

PEDAGOGICAL SCIENCES

PROFESSIONAL COMPETENCES OF THE MODERN TEACHER

Humay Safarova

*Azerbaijan State Pedagogical University, Azerbaijan
68 Uzeyir Hajibeyov St, Baku, Azerbaijan, AZ1000
<https://orcid.org/0009-0003-2853-4610>*

Abstract

The article talks in detail about the professional competencies of a modern teacher. At the same time, the article talks about the requirements for the teacher's work, his personal qualities, necessary skills and abilities, the teacher's competence, management of the training process, his treatment and approach to children, and his ability to think and approach in a modern way. It should be noted that possessing all these qualities and advantages of course requires love and respect from the teacher for his profession and children.

In general, the concept of professional culture does not only apply to teachers and pedagogues. People working in different professions, every professional should have professional culture. This is an indicator of the love, respect and conscience of each person towards his profession. Every person should treat his profession with respect, love his profession, and fulfill his duties honestly, regardless of the amount of salary he receives. These issues are also highlighted in the article.

Keywords: teacher, modernity, profession, child, upbringing.

Introduction

In society, there are quite a few professions that differ from one another in terms of various criteria, requirements, and characteristic features. However, the most honorable, responsible, and demanding profession among them is teaching. After all, it is the teachers who train and educate all professionals. The future of our independent and prosperous Motherland is in the hands of teachers. In this sense, comparing the teacher to an architect, shaping the future, is not at all coincidental.

The art of teaching, its position in society, and the demands placed on this profession have always been relevant. The place of teachers in society is not just a significant event of the new era. Numerous historians and writers' works attest to the perpetual value placed on teachers and the consistently elevated status they hold. Providing a simple answer to the question "Why teaching?" is possible. Because teachers work with the most valuable asset, which is the human being, nurture personalities, and enrich society.

So, how should one become a teacher? How does one become a good teacher? In each of our lives, until today, there have been the teachers that we never forget, those who bring a smile to our faces when remembered, are the ones we think of when we ask, "What should a true teacher be like?"

There is no doubt that teachers must possess certain skills and abilities to educate children, impart necessary knowledge, skills, and values to them, nurture them as individuals, and organize the process of education and upbringing. However, the work doesn't conclude here. Let me emphasize that a teacher shapes personalities. This raises a question: "If a teacher himself/herself is not a carrier of traits inherent to a personality, how can they nurture personalities?" One of the main issues here is for the teacher to set an ex-

ample for the children through their own behavior, actions, and way of speaking. This is referred to as the teacher's personal example, which is one of the crucial aspects the teacher should pay the most attention to. If a teacher advises children to speak slowly but uses a raised voice themselves, a contradiction arises, and the teacher loses credibility in the eyes of the child. Therefore, a teacher should always be mindful of their behavior and actions, and there should be consistency between what they say and what they do. It's a commonly observed phenomenon in experience that children often try to emulate their teachers and want to be like them. I believe that a child aspiring to become a teacher in the future is a success for their own teacher. Leaving a positive impression on children's minds is quite challenging.

The points I have mentioned constitute the professional competencies of a modern teacher. So, when we talk about the professional competencies of a teacher, what are the first understandings that come to mind?

The teacher's literacy, communication skills, creativity, research abilities, and etc. These understandings that I have mentioned stand out for being relevant even in modern era. For instance, literacy encompasses the ability to utilize new educational technologies, particularly ICT, at an advanced level, mastery of their subject, and the capability to impart knowledge. The notion of communication involves establishing appropriate relationships with both students and parents. Simultaneously, communication with the school community also holds an important place. Being creative is related to their approach to topics in each subject with a research-oriented perspective. In this regard, a modern teacher should be distinguished based on their engagement in research and innovative activities.

Alongside these characteristics, a teacher's possession of rich moral and ethical qualities also distinguishes them and is one of the highest esteemed aspects.

Our national leader Heydar Aliyev used to say, "I don't know a higher name on earth than a teacher." This idea truly encapsulates the nobility and superiority of the art of teaching in a beautiful way.

It is also possible to include the concept of diligence within the teacher's competencies.

Not only the students, but also the teachers themselves do not experience any irritability, stress, or impatience in the class taught by a diligent teacher. An experiment conducted by Rozenfeld has revealed that the facial expressions, conversations, activities, smiling styles, and gestures of prepared teachers in a lesson have been approximately twice as effective as those of unprepared teachers (1 p.49).

Becoming a teacher starts with loving this profession. If a teacher merely fulfills their duties in response to certain salary, it indicates indifference towards their profession. Every teacher, upon entering a classroom, should remind themselves that their duty is to teach children fundamental knowledge and upbringing, and this is their professional obligation. We often come across the phrase "Children are our future" in various literature and speeches. This should not be just a statement; every teacher should understand this responsibility. The knowledge, skills, and values we possess have been built upon the knowledge transmitted to us by our teachers and parents. How we want to see our tomorrow, we must educate children in that direction today and never forget that we have a duty to fulfill all responsibilities required to pass on a worthy future to the children who are our future.

"Pedagogical competence is the teacher's skillful and professional approach to educational events and processes. It is the ability of educators to choose and apply the most optimal, easiest, shortest, and time-efficient method from the various methods and ways of teaching and learning. Just as there are different parameters and indicators for a teacher's competence, in the modern era, this competence also manifests diversity within its structure."

Pedagogical literature demonstrates that the structure of the school teacher's competence model involves new competencies and types of activities within this framework as follows: Technological (mastering and effectively utilizing pedagogical technologies in the teaching, learning, and upbringing process); Project-constructive (designing educational programs, participating in the development of the primary educational programs of the educational institution, creating tasks that facilitate the formation of general educational activities and fundamental competencies); Analytical (analysis of the compliance of teaching-methodical complexes with state standards; selection of tasks that ensure the formation of basic competencies and universal educational activity); Prognostic (prediction of the results of mastering the main educational programs based on the analysis of the proposed teaching-methodical complexes); Evaluation (implementing a new evaluation system for assessing the mastery of fundamental

educational programs, including the use of a scoring system, a portfolio of learning outcomes, and etc.); Monitoring (embracing and using technological monitoring to assess the quality of the teaching-learning process and education) (5 p. 158-159).

Recent reforms, decisions and innovations in the field of education have made it possible to create positive situations. The teacher's transition from the established, monotonous, and tiring teaching process to a process that directly appeals to their creativity and employs new methods has been ensured. The presence of such an environment is highly desirable for teachers, and in this process, not only children, but also teachers themselves learn.

I would like to emphasize that in an active learning environment, the child does not remain passive. It is also important to note that in such an environment, the teacher is not passive either. They utilize their abilities and creativity during the lesson, constantly experiment with new methods, explore, and achieve the desired outcome.

A teacher's job is multifaceted, complex and full of dynamic processes. Considering that the purpose of a teacher's work is to nurture and educate individuals who are knowledgeable, skillful, well-mannered, possessing a strong and modern way of thinking, with a broad perspective, courage, patriotism, it can be understood that the teaching profession is highly responsible, demanding in terms of effort and labor, and along with that, an honorable and proud occupation. To simply think that a teacher's activity is solely about imparting necessary knowledge and skills would be very wrong. Yes, a teacher educates, but to narrowly construe this concept would be absurd. Because shaping a personality is not just about acquiring essential knowledge and information. An individual can be a personality when he has all the necessary human qualities, noble personal characteristics and, of course, important knowledge, skills and values. Considering that teachers are responsible for nurturing numerous personalities within society, it should not be overly difficult to form an idea about the nature and characteristics of a teacher's job. It is precisely from this point that one can comprehend the specifics of a teacher's work.

Professionalism in the art of teaching is a highly significant factor. It is precisely this aspect that stands out in the array of competencies of a modern teacher. Professionalism, in a broad sense, encompasses the theoretical knowledge, pedagogical skills, abilities, thinking and approach methods, problem-solving skills, communication prowess, pedagogical control, creative approach, and other qualities that a teacher possesses. All these included qualities and characteristics constitute the requirements of the teaching profession and the demands placed on it. Undoubtedly, if a teacher wants to create a useful, efficient and interesting educational environment, they must fulfill all requirements unconditionally. However, a crucial demand among all these is that the teacher should have a genuine love for their work, carrying out every task with affection. A teacher's love for their profession is a crucial factor. It is impossible to imagine a teacher without love. Research shows that ideal and well-liked teachers are those who

love children, approach them with respect and kindness. Experience demonstrates that children often try to mimic the actions, conversations, and behaviors of the teacher they like. This is quite a natural tendency. Small, young children who have not fully discovered themselves yet tend to imitate the movements and actions of the teacher they admire, almost as a form of emulation. A teacher's love should not only be limited to their job but also extend to the affection they show to children and their respectful approach to the children's personalities. This not only fosters enthusiasm, self-esteem, love for the teacher, and interest in the educational process in children but also contributes to a mutual respect between the teacher and students and enhances the quality of the teaching and learning process. (Aliyeva F. A, Mammadova U. R, 2014) (Ilyasov, 2018) (Ibrahimov F. N., Husenyzada R. L., 2012) (Mehrabova, 2015) (Acel, 2013)

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