Component Issues Of Professional Competence And Creativity Of Teachers Of Higher Education Institutions

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Abstract: In the article, it is explained in detail that profession competence is not the acquisition of separate knowledge and skills, b the concept that implies the acquisition of integrative knowledge in ea independent direction, and the interpretations of various scientists relation to this concept are analyzed. As a result of the analys appropriate recommendations were made for the development professional competence and creativity.

Key words: competence, creativity, competence, integrative knowledg social demand, professional activity, development technology, construction competence.

Introduction

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the mastering of integrative knowledge and actions in each independent direction. Also, competence requires the ability to constantly enrich professional knowledge, learn new information, understand important social requirements, search for new information, process it and apply it in one's work.

Professional competence is evident in the following situations: in complex processes, performing ambiguous tasks, using conflicting information, being able to have an action plan in an unexpected situation. A specialist with professional competence: consistently enriches his knowledge, absorbs new information, deeply understands the requirements of the time, searches for new knowledge, processes it and effectively applies it in his practical work.

Professional competence is understood as the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and the ability to apply them in practice at a high level. Therefore, it indicates the relevance of the research work dedicated to the development of the technology for the development of construction competence in future builders based on the project technology.

In the conditions of market relations, resistance to strong competition, which takes priority in the labor market, requires every specialist to have professional competence and to improve it consistently. So what is competence? What qualities are reflected in the basis of professional competence? It is necessary for the teacher to be able to highlight the qualities of competence. In this place, we will talk about these and related ideas.

The English concept of "competence" literally means "ability". The content serves to illuminate "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional qualifications, skill and talent."

The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence means "how a specialist behaves in unconventional situations,

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unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses information full of conflicts, and has a plan of movement in consistently developing and complex processes."

RESEARCH METHODOLOGY

Comparison, systematic analysis methods were used in the analysis process. The sphere of influence of professional competence was assessed through the observation method and appropriate conclusions were formed through abstract-logical thinking.

ANALYSIS AND RESULTS

Professional competence – acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level.

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

Professional competence is evident in the following cases:
  - in complex processes;
  - performing unclear tasks;
  - using conflicting information;
  - being able to have an action plan in an unexpected situation

 A specialist with professional competence:
  - consistently enriches his knowledge;
  - learns new information;
  - deeply understands the requirements of the era;
  - seeks new knowledge;
  - process them and use them effectively in their practical work.

The following qualities are reflected on the basis of professional competence (Fig. 1):
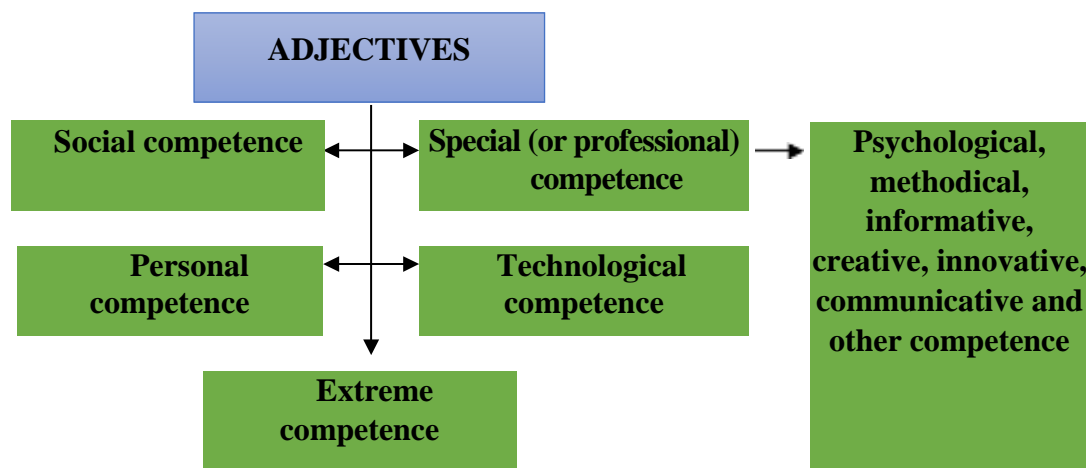

Figure 1. Qualities reflected on the basis of professional competence

Below, the essence of the qualities reflected on the basis of professional competence will be briefly explained.

1. Social competence - the ability to show activity in social relations, the ability to communicate with subjects in professional activities.

2. Special competence - preparation for organizing professional-pedagogical activities, rational solution of professional-pedagogical tasks, realistic assessment of activity results, consistent development of BKM, based on this competence, psychological, methodical, informational, creative,

innovative and communicative competence is noticeable. They represent the following content:

• psychological competence - the ability to create a healthy psychological environment in the pedagogical process, to organize positive communication with students and other participants of the educational process, to be able to understand and eliminate various negative psychological conflicts in time;

• methodical competence - methodically rational organization of the pedagogical process, correct determination of the forms of educational or educational activity, ability to choose methods and tools in accordance with the purpose, ability to use methods effectively, use tools successfully;

• information competence - searching for, collecting, sorting, processing necessary, important, necessary, useful information in the information environment and using it purposefully, appropriately, effectively;

• creative competence - critical and creative approach to pedagogical activity, ability to demonstrate one's own creative skills;

• innovative competence - putting forward new ideas on improving the pedagogical process, improving the quality of education, increasing the effectiveness of the educational process, and successfully implementing them into practice;

• communicative competence - to communicate sincerely with all participants of the educational process, including students, to be able to listen to them, to have a positive influence on them.

1. Personal competence - achieving consistent professional growth,

to increase the level of qualification, to demonstrate one's internal capabilities in professional activity.

2. Technological competence - mastering advanced technologies that enrich professional-pedagogical BKM, being able to use modern tools, techniques and technologies.

3. Extreme competence - in emergency situations (natural disasters, technological process failure), in case of pedagogical disputes, the ability to make rational decisions and act correctly.

A number of studies have directly studied the professional competence of a pedagogue and its specific aspects. Among such studies, it is possible to include the research conducted by A.K. Markova and B. Nazarova.

In her research, A.K. Markova says that the professional competence of a pedagogue consists of the following structural foundations:
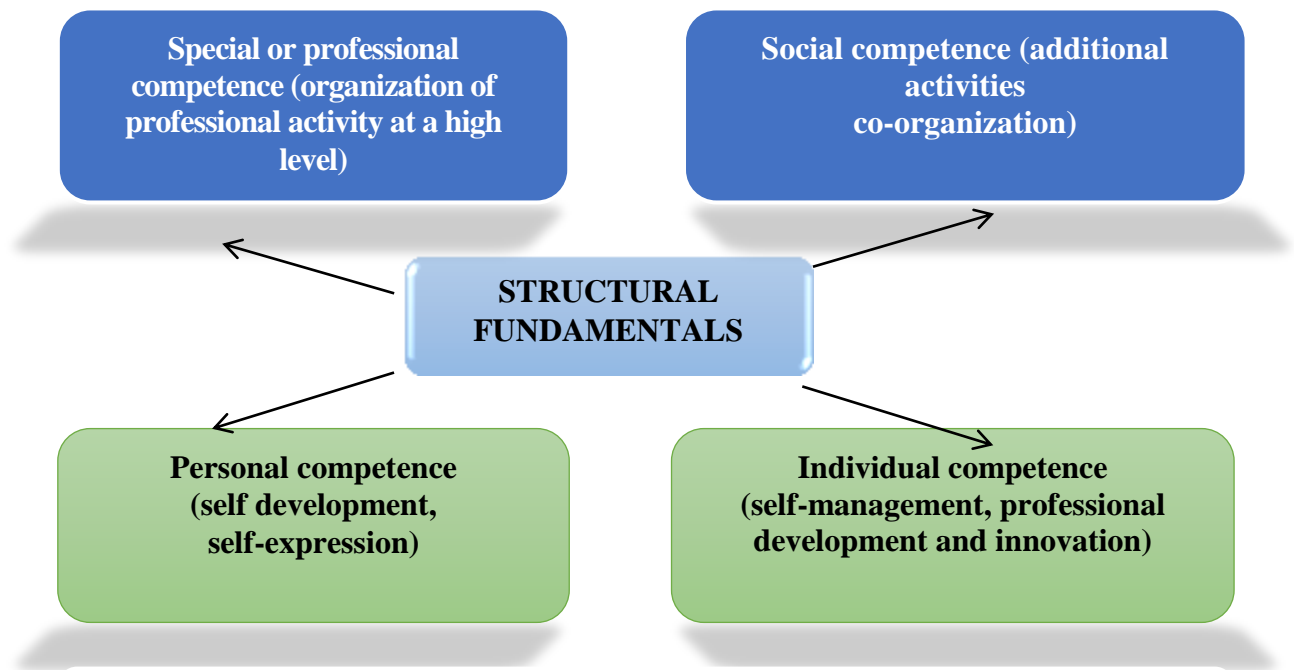
**Figure 2. Pedagogical competence
important structural foundations (A.K. Markova)**

The professional competence of a pedagogue and its specific aspects have been discussed in the conditions of Uzbekistan, among which the research conducted by B. Nazarova is of particular importance. According to the researcher's opinion, the professional competence of a pedagogue is based on the following structural foundations:
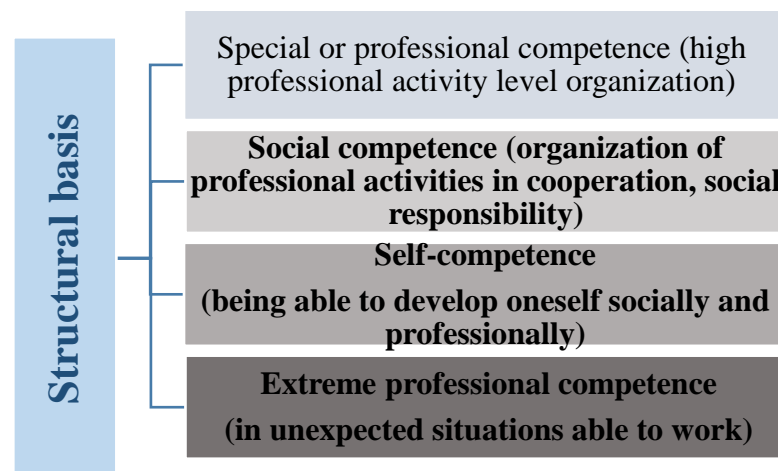

Figure 3. Important structural foundations of pedagogical competence (B. Nazarova)

Self-work and self-development are important in acquiring professional (including pedagogical) competence. Self-development tasks are determined by self-analysis and self-assessment.

Work on yourself is seen in the following:
- improving professional BKM;
- critical and creative approach to activity;
- achieving professional and creative cooperation;

- development of work ability;
- eliminating negative habits;
- acquisition of positive qualities.

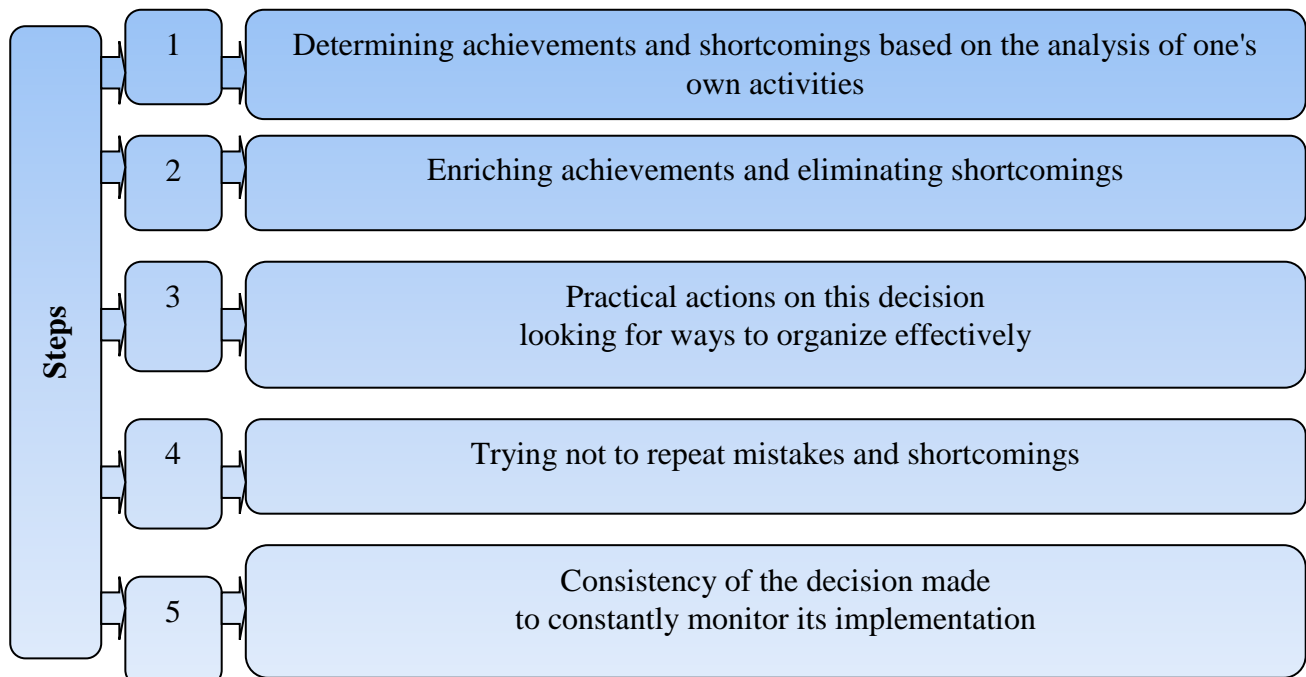The teacher's work on himself takes place in several stages. They are:

Figure 4. Stages of the teacher's work on himself

The teacher as a specialist:
- improvement of the pedagogical process based on a clear goal, aspiration;
- to increase the effectiveness of the pedagogical process, one's own work activity;
- mastering pedagogical knowledge that is constantly being updated;
- to be aware of advanced technology, methods and tools;
- effective implementation of the latest scientific and technical innovations in the activity;
- improvement of professional skills and qualifications;
- his practical action in the search for measures to prevent and eliminate negative pedagogical conflicts represents his work on himself.

Today, activities aimed at creativity, creativity, and innovation are understood as creative activities.

The word creativity is derived from the word "create" (in English "create" - creativity, creativity) and characterizes the ability of a person to be creative, the level of creative talent, the individual's willingness to create fundamentally new ideas that are far from traditional or habitual thinking, as well as solving problems in a unique way. achievement is creative abilities considered as an independent factor of talent.

American scientist D. Weksler defines that "Creativity is a type of thinking that requires a person to come up with several solutions to a problem or issue at once, and helps to understand the qualities of uniqueness and uniqueness in the essence of things and events, in contrast to templated, boring thinking."

To be a creative person, and in our example, to be a creative student, means to have advantages in today's world, for example, to stand out among other students, to be an interesting conversationalist than others, to get out of the difficulties encountered in life in an unusual way.

Creative abilities are not only used for creating new ideas, but also for improving the way of life or individual aspects, and the development of the inner world of a person has an important place.

Due to the fact that creativity is based on memorizing information and collecting facts, the traditional education system is not always able to develop the creativity of a person, especially a student. Everyday lifestyle often causes a decrease in creative qualities of a person.

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Because of this, the development of creative abilities should be only in a specially organized environment. In order to use creative abilities in the future, it is necessary to include special tasks in the educational process.

A. Maslow also believed that creativity is an innate creative direction characteristic of everyone, an activity that disappears in many people under the influence of the environment.

American psychologist Joe Paul Gilford was the first to compare creativity and intelligence in his scientific research. He divided thinking into convergent and divergent types while creating a model of the structure of intelligence.

Convergent thinking - (from the Latin convergere - "from one way") is a form of thinking, which is the choice of only one correct one from several solutions to a problem. Convergent thinking is based on intelligence, which is why it is also called intellectual thinking.

Divergent thinking - (from the Latin divergere - "to divide") is one of the methods of creative thinking, finding several solutions to a given problem, therefore, at the same time, divergent thinking is "searching in different directions at the same time, that is, there are several correct answers to the same problem, and original serves the birth of creative ideas. At the heart of divergent thinking is creativity.

Joe Gilford systematizes the results of research in the field of general abilities and proposes a "structural model of intelligence," or "ISM." Based on his model, "content", "operation", "reaction".

A reaction is the result of applying an operation to a material. All factors in Guilford's model are independent, it is three-dimensional, and sometimes the classification scales of names are found in different dimensions.

By operation, Gilford understands the ability of the object being tested, that is, the following mental processes: perception (as a worldview), memory, divergent productivity (thinking in different directions), convergent productivity (thought that leads to only one correct answer), evaluation.

The content is determined by the nature of the information or material being operated on: image, symbols (letters, numbers), semantics (words), behavior.

Results are the form in which the information processed by the object under test is located: elements, relations, systems, types of variables and conclusions.

Currently, more than a hundred factors have been studied, and separate tests have been selected for their diagnosis. Gilford's concept in this regard is widely used by educators in the United States in working with gifted children and adolescents. Based on them, programs were created that direct factors to rational planning and the development of abilities. Scholars consider Gilford's main achievement to be his distinction between divergent and convergent thinking.

Gilford associates creativity with the productivity of divergent thinking. In pedagogical sources, you can find his opinion that "Creativity is a process of divergent thinking." Initially, Gilford combined the ability to change, the accuracy of the solution and other intellectual parameters in addition to divergent thinking in the structure of his creativity. He also proved that there is an inextricable relationship between creativity and intelligence. However, Gilford found out in his experiments that highly intelligent people do not always show creative behavior during test solving, and creative low intellectuals do not. Therefore, divergent thinking does not reflect all the features of the creative process.

Paul Torrens defines creativity in terms of thinking, creative thinking as "a sense of difficulties, problems, gaps in information; understands these shortcomings as the formation of hypotheses, their examination and evaluation, revision and verification, and finally, summarization of results.

Torrens created the Children's Creativity Development Program, a creativity test for young children to adults.

In general, creativity is the creation of new, original ideas, a non-standard way of thinking, finding successful solutions to given problems. And creative thinking is revolutionary thinking, which represents a constructive character.

Creative thinking can be clearly reflected in every social sphere.[17] The teacher's creativity is reflected in his creative approach to the organization of professional activities organized by him. In recent years, this situation is expressed by the concept of "pedagogical creativity".

Pedagogical creativity is the ability of a pedagogue to create new ideas that serve to ensure the effectiveness of the educational process, as well as to positively solve existing pedagogical problems, unlike traditional pedagogical thinking.

"Creative pedagogy" must be able to guarantee the following two conditions:

1) attracting the attention of students who have low mastery of academic subjects and consider them boring to learn the basics of science by teachers;

2) to provide opportunities for teachers to use them effectively in the audience by recommending strategies and tools that serve to stimulate creative thinking and results of creative activity in students.

Due to the teacher's lack of creativity, students have interesting and wonderful ideas, but they are slow to express them. Because of this, the methods used in the educational process are determined by the fact that they do not serve to form students' free and independent thinking skills.

In professional activity, the creativity of the pedagogue is manifested in various forms. They are as follows (Figure 5)
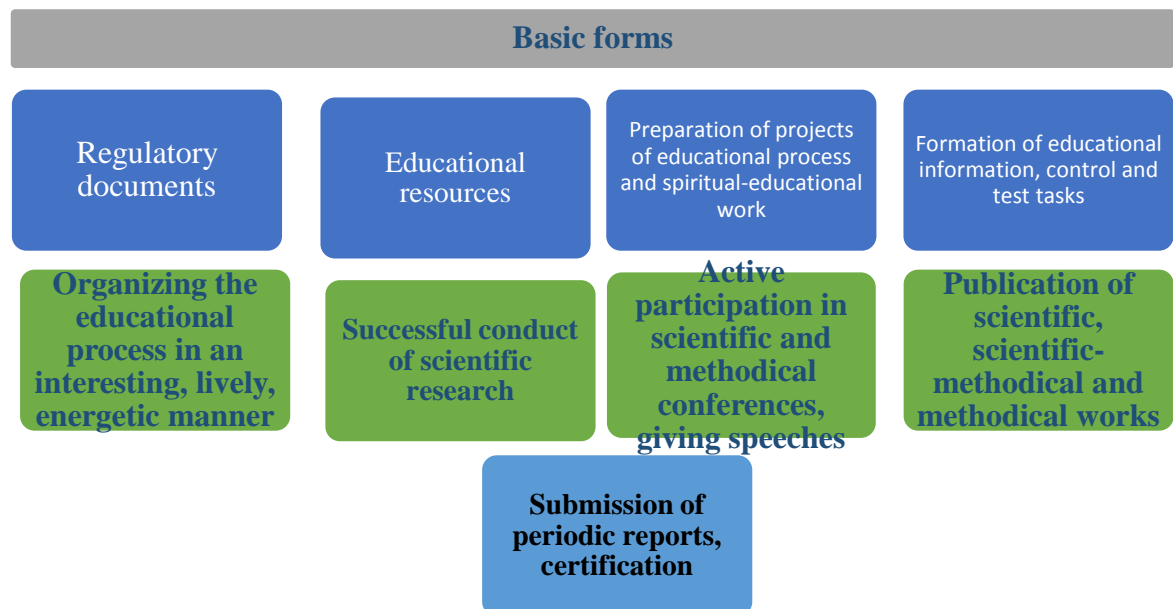
Basic forms

Regulatory documents	Educational resources	Preparation of projects of educational process and spiritual-educational work	Formation of educational information, control and test tasks
Organizing the educational process in an interesting, lively, energetic manner	**Successful conduct of scientific research**	**Active participation in scientific and methodical conferences, giving speeches**	**Publication of scientific, scientific-methodical and methodical works**

Submission of periodic reports, certification

Figure 5. Forms of pedagogue's creativity in professional activity

The effective organization of professional activity by the teacher in these forms depends on the level of his creativity.

In psychology, E.P. Torrens developed a test that determines the creativity of a person. According to the author, personal creativity shows the following signs:

1) not to ignore questions, shortcomings and conflicting information;

2) try to identify problems, try to find their solution based on the assumptions made.

In addition to the qualities of creativity, pedagogues should have the following qualifications, which represent the ability to organize creative activities:

1) cognitive (gnostic) qualifications;

2) design skills;

3) creative-practical (constructive) skills;

4) research skills;

5) accessibility to communication (communicative) skills;

6) organizational skills;

7) consistency (procedural) skills;

8) technical and technological skills.

It is not necessary for the teacher to be creative and creative or not, but to organize lessons in the spirit of creativity, to try new ideas in the educational process. In the lessons, the teacher moves in the following four directions according to the "road map of creativity", and the actions in them are considered as signs of creativity of pedagogues (Patti Drepreau):

1) demonstration of creative thinking skills;

2) to be able to use strategies (methods and tools) that encourage students to study subjects with interest;

3) innovative approach and creative approach to finding solutions to pedagogical issues (problems);

4) expected result. [19]

The educational process is a process based on mutual cooperation and exchange of creative experience. In order to achieve the organization of effective training in education, it is necessary to introduce new forms of training that are introduced in several types of education. The more the acquired knowledge and skills form an associative connection with the information available in the experience, the easier it is to acquire and store in memory.

In this sense, the use of effective teaching methods introduced in higher and secondary special education provides a wide opportunity to develop students' scientific creativity, increase their independent intellectual analysis, and work on themselves.

In the action strategy for the further development of the Republic of Uzbekistan, continuing the path of further improvement of the continuous education system, increasing the opportunities for quality education services, training highly qualified personnel in accordance with the modern needs of the labor market, and improving the quality and efficiency of the activities of higher education institutions were set as a priority task. The program of comprehensive development of the higher education system in 2017-2021 serves as an important methodological basis for raising the system of professional training of future teachers in higher educational institutions of pedagogy to a new level.

Today, the innovations implemented in the field of education require increasing the independent activity of students, more approach to non-traditional methods in educational activities.

Independent educational tasks given in the development of the student's personality, controversial lesson forms aimed at problem solving, and educational materials based on audiovisual means have a strong socializing effect. It is through such teaching methods that it is possible to prepare future teachers for educational activities in higher education, to form their logical and critical thinking, and to reveal their existing abilities. This is a pedagogical activity that requires teacher-student cooperation.

In modern conditions, the demands placed on a future teacher are not only of professional knowledge, skills and qualifications, but also of special importance in their social, professional and personal development. Improving the professional competence of future teachers is one of the important indicators of their training as competitive personnel. In particular, the paradigm of person-oriented education requires the realization of the ability of self-development, self-education and self-expression in the future teacher.

The educational process in higher educational institutions of pedagogy allows students to acquire knowledge about people and society, history and culture, spirituality and enlightenment, to acquire basic fundamental knowledge, to direct them to scientific activities, to absorb the basics of professional pedagogical knowledge, and to expand the possibilities of developing pedagogical creativity. In addition, it is to ensure the right of future teachers to continue their education and creative pedagogical activities.

National, psychological-pedagogical foundations of future teacher personality development based on social feelings and adaptation, elimination of social difficulties, the priority of social environment as a factor characterizing the educational process, attitude towards society and duty to society from the point of view of professional activity, inclinations as the basis of personality

formation It consists of theoretical approaches and social pedagogical ideas related to development. Any person acquires a certain activity experience as a result of the development of professional knowledge. That's why a person should create, enrich and complete the experience of professional activity with his creativity and competence. Such experiences are acquired by future teachers in pedagogical higher education institutions and enriched throughout their lives. The personality of the teachers should always be able to demonstrate the skills of creative activity, which is of great importance.

Only then he can demonstrate his professional competence during his work.

In the process of higher education, the cognitive activity of future teachers and, on this basis, the means of supporting their creative aspirations will be directed to the following goals:

- general pedagogical support for all learners, i.e. attentive and good treatment of students, involving them in planning the learning process, creating a mutual learning environment, active content of education, educational games, colorful creative works, positive assessment of their achievements , using dialogic communication;

- individual-personal support, identifying the personal problems of the future teacher-student, diagnosing development, upbringing, education, monitoring the development process of each student, providing the need for pedagogical assistance and support based on their individual characteristics.

Also, in the development of creative thinking of students, problem-based education, unlike other types of education, forms a system of knowledge, skills and competencies in students, and forms high mental activity and self-development in them.

Based on the above, it should be noted that in order to fully study the development of professional competence of future teachers, it is necessary to approach from the point of view of the theory of attitude, because the attitude embodies the inclinations of the individual and on this basis there is an opportunity to determine the professional direction of the individual.

Professional competence is the acquisition of knowledge, skills and abilities necessary for professional activity by a specialist and the ability to apply them in practice at a high level.

Professional competence does not mean the acquisition of specific knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. Also, competence requires constantly enriching professional knowledge, learning new information, understanding important social requirements, searching for new information, processing it and being able to use it in one's work.

We will briefly explain the essence of the qualities reflected on the basis of professional competence. They include: 1) social competence; 2) special competence; 3) personal competence; 4) technological competence;

5) includes extreme competencies.

According to N.A. Muslimov and K.Abdullaeva, competence is the level of independent and creative application of acquired theoretical knowledge, skills and competencies to practice, which is formed during the student's internship and post-higher education activities.[3]

Conclusion

The concept of competence is described as the ability to apply knowledge, skills, personal qualities6 and practical experience for successful activity in a certain field.[4]

"Competence is a general ability based on knowledge, experience, values, and intentions acquired through education. Competence does not fall into knowledge or skills; competence does not mean being a scientist or an educated person".[5] A distinction must be made between competence and skill.

A skill is a characteristic feature that can be learned from observation of action, competence - behavior, skills in a specific situation. Thus, skills are manifested as competence in practice. Competence enhances skill and action. Competence is formed as a result of conscious activity.

Professional and general competencies, i.e., knowledge, skills and qualifications that graduates should acquire, are specified in the state educational standard. They can be achieved through an integrative approach in the development of basic vocational training programs. The variable part of

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the program allows to reflect the uniqueness of the educational institution, the region, and the need of the employers in the region for specialists who have specific professional competencies.

In our opinion, it is integrative education (educational integration) that is important for the process of formation of professional competence of future specialists and for their future professional activities.

The modern labor market presents growing demands for the quality of education, the professional competence and professional training of future vocational education teachers, and in turn, the competition between graduates of the "Vocational Education" direction of higher educational institutions, including technical higher educational institutions, increases. brings in.

If the initial qualification of a specialist only implies the suitability for jobs and the acquisition of narrow information, then "competence" requires the acquisition of knowledge not only of a general type, but also of a wide field in particular. The specialist's readiness and ability to successfully implement his skills, improve the efficiency and quality of his work.

Different tasks related to professional activity can be defined as a set of personal qualities of the student. In accordance with the competent concepts of N.A.A.a.uzlimov and other researchers, the professional compensation in this field will help them successfully implement their knowledge, skills and skills in engineering, they emphasized that. In turn, a competent approach requires significant changes in educational technology. Therefore, higher education institutions today have the task of developing special technologies and methods of their implementation in the educational process. Specialist (vocational education teacher) – must be able to apply a set of knowledge in different fields in his professional activity.

Interdisciplinary integration can be explained as a process of combining academic disciplines based on knowledge (knowledge) and technological problems [1]

For us, the interdisciplinary integration educational program represents a set of educational goals, principles and meanings in creating a wide-scale interaction of all academic subjects. Therefore, at the first stage of students' education, professional competence begins to develop, senior students are directed to make quick optimal decisions in any complex professional situations.

formation of skills to perform certain actions independently in them can be done with the help of establishing interdisciplinary connections. In order to achieve the set tasks (goals) on the formation of students' professional competence through interdisciplinary integration. It is necessary for teachers in higher education institutions to systematically implement this work.[2]

The single approach of interdisciplinary relations faces difficulties in determining the assessment of students' knowledge between humanitarian, general and special cycle subjects. That is, the level of students' knowledge acquired in the study of humanities and general science departments may not be sufficient for the study of special subjects. Therefore, it is necessary to approach not only a joint approach to the development of cycle science programs for the composition of this knowledge, teaching materials, but also to evaluate knowledge and skills.[9]

In addition, it should be noted that the knowledge of students should be diagnosed, acquired in interdisciplinary training, and these intermediate stages should be carried out regularly - control points and places where knowledge verification is planned - it will go to the final point. Thus, it is reasonable to implement professional activity through interdisciplinary integration, if the students of technical higher education institutions perform the tasks of integration with regular use and perform them in practical training, only practical training allows to consolidate the knowledge obtained while studying theoretical materials. While performing this or that laboratory work, solving a complex educational task, the student acquires practical skills necessary for successful professional activity. The graduate, having mastered professional skills, has the opportunity to successfully compete in the labor market, allows creative use of professional skills, and achieves the highest quantity and quality indicators. Interdisciplinary integration of students of higher education institutions plays an important role in improving the quality of students' scientific-theoretical and practical training, because the problems of implementing the interdisciplinary approach at each stage are not only the educational (training) program, but also the education and development of modern students. will be resolved.

All-round (universal), creatively developing future specialist (professional) personality can be formed only in the conditions of an integral pedagogical process, the professional competence of an engineer is built on the basis of general principles, methods and goals of each stage [18] That is why interdisciplinary integration is considered an important condition for the education and training of teachers of vocational education in technical higher education institutions.

In the preparation of vocational education specialists for professional activity, the processes of integration and differentiation appear as the development of the trend of unity vocational education. Based on this, we defined the integrative-differential approach as a pedagogical phenomenon that prepares future vocational teachers. In this case, it is related to knowledge and change of vocational education by organizing the dynamic balance between the processes of integration and differences, implementing the educational and vocational process that can work in different vocational and vocational education systems.

Multi-functional professional education is based on the following principles:

- systematicity - aimed at revealing the object's integrity, forming several connections of the complex object that protect its mechanisms, and conducting them on the basis of a single law;

- integrity - the relative autonomy of the object from the environment, independence, reflects the internal unity;

- subjectivity - requires the student to be a strategy of his own activity, to set and adjust goals, to be aware of the reasons, to carry out independent activities and to evaluate them according to the goal, to make life plans;

- integrativeness - represents the integration of events, parts, elements into a whole (orderly and structured);

- diversification - expansion of the types of educational tools and services includes the formation of new activity planning.[19]

The above-mentioned principles include a set of more specific principles: compatibility (meeting the demand (need) for graduates with professional preparation qualities); the quality of education (need to increase the quality of training and the level of requirements for professional staff); individual orientation (meeting individual needs in various educational services); freedom of choice (expanding the freedom of educational institutions in providing educational services).

Thus, the stages in the organization of continuing professional education based on an integrative differential approach are defined:

- organizational-targeted approaches that determine the principles of educational factors, vocational and professional education, support for the selection of qualities of a person for improvement;

- procedural-active, I-IV course students' personality realization stage, integrative and training of teachers of vocational education in a differentiated manner (theoretical, practical, educational and scientific research, general culture) (knowledge of the student's situation, professional self -self-awareness, self-professional and professional-pedagogical preparation);

- criterion-diagnostic (diagnostic), here are the research methods of formation indicators (personal internal and external qualities - activity product) and professional activity qualities;

- identification of qualitative discrepancies (identification of conflicts), determination of resources, products, results correction works and warning measures based on monitoring, improvement of specialists' preparation for professional activities based on an integrative-differential approach is shown in Figure 6.
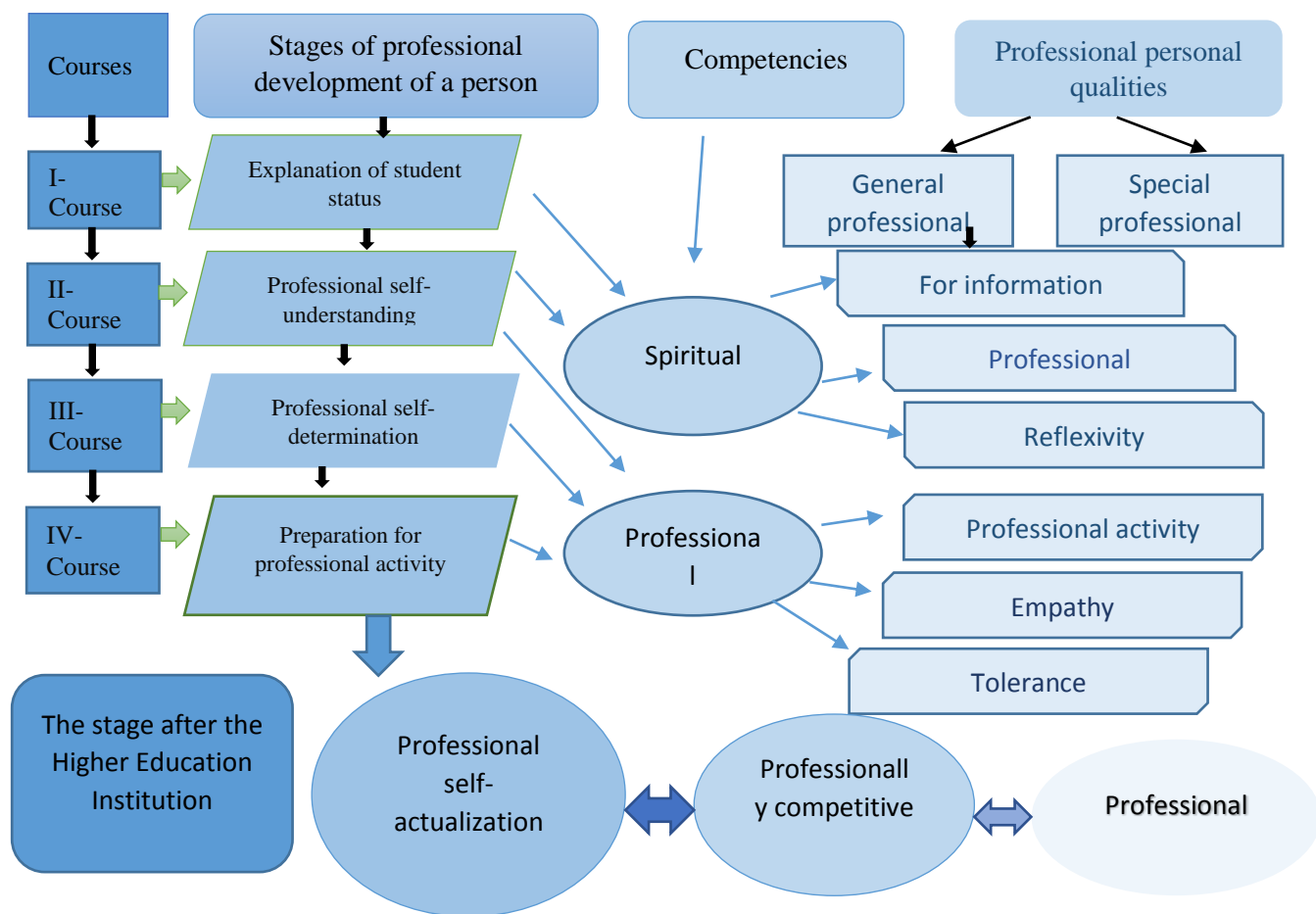
Figure 6. Professional of students based on pedagogical and technical knowledge

As a theoretical direction of our thoughts presented above, it implements all the blocks and models of the content of preparation for professional activity contained in the state educational standards; practical direction - provides various types of practice – training, pedagogical familiarization, pedagogical, production, pre-graduation, etc.; scientific-research direction – in the system of preparation for professional activity opens the organizational bases of vocational education, accordingly, it can be built in the course of education or parallel to it; spiritual-educational and ethical direction – in various types of organized activities, it provides cultural recreation, professional, civil-legal, informational, spiritual-educational and public events, etc.

In conclusion, it can be noted that we focused on the development of professional competence of pedagogical staff in technical higher education institutions, integration of pedagogical-psychological theoretical and practical knowledge, interdisciplinary integration, integration of pedagogical and technical knowledge in the diagnosis of preparation for professional activity, and improvement of student competence.

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