

**A MODEL FOR THE DEVELOPMENT OF THE PROFESSIONAL  
CULTURE OF SCHOOL TEACHERS BASED ON A COMPETENCY-  
BASED APPROACH**

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**ABSTRACT**

*In the modern world, the relevance of research is determined by the study of creative solutions to general educational and didactic problems, high professional and ethical qualities, research and research skills, and most importantly, the continuous development of professional culture among school teachers based on a competency-based approach.*

**KEYWORDS:** *Didactic Task, Creative Solution, Professional And Ethical Qualities, Abilities, Professional Skills.*

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**INTRODUCTION**

In the modern world community, there are new trends in improving the system of higher education. For example, innovative approaches to the modernization of the higher education system (Tempus and ERASMUS + programs) in the framework of the "Joint Declaration on the Harmonization of the Architecture of the European Higher Education System" to strengthen the intellectual, cultural, social and technical foundations of cooperation the necessity of introducing the concept of world culture at the mega-, macro-, meso-, micro-levels is revealed. In particular, according to the content of these international programs, the main tasks are the continuous development of the next generation of educators, teachers and their professional culture based on competence-based and acmeological approaches, and the improvement of the process of professional development[1].

Therefore, in developed countries, in order to increase academic mobility and interaction of school teachers, in education particular attention is paid to the popularization of innovative approaches and the technological effectiveness of pedagogical activity, including the improvement of technologies, forms and means of continuous development of personal and professional qualities, philosophical, psychological, sociological and pedagogical views, methodological, didactic, communicative, methodological and other competencies.

In the modern world, the relevance of research is determined by the study of creative solutions to general educational and didactic problems, high professional and ethical qualities, research and research skills, and most importantly, the continuous development of professional culture among school teachers based on a competency-based approach.

**LITERATURE ANALYSIS AND METHODOLOGY**

After gaining independence in Uzbekistan, new research has been conducted on philosophical, psychological, pedagogical, cultural approaches to the formation of professional culture in future professionals. In particular, Uzbek scientists Y.O. Ernazarova, K.U.Najmiddinova,

M.A.Nurmatova, E.Goziev, A.Mamajonov, D.O. Himmataliev, M. Ochilov, O. Musurmonova, A. Khalikov, M.A. .Innazarov, N.N.Azizkhodjaeva, K.L.Ishonov, N.Akbarov, U.Tolipov, A.E.Sattorov, I.B.Masharipov and others. development, with its science - based insights into professional culture, highlighting goals, tools, and characteristics. In addition, in the research work of M.Yu.Makhkamova, R.A.Abdukhairov, S.F.Rajabova, B.R.Djuraeva, N.Muslimov criteria for the continuous development of professional and pedagogical culture, ways to apply the principles and functions in practice”[2].

Scientists from the Commonwealth of Independent States V.A. Slastenin, E.V. Bondarevskaya, V.F.Isaev, A.G.Asmolov, O.V.Pavlova, O.S.Matveeva, L.V. Benin, N.B.Krylova studied the issues of defining the content of professional culture, development of professional profession, development of professional culture of teacher from a scientific and methodological point of view”[3].

Arnold, Jason Diamond (Arnold, Jason Daymond), Chris Watling (Chris Watling), Eric Drissen (Eric Drissen), Cees Van der Vleuten (Sis Van der Vleyten), Meredith Vanstone (Arnold, Jason Diamond) Meredith Vanston), Pierce, James Gerard (Pierce, James Gerard), Szeto, Elson (Szeto, Elson)[4].

## DISCUSSION

The main goal of introducing modern trends at all stages of the system of continuous education and creating the necessary and sufficient conditions is a developed, to educate a teacher who is adaptive to the processes of renewal and development, who has a high spiritual and pedagogical culture, creative and social activity, the ability to think independently and innovatively in social and political life, a sense of responsibility to society, the state and the family.

Understands and promotes the content and importance of government decisions on education and youth issues; who knows his subject well paying special attention to increasing the subjectivity and activity of students in the pedagogical process; the presence of teamwork skills based on mutual friendly relations, as well as a high pedagogical culture; organization of pedagogical processes and management, formation and coordination of cooperation between students and teachers, motivation in pedagogical processes, the formation of a reflexive educational environment based on the organization of reflexive-activity processes requires the formation of a teacher with the necessary knowledge, skills and abilities.

Modern pedagogical personality, new pedagogical technologies, theories, as an author, developer, researcher, user and promoter of the concepts. Therefore, we can say that in modern society, culture and education, the innovative potential of a teacher and the need for his pedagogical activity is explained by:

- Socio-economic modernization requires a radical restructuring of the education system, methodology and technology of the educational process.
- In this context, the innovative activity of a teacher consists in the creation, development and use of pedagogical innovations, the acquisition of pedagogical competencies in accordance with the requirements of the state and society;
- The humanization of the content of education and the search for new organizational forms and technologies of education should always remain a priority;
- the nature of the teacher's attitude to the acquisition and application of pedagogical innovations and experience must change.

One of the efforts of the Republic of Uzbekistan to reform the education system is to ensure that teachers work in accordance with modern requirements, have in-depth knowledge, skills, abilities and culture for the development of a well-rounded personality.

This introduced the concept of "competence", "competence" in the discipline of pedagogy, which studies the laws of self-education and upbringing. Therefore, the impact of a competent approach to the development of professional culture in school teachers on the development of the individual, society and the state requires an in-depth study of this issue from a scientific and pedagogical point of view.

Especially in secondary schools, there is a social order for the development of professional culture and competence of teachers, which requires scientific and pedagogical research. At the same time, the fact that there are different views on the scientific understanding of the issue of competence, professional competence, professional pedagogical culture, the lack of a unified conclusion is another manifestation of the relevance of the research topic.

Developing the professional culture of school teachers requires a direct competency approach. The concept of competence has entered the field of education as a result of scientific research of pedagogical psychologists. From a psychological point of view, competence means "the ability of an expert to behave in unusual situations, unexpected situations, to use new methods in interaction with colleagues, to perform vague tasks, to use information full of contradictions, to develop a coherent and complex process".

The English term "competence" literally means "ability". The content implies the effective use of theoretical knowledge in the activity, the ability to demonstrate a high level of professionalism, skill and talent.

**Professional Competence** is the acquisition by a specialist of the knowledge, skills and competencies required to carry out professional activities and their high level of practical application.

**Professional Competence** is not the acquisition of specific knowledge, skills by a specialist, rather, it involves the assimilation of integrative knowledge and actions in each independent direction. Competence also requires the constant enrichment of professional knowledge, the study of new information, and most importantly, the ability to search for scientific information, process it and apply it in their work.

In the context of the problem of developing the professional culture of school teachers, there has been a growing interest in researching the issue of their professional competence.

The diversity of views and opinions on this issue does not allow us to create a single systematic, conceptual model of this problem. Taking into account the new approaches to the process of formation of a modern teacher's personality, the requirements of the STS and Qualifications in the field of pedagogical education were studied.

These educational and normative documents set the following general requirements for the teacher:

Have a systematic knowledge of the worldview; knowledge of the basics of the humanities and natural sciences, current issues of current public policy, the ability to independently analyze social problems and processes;

Knowledge of the history of the homeland, the ability to express and scientifically substantiate their views on issues of spiritual, national and universal values, to have an active outlook on life based on the idea of national independence;

Have a holistic view of the processes and events taking place in nature and society, acquire knowledge about the development of nature and society and be able to use them in life and professional activities on a modern scientific basis;

Know the legal and moral criteria that determine a person's attitude to another person, society and the environment; be able to take them into account in professional activities;

Be able to collect, store, process and use information, be able to make informed decisions in their professional activities;

Have competitive general professional training in the relevant bachelor's degree;

Be able to independently acquire new knowledge, work on themselves and organize work on a scientific basis;

Have a scientific vision and belief in a healthy lifestyle and the need to adhere to it, have the training and skills of physical fitness [5].

**The qualification requirements are as follows:**

Abilities related to the organization of pedagogical activity;

Skills related to research activities;

Abilities related to spiritual and educational activities;

Abilities related to organizational and managerial activities[6].

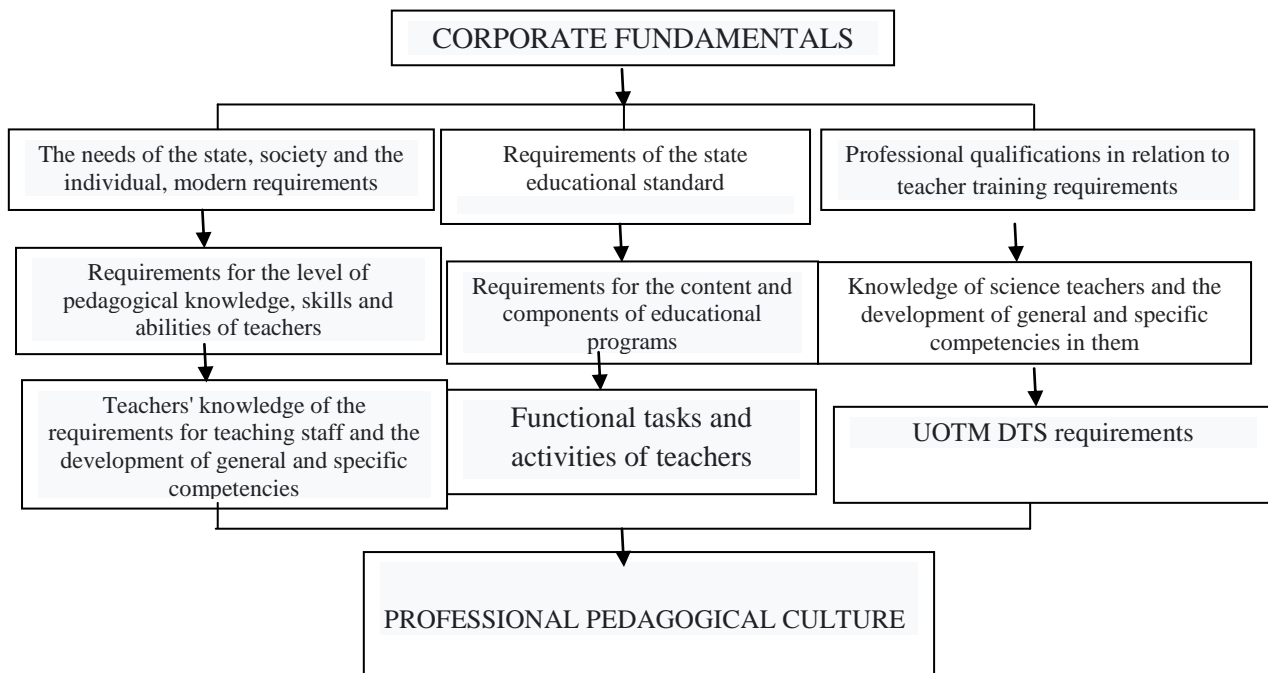
The process of developing a professional pedagogical culture requires teachers to take into account the corporate basis for the continuous development of professional competence, based on the ongoing reforms, innovations and developments in the country.

The lexical meaning of the word "corporate" is indicated in the "Explanatory Dictionary of the Uzbek language" as "public, common"[7].

The development of professional culture has its own systemic character. System city in the process of education and upbringing is characterized by its multi factoriality - the influence of many factors, the rapid manifestation of results, the focus (direct or indirect) of the teacher's activity, multi-stage.

The process of developing the professional culture of school teachers should be carried out in several stages, including self-development, periodic training courses, participation in specially organized training sessions and pedagogical activities.

The process of developing the professional culture of school teachers on the basis of a competency approach, in turn, requires a systematic and proactive approach. At the same time, taking into account the main goals and objectives of the competency-based approach to the above-mentioned educational process, it is necessary to define each stage, criteria, form, method and means of this process, their effective use



**Figure 2.1.1 Corporate foundations for the development of professional culture in school teachers**

Therefore, based on the research goal, an organizational-functional model of professional culture development in school teachers based on a competency approach was developed and put into practice (see Figure 2.1.2).

This model reflected the purpose, content and expected outcome of the development of professional pedagogical culture in school teachers. The model consists of meaningful, methodological, activity-technological and result-evaluation components.

The content component defines the system of knowledge, skills and competencies related to professional pedagogical culture, professional reflection and competence to be mastered by teachers gives. This component also includes four criteria that determine the development of a professional culture, as well as levels such as high, medium and low. The content of the criteria and degrees, indicating the development of professional culture of school teachers, is described in paragraph 1.3 of the dissertation.

The methodological component reflects the basic pedagogical conditions and the basic approaches and principles of organizing educational activities related to the development of professional culture of school teachers.

The activity-technological component represents the stages of the process, the form, methods and means of organizing activities. The content of block-module technology for the development of professional culture in school teachers is described in Section 2.2.

The result component defines as a result of the activity of a mentally and spiritually highly developed teacher who is ready to work together, has acquired theoretical and practical knowledge of professional culture and competence, and reflects it in their work.

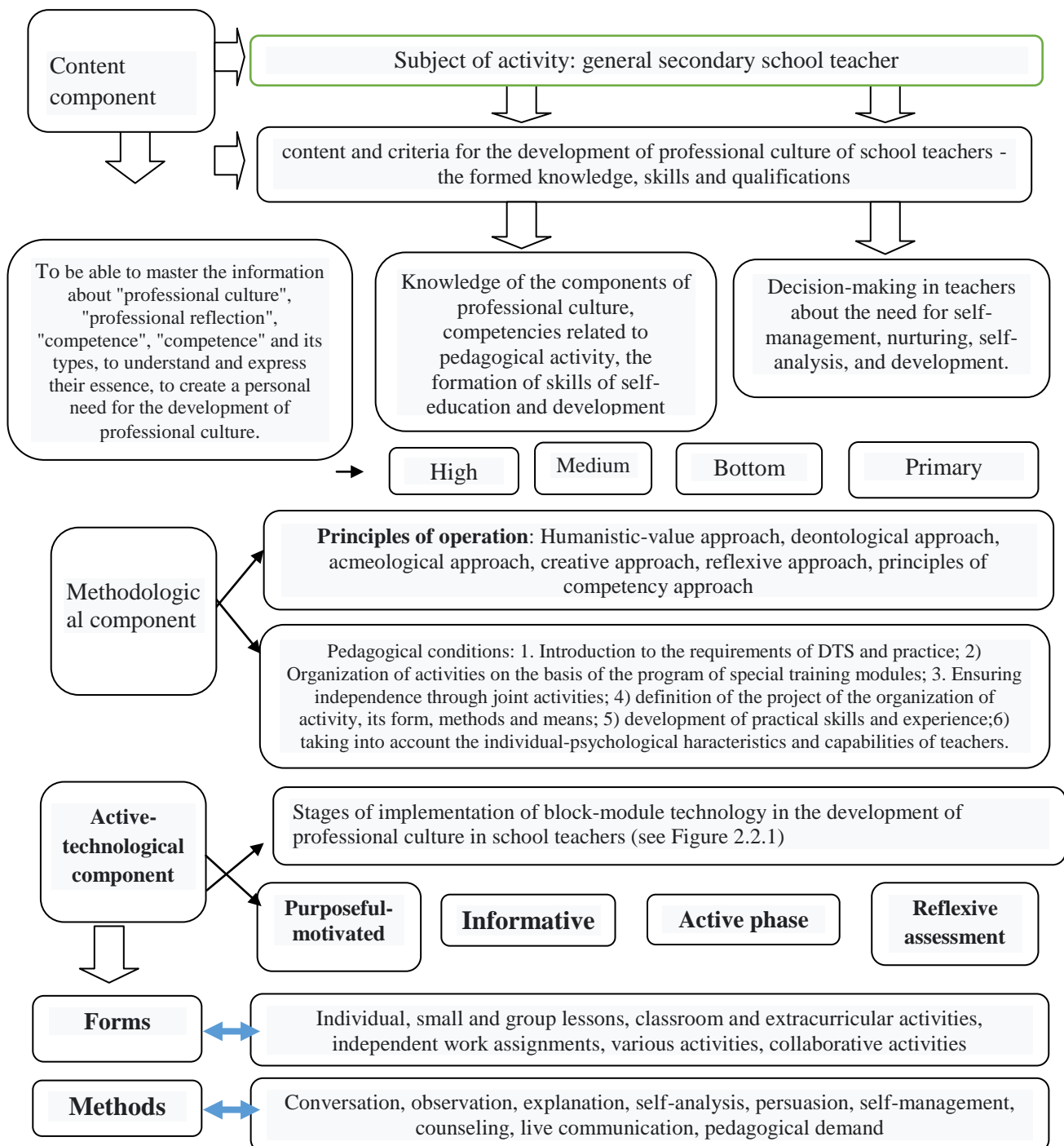
Professional pedagogical activity of teachers is carried out on the basis of "teacher-student" interaction, in the process of which educational, pedagogical, correctional, developmental and formative goals are realized.

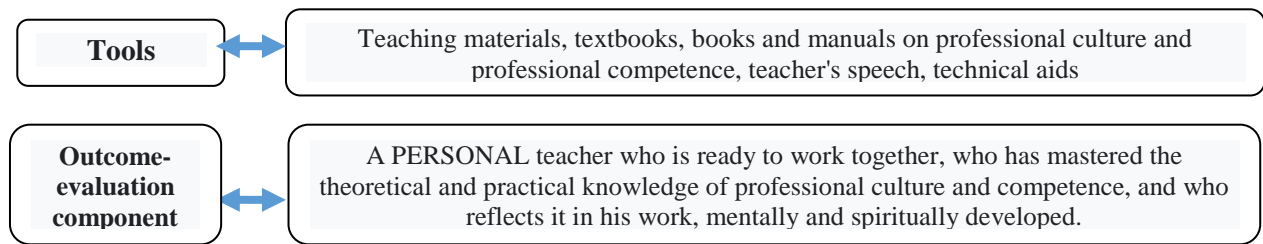
Therefore, in studying the professional culture of a teacher, it is expedient to focus primarily on communicative (communication) competence.

In modern pedagogical psychology there are several approaches to the study of communicative competence and its conditions, factors.

For example, representatives of the behavioral direction define communicative competence by the fact that a person has the ability to demonstrate a purposeful form of behavior in certain situations, to assess the situation rationally and to act accordingly.

Proponents of cognitive psychology, on the other hand, believe that communicative competence is formed in direct connection with the subject's level of cognitive (mental) field, his knowledge of human psychology, as well as social thinking, imagination and perception.





**Figure 2.1.2 A model for developing the professional culture of school teachers based on a competency-based approach**

Representatives of humanistic psychology emphasize the characteristics of the individual's value system and emphasize that communicative competence depends primarily on the sincerity, openness of the interlocutors, and the acquisition of communication skills that allow the development of the individual.

The process of communication can be seen as a space for an individual to operate, test, and present subjective models of managing their behavior in the course of their activities. In this case, communicative competence is the development of subjective control skills in the individual, it is manifested in the presence of a positive form of worldview, the pursuit of success, the formation of guidelines, the ability to build relationships in accordance with the purpose. Improving the internal mental environment of the individual is seen as a guarantee of communicative competence.

**CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS.** Communicative competence is also related to the correct understanding of a person's behavior by others. It is in the process of communication that the content of human behavior is properly communicated to others, which creates a sense of satisfaction in the individual as a subject of social partnership. As a result, a high level of communicative competence is social, ensures success in society, which in turn also affects a person's level of self-esteem. Low levels of communicative competence lead to stress, anxiety, and fear.

Communicative competence is manifested in the support of communication with the interlocutor, respect for his "I". Psychological encouragement and support of the student as a communication partner in the professional activity of the teacher is one of the important factors of pedagogical success in class and out of class time.

Therefore, at present, serious attention should be paid to ensuring the effectiveness of practical courses aimed at the formation of communicative competence in educational institutions specializing in the training, retraining and advanced training of teachers.

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