



PEDAGOGICAL PARADIGMS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE IN TEACHERS OF PROFESSIONAL EDUCATION

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Abstract: This article reveals the pedagogical aspects of the development of professional and pedagogical competence of teachers.

Key words: teacher, professionalism, education, upbringing, pedagogy, training, strategy.

The modern world is multipolar and education occupies a special place in it, since new ways of perceiving and interpreting the world, rapid changes in cultural and social processes, technologies, digitalization, robotization of many spheres of life, the introduction of new paradigms in modern social conditions are associated with changes in the education system.

It should be noted that adult education is very relevant today. This is encouraging, because people of different ages do not stop in their development, but look for new ways to continue learning.

Adult education is currently supported by the UNESCO International Commission on Education based on the basic principles of lifelong learning, namely, "learning to understand", "learning to do", "learning to live together". At the same time, there is a need to change the educational policy and paradigm, the concept that still exists, aimed at new approaches to ensuring the quality of education, creating new educational programs, introducing new forms of training.

In this regard, UNESCO has introduced formal, non-formal and informal forms of education, reflecting the various levels of organization of educational services. Now it is necessary to pedagogically substantiate the use of didactic possibilities of formal, non-formal and informal education when designing the trajectory of individual education in lifelong learning, ensuring the attractiveness of education in professional development and advanced training.

One of the requirements for the quality of education on a global scale has given rise to the need to improve the pedagogy of the 21st century based on new paradigms and the digital transformation of education. Deep professional knowledge, skills for their effective use, personal initiative, creativity, independence have always distinguished the work of a teacher and therefore a teacher of the 21st century needs continuous education, self-education and self-improvement, the ability to develop and self-realize.

Radical changes in education have caused a change in educational paradigms. The theoretical and conceptual foundations of modern pedagogy include a categorical apparatus of philosophical, sociological, ontological knowledge about the individual and his education, pedagogical concepts and directions need to be classified and systematized. In this regard, researchers have attempted to systematize pedagogical knowledge according to different pedagogical paradigms. The proposed paradigms allowed not only to develop conceptual models for studying pedagogical processes, but also to design modern educational models on their basis.

It should be especially emphasized that the globalization of education, the transition to transformation in the training and education of young students, based on this and their mentors, allowed to expand the range of new knowledge, skills and abilities, in our case - competencies, as a result of which profound changes occurred in society, the economy and public life.

A successful transition to a competence-based economy and society is directly related to lifelong education, which is of great importance for the development and prosperity of the republic. As part of the research work, as a first-level task, we defined the analysis of the possibilities of lifelong education of a vocational teacher in the context of modern education and the study of lifelong education paradigms.

Accordingly, pedagogy of the 21st century emphasizes the need to develop the thinking of vocational teachers, work based on the need to create a creative space, environment, creative personality, creative product. Since the educational paradigm is a set of theoretical and methodological conditions that determine the model, which is managed as a model and is used not only for conducting research, but also for solving practical problems at a given stage of educational development, it is important to use the paradigmatic approach when considering issues of paradigm shift in the 21st century.

In modern scientific literature, one can find several different points of view on lifelong education. The most common of them are such expressions as "lifelong education - lifelong learning", "lifelong education - adult education", "lifelong education - lifelong professional education".

The concept of "lifelong education" in world pedagogy is explained by several terms, among which the expressions "lifelong education", "lifelong learning", "lifelong learning" are widely used. Such a learning process is in demand today by the time itself, since there is a shortage of qualified teaching staff in professional educational institutions. That is why it is important to organically combine the structure and stages of the educational process, that is, the organization of continuous professional development.

The development of pedagogical science is continuous. This process has led to the emergence of new paradigms in education, i.e. the emergence of a relatively new concept of heutagogy following the andragogic model of organizing education in the theory of pedagogy. The term heutagogy was introduced by Australian experts Hazen and Kenon [1], which means the science of organizing self-education. It is necessary to distinguish between two types of adult teaching methods. For example, andragogy focuses on determining the best ways, methods of teaching adults and heutagogy additionally explores the ability of adults to learn or simply relate to the development of independent teaching of a discipline. The term heutagogy comes from the Greek εϋρετικός (euretikos) – heuristic or determining εϋρημα (eurēma), serving to discover – εφευρετικός (epheuretikos) – resourcefulness – inventor, resourceful, and εγω (ago) – occupation, introduction. The theory of heutagogy and its associated practice are realized in the constructivism of Dave [2], the studies of Montessori [3] and Kolb [4].

While andragogy is based on the implementation in structural content in an informal manner, heutagogy covers all educational contexts, from formal to informal.

Based on the scientific theories studied during the research work, the directions of development of heutagogy are systematized.

Heutagogy is a method of continuous education, manifested in the processes of self-education accompanying informal education.

The purpose of heutagogy is to create an environment in which students can set their own goals, choose methods and processes of learning.

The teacher plays a key role in the effective implementation of vocational education and he needs such qualities that are necessary for successful professional activity, such as readiness for change, mobility, the ability to accept non-standard work actions, responsibility and independence in decision-making. A free and creative environment should be created in the acquisition of these professional qualities.

Generalization of the composition of professional and pedagogical competence of teachers of vocational education, development of the composition of the cluster "professional and pedagogical competence" of teachers of vocational education provided for the study of the content of the cluster approach, the essence of the cluster of competencies and the procedure for systematization of competencies based on the cluster approach. Based on methodological approaches, we can say that the functions of competency clusters can be described as follows: division and improvement of basic and professional competencies that teachers need to acquire in accordance with socio-economic demand in a certain period (since the requirements for competencies are constantly updated); systematization of professional and pedagogical competencies that teachers must master; definition and formation of the composition of competencies; definition of competencies in professional standards.

According to foreign experience, the skills and abilities attributed to teachers of vocational education

are divided into Hard skills and Soft skills.

Hard Skills are skills for performing certain actions. The development of these skills requires time and resources.

"Soft skills" (creativity, communication skills, ability to work in a team, persistence, critical thinking) are also interpreted as personal merits, qualities, abilities.

O.O. Zhebrovskaya compares the old and new models of skills in her article "Andragogy: an adult attitude to education". She introduces the concept of "independent skills" into the new model.

The presence of qualification descriptions and professional guidelines that constrain the teacher's initiative, impose formal requirements on him (for example, the obligation to create educational programs), additional functional responsibilities that distract from direct work with students, actually limits the opportunities for self-development of the teacher. The professional standard of the teacher is regulated by the teacher's activities and provides him with independence and gives a new impetus to his professional development.

In our country, work is underway on the gradual introduction of new requirements in connection with intensive changes in the socio-economic life of the country, which directly affect the advanced training of teachers. In this regard, the principles of formation, development and critical analysis of the content of existing professional standards in pedagogical activity have become the main subject of psychological and pedagogical research conducted by scientists-teachers. Thus, the study, analysis and application of pedagogical paradigms in the development of professional competence among teachers of vocational education requires detailed analysis and careful consideration, since this aspect of the professional activity of a teacher influences the improvement of the quality of education.

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