

LANGUAGE, CULTURE, COMMUNICATION

SELF-EDUCATION AND WAYS OF TEACHER COMPETENCE FORMATION

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Summary

The main aim of the article is to explore the self-education and ways of teacher competence formation. In the context of rapid informational flow, a number of high requirements are imposed on school education in the era of scientific and technological progress. The school should not only equip the younger generation with scientific knowledge, but also instill in them the skills of independent acquisition of knowledge, free labor skills, intellectual work culture, independent thinking, self-education, better readiness for independent work. This is one of the important directions of modern education reform. Self-education is one of the very necessary rings in a united complex intellectual work. This type of activity, which includes elements of independent activity, was in the center of attention in all structures and stages of public life as a means of improving socio-political and vocational training and acquiring knowledge by a person, besides has always attracted people with progressive views and has been highly appreciated it basing on its "utility coefficient". Very little attention was paid to the work on the organization and implementation of self-educational activities of specialists engaged in professional activities, it was not considered as a means corresponding to self-educational upbringing, personal development and self-control skills. It should be added that in pedagogy there is no complete concept on self-education and teacher competence.

Key words: self-education, teacher skills, teacher training, teacher competence formation, teacher ability.

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1. Introduction

Self-education, the formation of teacher competence and instilling self-learning skills is an important condition for improving the effectiveness of teaching, increasing cognitive activity and creative independence of students. Therefore the effectiveness and success of learning largely depends on the efforts of the teacher, on the ability to work independently: knowledge cannot be taught mechanically, students must independently master them with the participation of the teacher. In this case, the main activity of the teacher's skills is transformed into successful activity.

Professor AzhdarAgayev calls self-education a continuous educational process that ensures the consistency of a person's intellectual development, allowing him to satisfy his need for learning (*Hashimova, 2004*).

Skill also arises as a result of correct techniques. Once the skill is formed, it becomes habits as a result of repetitions, that is, the performance of the activity is partially automated. In this case, one cannot speak of full automation, since even a fully formed habit is carried out under the control of consciousness.

Habits occupy a large place in the learning process. They facilitate the educational work of the students, create opportunities for his independent creative work.

Skills and habits are formed as a result of classes. The main purpose of the exercises is to consolidate skills and improve them to the level of habit. Unlike skills, the process of forming habits differs in certain features. These include:

- a) combining a number of individual works into one;
- b) elimination of unnecessary movements and tension;
- c) weakening of the role of vision control and increasing the role of motion control;
- d) the possibility of carrying out activities by various methods or rules.

Teacher competence formation, in terms of implementing the correct pedagogical guidance for this work, is of both theoretical and practical interest. The teacher must, first of all, have a good understanding of the essence of skills and abilities. To form skills, a teacher must know the purpose, techniques and conditions of the performed activity. The teacher cannot carry out the work at a high level if he does not know what he will ultimately achieve. In the modern conditions, a very rapid increase in the volume of scientific information, dynamic updating, makes it dependent on the ability of a person to continuously improve his general and professional culture in order to ensure a high level of creative nature of his labor in any specialty. The requirement of time and circumstances is such that every person should be ready for this type of activity. A teacher should always take care of increasing, deepening and enriching his knowledge in a special way, independently, have certain skills in this area, and acquire skills. The formation of personal initiatives, inclinations and abilities in the direction of the formation of self-education competence in future citizens, ensuring the success of work in this area set many important and big tasks for educational institutions in the work to achieve successful results.

2. Main part

On the basis of research, the conditions for the formation of habits are determined. The first condition is the accuracy of the goal and its comprehension by students. Also, in the process of self-education, the teacher should focus his attention on the goal. Because teachers sometimes forget about the goal that stands in front of them, paying all their attention to performing operations.

The second condition is proper planning of activities. Such planning allows to clearly understand the labor process, correctly determine the sequence of work. The realization of this condition gradually leads them to a common goal.

The work on the formation of teachers' competence in self-education, of course, requires pedagogical skills from the teacher. The third condition for the successful formation of habits is the implementation of control and self-control. Control should be carried out not only at the end of the work, but also in the process of work. The lack of control leads to the fact that the mistakes made by the teacher in the implementation of self-education activity are strengthened, as a result, incorrect activity is formed. With this in mind, advanced teachers carefully monitor

self-educational activities in the first moments of skill formation, patiently correct mistakes when necessary, focusing on self-control of their own activities.

One of the conditions that increase the effectiveness of habits is the evaluation of activity.

It creates negative emotions, discouragement of the teacher, reduces motivation for self-educational activities. The process of forming teacher competence is a complex process, closely related to a number of mental factors. Various aspects of the psyche are involved in this process. An important role in the activity of personal development is played by his conscious attitude to the work performed, the processes of thinking, premonition and imagination, as well as will.

Practice shows that a favorable emotional state of the teacher's activity creates better opportunity for implementation of this activity. Teacher overcomes difficulties calmly, on his/her own, passes through self-improvement, assimilates the read materials, what increase spiritual joy and further interest in learning. The positive emotional tone of the educational process during the successful work of the teacher causes him to be in a good mood, as a result of which the teacher works more productively, shows enthusiasm for creativity and research.

At the heart of mental problems in self-education are certain contradictions. The emergence of contradictions stimulates the mental work of students, serves as "a signal to activate thinking, marking the beginning of an independent approach to facts and events" (*Abdullayev, 2000*).

In the process of self-educational activity, individual differences between teachers are manifested. P.P. Blonski divided teachers according to their work skills into four groups: "good worker" (type I), "ordinary worker" (type II), "abnormal" (type III), "bad worker" (type IV).

Type I ("good worker"): Teacher shows consciousness, initiative, clearly understands the goal, works calmly, when faced with difficulties, tries to overcome them independently. They can check their business activity. They are interested in the result of the work.

Type II ("ordinary worker"): Teacher works calmly, confidently, understand the goal clearly; make new attempts in case of failure. But along with this, they do not show much initiative.

Type III ("abnormal"): Teacher is very emotional, has a lot of learning failures. Teacher says "I can't" without much effort. They quit at the first failure. Difficulties are hard to overcome for them. At work, they expect praise from others, especially from adults.

Type IV ("bad worker"): Teachers are mostly bad teachers (*Ananyev, 1968*). Their working manner includes the following features:

- they inattentively accept the task, but often do not understand and realize it;
- they work passively, constantly feel the need for stimulation;
- they are not aware of their own shortcomings and difficulties;
- they do not always clearly imagine the sequence of work, the correct organization of educational work, etc.

P.P. Blonski pointed out that teachers need to educate working ability constantly, and noted the importance of paying attention to a number of aspects:

- when receiving tasks: to be attentive, to understand the task, to ask unclear issues;
- when starting work: initiative, overcoming passiveness, external stimulation;
- when choosing the means of work: understanding the goal and attempting to achieve it, general management of the task in advance, self-control and awareness of mistakes;
- attitude to work: the ability to work seriously, calmly, without haste and nervousness, perseverance in overcoming difficulties, the transition from one method of work to more effective technique;
- attitude to the result of the work: checking the progress, trying to get the best result (*Hashimova, 2004*).

The life and creative activity of the brilliant Azerbaijani poet Nizami Ganjavi is full of facts of self-improvement, lifelong learning, constant development, deepening and enriching his own treasury of knowledge. With age, the great poet became more demanding of himself, worked with great zeal and enthusiasm. From his notes in the works "Seven Beauties" and "Iskendername" it is clear that the poet did not stop reading in his old age, wanting to write each of his works, read hundreds of books and got acquainted with various written sources:

Dünyada nə qədər kitab var belə,
Çalışıb, əlləşib gətirdim ələ.
Ərəbcə, dəricə, yeri düşərkən,
Buxari, Təbəri əsərlərindən
Oxudum, oxudum sonra da vardım
Hər gizli xəzinədən bir dürr çıxardım (*Nizami Ganjavi, 2004*).

(Meaning: The more books are in the world, I have read many of them, in different languages, And I found a treasure in them).

Since learning self-control skills is closely related to knowing the essence of these methods, let's focus on this issue, albeit briefly. What does self-control mean? What elements does this skill consist of?

I.Q. Barsukov also defines the content orientation of self-education and rightly comes to the conclusion that there are three main directions for the development of mastering self-education: traditional (self-education, educational activity), school or academic self-educational activity (the process is directed by a teacher-teacher) and subject courses on self-education (under the guidance of a teacher-teacher, lecturer) (*Babanski, 1977*).

3. Conclusion

These mentioned aspects are of great importance for instilling competence to the teacher, enriching him with effective methods of work, implementing proper pedagogical guidance in activities.

Among the issues of education, mental issues occupy an important place. Every mental activity is connected with the solution of a certain mental question: "a person begins to think when he needs to understand something" (S.L. Rubinstein). Such a requirement is usually associated with mental problems, new questions: the student seeks answers to the questions and problems posed, makes independent judgment, draws conclusions.

One fact should not be overlooked – the result of the teacher's activity must necessarily be evaluated by the pedagogical leadership. This will give motivation to both the teacher and other fellow teachers.

Application importance: the material can be used in seminars and lectures in higher education institutions and can be useful for stakeholders who is interested in this field.

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