

**“THE UNIQUENESS OF TRAINING THE CRITERIES OF PROFESSIONAL MORAL COMPETENCE OF TEACHERS IN PROFESSIONAL DEVELOPMENT”**

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**ANNOTATION**

In this article, scientific information on the criteria of professional competence of teachers in professional development, different scientific approaches to them, views, the role and importance of professional competence criteria in the professional activity of teachers, as well as the level of influence of professional competence of the teacher on the development of the personality of the pupil, his educational activities, the requirements

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Today, the role of teachers in educational institutions in the process of education and training is becoming more complicated day by day, and the requirements for education in this regard require higher qualification from teachers. In modern schools, the requirements for the education of the teacher and his professional activity are dictated by the development of strong knowledge and skills. Such skill in the teachers of an educational institution should be clearly manifested in their professional dignity and abilities, that is, in their professional competence. In this regard, as in all other educational institutions in our country, educating teachers on the criteria of professional competence in professional development should be considered as an urgent problem.

Professional competence of teachers is always manifested in the direction of pedagogical activity – predicate-informative, active-communicative, valuable – professional competence as an integral characteristic determines the ability of the teacher in the professional development to obtain echo using the life experience and values, knowledge and skills of professional duties in real situations that arise in the professional pedagogical activity. The nature of professional competence is characterized by the fact that a person manifests in his limited units associated with his life values, that is, with conditions of deep interest to the same type of activity as a person. In other words, the professional competence of the teacher in the field of

professional development manifests itself valuable selfdetermination in relation to pedagogical activity, competence in the field of science teaching, methodical, pedagogical and psychological readiness for work in different pedagogical systems. All this is manifested in motivational, cognitive and active components, forming the basic system of professional competence of the teacher in professional development. However, in science there are also different views on the professional competence of teachers in professional development. N.V.Kuzmina the

professional competence of the teacher is such that it embodies 5 types of criteria. They are as follows:

1. Special competence includes in-depth knowledge of the subject, experience and skills of the teacher, as well as methods of knowledge of technical and creative tasks.

2. Methodical competency. Knowledge of different methods of teaching, didactic techniques, as

well as having different methods and skills of applying such techniques in the teaching process, knowledge of the psychosocial aspects of mastering knowledge and skills in the educational process, etc.

3. Socio-psychological competence requires knowledge of the skills of establishing a purposeful pedagogical relationship with students, the psychology of personality and pedagogical attitude.

4. Differential-psychological competency includes the features of determining the individual characteristics, priorities and direction of students, as well as the leading motivations of their activities.

5. Auto psychological competence is the ability of the teacher to understand the level of personal activity, abilities; to be able to see the causes of deficiencies in himself and in his work; embodies the skills of self-improvement. The above-mentioned types of professional competence of the teacher cover the main directions

of his professional and pedagogical activity. The integral system of professional competence of the teacher in professional development consists of cognitive, motivationalvalued, operational-active and socio-psychological

components (Y.G.Tatur): The cognitive component of the teacher's professional competence is formed in the process of professional education and work on itself, as well as the embodiment of a certain level of developed

knowledge in itself.

The motivational-valued component of the professional competence of the teacher determines the direction of the individual's choice to the activity. The operational-active component of professional competence includes the ability of the teacher to self-manage, make the right decisions without parallax to the antipathy, professional creativity, communicative competence and adequate professional self-assessment skills.

The socio-psychological component of the professional competence of the teacher includes the reflection of the teacher in the educational process, empathy, communication, the educational process, as well as the comprehension of the students, determining the socialization of the teacher's personality in communication, the manifestation of the social experience of the teacher in the educational and educational process and thereby determining the Taking into account the professional competence of teachers in the development of qualifications, its content and system, as well as the peculiarity of innovative pedagogical activity, we can say that the formation of social and communicative

competence, which is one of the criteria for professional competence of teachers of the educational system, is important in the upbringing of the “basic competence of the teacher”.

The importance of educating the social competence of teachers in the process of professional development on the one hand allows the teacher to have a constructive relationship with the students in the process of education, to effectively cooperate

with the school team, on the other hand, to establish a dialogue with the subjects in the social life of the school.

Social competence of teachers consists of the following components: professional unity (commonality), tolerance and social intelligence. The professional unit (generality) of the teacher is his profession, functional duties; professional values and motivations, the teacher's attitude to his profession; embodies the imagination of the teacher in the direction of norms that govern the behavior of the teacher in the quality of the manifestation of his profession.

Tolerance (patience) as a component of social competence embodies the processes of interaction with the majority in the process of carrying out multifaceted functional professional activities of the teacher, including students, their parents, collaborators, school administration. And this requires the formation of a high level of spiritual stability from the teacher. Exactly tolerance formulate strong willpower and endurance characteristics in the trachipterid. Tolerance is one of the modern norms of the education system and the strict upbringing of the subjects of Education. Social intelligence is also an important element of the social competence of teachers in professional development. This element is manifested in the ability of the teacher to correctly perceive the subjects of education in the educational process and be able to enter into a relationship.

Pedagogical communication of teachers in professional development is not only a component of the professional competence of the teacher, but also one of the important criteria that motivates in the upbringing of this competence. A teacher who is able to communicate effectively with the subjects of the educational process, is able to achieve the desired achievements himself, guided by those around him.

The communicative criterion of professional competence of the teacher at the level of dialogue interaction includes the following:

1. The teacher must accept the student as a specific person, and not as a “pitcher”, which must be filled;

2. Form a pedagogical system, taking into account the laws of dialogic relations in the educational process of the teacher;

3. The teacher recognizes that there is a lack of management in pedagogical reality, uncertainty, inferiority when creating a dialogue environment, and in this case, he, despite all kinds of pressures, clearly identifies the points of establishing

(approaching) cooperation with a child, the reader. We consider that in the professional activity of the teacher in the process of professional training, colleagues and students, as well as in the process of communication with other subjects, must have the following qualities of the communicative criterion:

1. Transcendence-refers to the teacher's perception of himself as a source of information for others. Such a teacher is constantly in search of knowledge and is engaged in science. Also, the transcendent teacher does not prefer to demonstrate his knowledge in front of others, but rather prefers to search and find new knowledge in order to solve the problems in the educational process especially the existing problems in the students.

2. Empathy-the ability to sympathize with the students and their problems based on the subjects of the educational process. Empathy can direct itself to the student's personality to the teacher and accept it with the presence without evaluation.

3. Congruence is the level of upbringing of free and harmonious manifestation of one's own qualities and livelihoods. Such quality determines the ability of the teacher to act openly, naturally, without fear of making mistakes in any circumstances and situations. Congruence refers to the state of involvement in the professional activity of the teacher and the duties performed.

4. Constructivism not to succumb to pedagogical conflicts, to always be able to resolve pedagogical conflicts on the positive side. Conflict of the teacher makes it possible to understand the true essence of the conflict situations that occur in the educational process, to perceive different attitudes as a positive factor and developing, power in behavior.

5. Collaboration is the experience of interacting with educational entities and being able to solve problems together. A teacher of such quality can see his life in a “general” context, be able to cooperate with those around him, work in a team and see himself as an integral part of a whole being. The communicative criterion of professional competence is also inextricably linked with pedagogical conflicts and conjunct logical competence. Pedagogical conflicts arising in modern educational conditions do not have a negative impact on the process of education and training, but

on the contrary, self-education of students, the establishment of positive cooperation with the community, the problematization of teaching. Here it

is said about the teacher's conflict logical culture. The teacher's conflict logical culture is a culture of behavior in various pedagogical conflicts, the level of upbringing implies the violation of the conflict on the positive side.

Conflicts between the teacher and the schoolboy, between the teacher and the parents, as well as between the teacher and the pedagogical community, are one of the biggest problems in the school. Pedagogical dispute often occurs when the

teacher has an unfair opinion about the pupil. A dispute does not arise if you think positively about the child. Turning around the conflict is part of the pedagogical wisdom of the teacher. Warning of the conflict, the teacher not only retains the educational power of the team, but also creates this atmosphere (V.A.Sukhomlinsky). There are a number of reasons for educating the communicative criterion and conflictological components of teacher professional competence: Multiculturalism and the existence of territorial education in institutions;

The delusions of the subjects of the process of education, the existence of a worldview to the personality, to the multiplicity of Education (intolerance) and to the competition (thoughts that have settled). Social stratification of the subject of the educational environment; Confluence in teachers' pedagogy, pedagogical interest inadequate study of methods and means of effective resolution of conflict processes by specialists;

Rapid changes in the educational environment, increased news flow, as well as frequent changes in the normative educational documents related to vocational activity and the lack of readiness of teachers to constantly changing educational environment. It is difficult for teachers to adapt to the new environment at a young age and so on. Educating the teacher of the confluence of knowledge presupposes the warning and remedy of existing conflicts in the educational process, as well as the application by the teacher of conflict situations for the purposes of development.

Along with educating the Occupational competency criteria in the teachers in the professional development, it is also important to formulate the skills to create a safe learning environment in their professional activities. It is known that the profession of teacher belongs to a group of high-threat professions. Taking this into

account, the teacher can face various trifles in his professional activities. A perfectly trained teacher of professional competence should be trained in the qualities of "safe conduct", which include the following (G.M.Kodjaspirova):

To have non-standard and non-cartesian approaches to education and training;

Freedom, Initiative, self-confidence, inner self-doubt; (PR warning));

To be able to accept and analyze information that is against the worldview and professional principles of the educator;

Ability to critique and evaluate the professional activity experience of another person and to integrate his / her own performance;

Reflexive culture; Ability to communicate (with the general conjugation of the conjugation component itself); To be able to model the pedagogical process, to obtain the results of professional activity, to get the results of the pedagogical culture, to get the idea of the methodological congruence, to be able to predict the results of the pedagogical process. To the above-mentioned descriptions – a

teacher with a leading competence is able to ease the “complex work” of the student and contribute to its growth and development. In this way, the teacher is

guided by the facet of the educational process (visual perception). supportive) converted (K.Radjers). The factitive competence of the teacher consists of 5 creativity-components (art):

Art to respect;

Understanding the art of Aries;

The art of giving and supporting help is injustice;

The art of collaborating and staying ”on their own” The teacher-fascinator is a creative person, his creativity (creativity) is constantly changing and growing. Speaking about the criteria for professional competence of teachers in the field of professional development and its role in the activities of the teacher, it is worth noting that professional activity of the teacher is one of the integral parts of his life. Therefore, it is possible to learn, learn and determine the level of training of professional dignity of pedagogical workers who are undergoing retraining training or who are carrying out professional qualification in the first half of the year, the choice of methods, means and forms of training professional dignity, as well as their impact on the perfection of the criteria of professional.

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