical staff's individual needs and modern standards.[8]

In the retraining and advanced training processes, the main requirements for *elderly* education subjects emerge from the needs to increase professional competence level, to find their place in the professional rivalry, and to develop in a generally cultural way.

Thereby, in the retraining and advanced training courses there should be an emphasis not on the transmission of the educational content and the knowledge of teaching techniques, but on the teaching principles based on experience.

From this point of view, nowadays, it is beneficial to use following productive work forms, serving to develop pedagogical staff's professional competence in the retraining and advanced training processes:

Internship is the activity to build work experience or professional advancement on the specialty, as well as work in a specialized field during a specified trial period, called the period of probation, to determine the possibility of employment in the full-time position. Internship involves employee's exposure to the working environment, and is a form of **professional advancement**. Internship can be one of the components of post-graduate education, along with retraining and specialization. The duration of the internship is determined depending on the purpose and company needs.

Mentoring (syn tutorship) is one of the methods for personnel's training and development, in which a more experienced employee (mentor) shares possessing knowledge with his protégé over time. We know it as mentoring.

Peer support is meetings with certified specialists, in which experience is exchanged. Peer support is different from other forms of social support in the fact that the source of peer support is a person, resembling the main methods of the recipient's support; their relationships are one of the equality. A colleague is able to offer support according to the experience: he or she has "been there, done that" and can relate to others who are in a similar situation now. In peer training, peer support of workers such as peer support of specialists and counselors, consultants have special training and are re required to obtain continuing education.

Master Class is the training cycle for the improvement of creative skills, conducted by an expert in any field of science, technical specialty, art, for beginner artists, painters, etc. and a two-way process, with the continuous contact between "teacher and student". The methodology of conducting workshops does not have any strict and unified standards.

Webinar (an online seminar, web-conference) is a kind of web conferences, holding online meetings or presentations via the Internet. It is a form of distance learning via on-line video.

Intensive (Lat. *Intensio* – effort, strengthening) courses are a type of training that ensures the acquisition of educational material for the possible shortest period at the maximum activation of students' efforts.

Short-term courses are a type of training, widespread due to the short duration of training (from 2-3 days to several weeks), the intensity of sessions and their effectiveness.

Self-education is the knowledge acquisition through self-study beyond an educational institution, without the help of a teacher.

Seminar-training is a form of active training, aimed at the development of knowledge, skills and social attitudes with a purpose of not only obtaining new information, but also applying the gained knowledge in practice.

Conference (from Lat. *confero* - collect in one place) is an assembly, meeting of groups of people, individuals, and organizations to discuss certain topics.

RESULTS

The issues of retraining and professional development are also given a special attention in the continuous education practice in Uzbekistan. In this case, the priority tasks include

1) legal normative documents of pedagogical staff in higher education;

2) cutting-edge pedagogical skills;

3) innovative education technologies and creative competence;

4) ICT competence;

5) foreign language acquisition;

6) teaching based on advanced foreign experience and the efficient use of educational and didactic materials;

7) the formation of knowledge on up-to-date tendencies and topical issues in the field of professional activity;

8) the development of preparation related to carrying out an independent scientific-research activity.

As the demands system has been formed for the legislation frameworks and legal norms of the pedagogical staff of higher education institutions, advanced education technologies and pedagogical skills, the use of information and communication technologies in the education process, a practical foreign language, the bases of systematic analysis and decision-making in the pedagogical process, scientific and practical researches based on special subjects, the latest achievements in the modern methods of organizing the technological development and the educational process, the pedagogues' professional competence and creativity, the global Internet network, the knowledge on the acquisition of multimedia systems and distance education methods, the professional preparation and competence, serving the formation of the ability and skills, the development of necessary knowledge, abilities and qualification are given a special attention within the programs of the retraining and professional development courses (288 hours).

In addition, the development of knowledge, abilities and qualification refers to the content of the programs higher education's legal principles and legal norms, advanced education technologies and pedagogical mastery, the use of information and communication technologies in the education process, practical foreign language, the bases of systematic analysis and decision-making in the pedagogical process, scientific and practical researches on the basis of special subjects, the latest achievements in the modern methods of organizing the technological development and the educational process, the pedagogues' professional competence and creativity, the global Internet network, the knowledge on the acquisition of multimedia systems and distance education methods.

During retraining and professional development courses, the complete and qualitative mastering of the pedagogical staff's education program contents is identified by pre and post-test examinations. The comparative analysis of test results is carried out based on the requirements for professional preparation and competence of pedagogical staff of higher education institutions.

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The results of the empirical analysis show that the educational meaning of retraining and refresher courses serves as education form, helping to improve the innovative activity, practical preparation, professional development of pedagogical staff. This in turn will give an opportunity for the improvement of the quality management, corresponding to modern standards and tendencies of increasing the quality and effectiveness of education.

CONCLUSION

Nowadays, as existing in all aspects of the society, globalization processes are also being run in education. Especially, significant directions such as the education quality of implementing strategic reforms related to "European dimensions in Higher Education", "Bologna process"[9]; the employment of higher education graduates; raising the social role of higher education; the establishment of an innovative learning environment based on competences; strengthening of the relation between education with subject, production, and social

activeness are being formed in the world's higher education.

Pedagogical staff and their professional competence is crucial in the implementation of the tasks.

Nowadays, in order to enforce the level of pedagogical staff's knowledge and professional mastering appropriate to the level of modern standards, the most primary and essential requirements are the organization of retraining and professional development institutions and their professional education content based on real practicum requirements, advanced foreign expertise, the latest achievements of the development sphere; the modernization of learning process by widely using information and communication technologies and innovative education technologies.

This situation not only covers higher education institutions and teachers' personal needs, but also serves for further improving the quality of education, accommodating real needs of practicum to prepare specialists of higher education and carry out scientific researches.

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