

Development of A Competency Model for English Teacher in Higher Education Institutions

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Abstract: This article studied the formation research competence students. The author identified the problems and difficulties that arise in the process of implementing this activity, and investigated the significance in the complex organizational and pedagogical conditions predetermining the mechanism of formation competencies university students.

Keywords: Research competence, conditions for the formation of competencies, pedagogical conditions.

1. INTRODUCTION

Social development is inextricably linked with the process of increasing the interaction of various areas of scientific knowledge, which contributes to its humanization, as well as the formation of a comprehensively developed personality in a rapidly changing global information space. In modern Russian higher education, there is an acute need to build a succession system based on an interdisciplinary approach, to use program-targeted teaching methods, and to develop models and mechanisms for the employment of a young specialist.

One of the possible ways to solve these problems is the formation of a system of multidisciplinary universities with a competitive, professionally oriented education system that operates within the framework of a competency-based approach [1]. The main goal of such universities is the creation and implementation of educational programs, curricula and work programs of disciplines for training personnel in various groups of specialties, as well as career guidance work with applicants and partnerships with enterprises in need of modern specialists [2]. Despite the obvious potential of multidisciplinary educational organizations, the issue of developing unified requirements for the development of a large number of disciplines of specific profiles of bachelor's and master's programs is acute. One of these profiles is translation activity, which demonstrates intensive diversification and technologizing [3].

2. METHODOLOGY

To this end, various research and scientific works are being implemented, as well as creative projects at the school and university levels. Carrying out such activities at the school level has a positive effect on the development of research competence, since children from an early age learn to search for and structure information, have the opportunity to show their research abilities by working with various sources. In the future, this experience helps to demonstrate their skills at a higher level, for example, at a university: it makes it possible to improve their research skills for the preparation of various kinds of term papers, research projects. [7]

The formation of research skills is only one of the steps in research activities that can be carried out both during educational and extracurricular activities.

However, there are a number of difficulties that can hinder the development of research abilities in school. Firstly, this is the lack of skills of independent activity and its organization among students. Secondly, the lack of classroom hours for the implementation of the research project, the lack of special equipment to implement the plan [9].

Such problems arise not only at the school level, but also in higher education institutions. This is mainly due to the fact that students most often do not understand the importance of research activities, there is no proper research competence, as well as a clear understanding of the goals of research activities and its forms. Along with the above problems, another, no less important, arises, the solution of which will greatly increase the development of research activity, this is motivation [1]. Schoolchildren and students are most often not interested in research work. Lack of motivation significantly reduces the productivity and quality of the work done. And here, teachers of all levels are faced with the main task - to increase the motivation of students to develop research skills and contribute to their formation. [1]

Having identified the reasons for the low level of development of research competence, we can propose the following ways to solve these problems: to increase the motivation of schoolchildren and students, it is necessary to explain the importance of research activities; offer interesting project topics that can interest; to increase the interest of teachers in the formation of this particular competence. [5]

Thus, from all of the above, we can conclude that the pedagogical conditions in the formation of research competence are a lot of work, in the implementation of which problems may arise, but there are also ways to solve them, where the main condition is the interaction of schoolchildren and students. and educators.

3. ANALYSIS AND RESULTS

The article provides a theoretical analysis of the concept of "organizational and pedagogical conditions as a prerequisite". Considering the system- activity and competence-based approaches, the essential characteristics of this type of conditions are revealed, their significance in the complex of organizational and pedagogical conditions as a "prerequisite, environment, requirement" that predetermines the mechanism for the formation of university students' competencies is emphasized.

In this regard, the need to study the problem of organizational and pedagogical conditions in pedagogical theory and practice is activated on the basis of studying their features and implementation mechanism, in accordance with the goals, content and forms of professional training of specialists in the education system, including higher education. Let us designate some of our own theoretical and methodological positions on this problem. [3]

Fundamental is the general position that the basis for the allocation of a particular system is the goal, which means that the interconnected structural and functional components of the pedagogical system are united by one pedagogical goal. By pedagogical goals, we understand the expected and realistically achievable results of the educational process, which are expressed in such a personal neoplasm as general cultural, professional and special competencies in various specialties. The category "competence" in the psychological and pedagogical literature is identified with "potential activity" [8, p. 69-70], which we consider as a state of readiness and aspiration of young specialists for a specific professional activity. The need -motivational basis of communicative activity, which includes a set of specific socio-professional qualities necessary for joint activities, involves acquired knowledge, skills, socio-cultural and sensory experience, goals and methods of activity that correspond to social and moral standards, socially significant needs (in self-affirmation, in communication, in knowledge, in self-expression. [4]

Speaking about the typology of conditions in pedagogical science, which are usually divided into external and internal conditions, it is necessary to determine the place of social and professional competencies. The effectiveness of managing the process of formation of social and professional competencies of university students largely depends on the conditions in which this system functions. The combination of external and internal conditions, which are reflected in the interaction of the teaching staff and students, can be considered from the point of view of understanding the conditions as a "prerequisite, situation, requirement." Only close interaction of subjects contributes to the translation of learning goals into learning goals as individually significant for the students themselves in the process of meeting their needs, thereby influencing the formation of university students' competencies. [2]

In the ongoing study, the definition of the content component of the organizational and pedagogical conditions as a "prerequisite" is important in the implementation of the Federal State Educational Standard. Having defined the content of the concept of "conditions-prerequisite" and theoretically substantiated it, we open up the possibility of highlighting the components of the pedagogical system aimed at developing socio-professional competencies.

It is necessary to implement the existing system of tasks outlined in the Federal State Educational Standards in the process of teaching university students, considering the understanding of the essence of the concept of "condition-prerequisite", since this type of conditions is the initial and important stage in the study of the entire system of organizational and pedagogical conditions, considered through the prism of varieties - background, situation, requirement. Let us focus on one of them, namely the "condition-premise". For the effective implementation of organizational and pedagogical conditions as a "prerequisite" in practice, it is necessary to identify the specifics of this type of conditions and, in accordance with which of its components, a purposeful and regular mechanism for the formation of socio-professional competencies of university students is launched. [1]

In pedagogy, there are many views on the nature of organizational and pedagogical conditions, we consider them from the point of view of systemic and activity approaches, highlighting the organizational and pedagogical components, based on the position of O. V. Galkina [9], who devoted research to the problem of organizational and pedagogical conditions in the pedagogical science. Its concept is reduced to consideration of the organizational component to a greater extent. We distinguish between these two components and integrate them in a specific kind of conditions - "organizational-pedagogical conditions as a prerequisite".

Building a typology of conditions, we considered the opinion of O. V. Galkina that "the relationship "goal - conditions - result" act as an objective, real-life circumstance, according to which the activity of the subject is built" [10], which can serve as a criterion for dividing into three types of conditions in relation to activity (precondition,

situation, requirements. From the point of view of the author, the conditions “prerequisite” are preconditions that imply the possibility of carrying out the expedient activity of the subject [9]. This definition served as the basis for revealing the essence of the organizational and pedagogical conditions for the formation of university students' competencies. [8]

As for the dynamics of the formation of key competencies of students, its quantitative and qualitative side is largely determined primarily by the organizational and pedagogical conditions for building the educational process at the university. In turn, the phrase "organizational-pedagogical conditions" indicates that the analysis of this concept should affect the organizational, pedagogical and organizational-pedagogical aspects of the consideration of this phenomenon. In this context, the provisions of the modern theory of management of industrial and educational organizations are interesting, considering the hierarchy of levels of management of the structural and functional unity of the components of pedagogical systems, the formation of links between the subordination of subjects with functional purpose vertically and horizontally [10, p. 271; 11, p. 22; 12, p. 158]. The adoption of managerial decisions in the process of interaction between subjects of management (student, teacher, leader) is carried out at each specific level of management of the formation of socio-professional competencies of university students (technical, managerial, institutional). This makes it possible to determine the functional responsibilities of subjects of management within a pedagogical organization [10, p. 17]. At the same time, at each level of management, its own type of conditions is created, which are a set of conditions in the form of prerequisites, conditions and requirements. Thus, there are conditions of a certain type inherent in each level of management in the formation of students' social and professional qualities.

Considering various approaches to understanding and typology of conditions in pedagogical science, we have developed a definition of the concept of "organizational and pedagogical conditions for the formation of university students' competencies" in a broader sense of the word. They should be considered as circumstances created by the leader for the management of teachers and students in the process of forming the competencies of university students, with which the teaching and educational activities of teachers and the educational activities of university students are consistent. [5]

At the institutional level of managing the formation of university students' competencies, the leader provides organizational conditions for interaction with society, which are implemented by the teacher at the technical level. Organizational and pedagogical conditions for the formation of university students' competencies are circumstances that ensure the management of the teaching and educational activities of teachers and the educational activities of students in the process of forming their competencies, which are a single interconnected set of conditions (prerequisite, situation, requirement], implemented in the management process. [7]

The organizational component of the system of organizational and pedagogical conditions presupposes the managerial level of formation of university students' competencies. This type of conditions is a kind of conditions "premise". The essence of organizational and pedagogical conditions as a prerequisite for the formation of university students' competencies lies in the fact that organizational and pedagogical conditions as a prerequisite are created by the head, are preliminary, that is, it is only possible to carry out expedient educational and educational activities of the teacher and the student's educational activities that contribute to the formation of his competencies. [6]

The structural and functional unity of the system of organizational and pedagogical conditions as a "prerequisite" is due to educational and methodological support, consisting of three components - material and technical, social and personal and information and methodological.

The material and technical component is the material and technical base: educational premises of the university, visual aids, didactic material; technical means of teaching and managing the educational process; information and communication means, including modern information and communication technologies.

The social and personal component is represented by the staffing of the main structural units: representatives of the administration; department teachers; curators of student groups; student groups.

The information and methodological component is software and methodological tools (an educational and methodological complex of disciplines with the curriculum for the discipline included in it with methodological recommendations for organizing the main types of training sessions, a schedule for independent work of students, a map of the provision of students with educational literature on the discipline, of particular importance is a fund of evaluative means of controlling the level of competence formation and guidelines for compiling tasks for input, current control and intermediate certification based on the results of mastering the discipline with the application of samples; training software: library and information resources: electronic textbooks, CD and DVD films, electronic catalogs, PowerPoint presentations, global media resources, publishing, etc.).

4. CONCLUSIONS

Having considered in a generalized way the understanding of organizational and pedagogical conditions as a “prerequisite”, we will correlate the designated type of conditions with the pedagogical goal - the formation of the competencies of university students. As conditions, it is necessary to determine the starting level of formation of their knowledge, skills and abilities, socially significant needs for self-affirmation, communication, cognition, self-expression, as well as the awareness by teachers of the need and importance of the process of formation of social and professional competencies of university students with the opportunities provided by the data. universities to achieve these goals. At the same time, a single set of organizational and pedagogical conditions as a "prerequisite" that affect the formation of university students' competencies includes:

- recognition by teachers of the need to develop social consciousness that adequately reflects the developing socio-cultural transformations in society and education that affect the formation of university students' competencies;
- program-methodical and information tools that contribute to the formation of competencies of university students;
- availability of professionally oriented logistics, including specialized means of communication;
- determination of the existing level of formation of university students' competencies by diagnosing such social and professional qualities as knowledge, skills, socially significant needs for self-assertion, communication, cognition, self-expression.

As a result of the analysis, in accordance with the principles of consistency and activity, the content was revealed and the definition of organizational and pedagogical conditions was constructed, the organizational nature of organizational and pedagogical conditions was revealed, which corresponds to the systemic and activity approach to the formation of university students' competencies.

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