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## Issues of developing the spiritual and professional competence of teachers

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### Abstract

This article analyzes the aspects that need to be taken into account in improving the professional skills of teachers. It also provides recommendations for the development and implementation of urgent measures to improve their spiritual literacy.

**Keywords:** Pedagogy, education, professional competence, spirituality, raising standards, integration in education, pedagogical diagnostics

### Introduction

The process of training, retraining and professional development of highly qualified teachers who meet modern requirements is now a key requirement of the international labor market. The reason is that "Postindustrial society needs people who think independently, who can express themselves, who assess themselves objectively. They are the drivers of society's development". [8: 11].

This, in turn, determines the need to update the content of continuing education, innovative forms and methods of education, the widespread introduction of modern information and communication technologies, advanced foreign teaching experience, which contributes to the development of professional competence of specialists. On this basis, a number of measures are being taken today to improve the quality of education in educational institutions and to ensure consistency and continuity in the stages of education.

It is known that modernization of the educational process in institutions, development of professional competence of teachers in improving the quality of the system of teacher training, the use of modern advanced foreign experience in this field, equipping them with professional knowledge, skills and abilities, independent creative use of scientific and technological innovations, as well as the development of skills to solve promising problems. In this regard, special attention should be paid to the professional competence of teachers and their analytical skills. Professional competence, professional identity, respect for professional values and guidance are the overarching concepts that constitute a component of a universal culture and are reflected in the professional support and development of innate abilities of the younger generation.

### Main Part

Forming a teacher's professional competence is about him or her successfully solving professional tasks based on practical experience and knowledge. Professional competence and understanding of professional identity is a lifelong process; a person chooses a profession from the stages of dreaming, trying, choosing them and then entering the profession. The idea of the perfect human being is a noble idea of national and universal significance, which combines spiritual and physical perfection and motivates a person to noble goals. The image of a modern teacher must be honed.

Formation of professional competence of a modern teacher consists in increase of his daily abilities, efficiency of his work. It is possible to train qualified specialists by studying and solving problems related to the formation of professional skills in the workplace, the formation of professional training. The need to improve the pedagogical and psychological knowledge of teachers is based on growing social requirements to educational institutions and teachers.

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It is well known that the diagnosis of pedagogical competence is an extremely complex process. It also involves identifying and analysing the suitability of the teaching profession for students. This requires applying the concepts of innovation and technology in practice.

Innovation is a special kind of development of pedagogical thinking, which includes solutions specific to common problems.

Innovative pedagogy is the basis for finding solutions to theoretical and practical problems. According to innovators, ordinary classical pedagogical theories are outdated and in new conditions it is impossible to educate the present generation in this way [2: 53].

In the field of professional development of teachers, the level of their professional training is determined, the actual needs for professional development are determined on the basis of the identification of relevant aspects, existing shortcomings and gaps, on this basis it is appropriate to introduce innovations. The inclusion of these needs in the development of training orders provides a clear objective and, consequently, effective training. This leads to the development of pedagogical competence.

Another important aspect of the learning process is the organization of learning activities of students, taking into account their aptitudes and orientation to the personality of the student. These include students' interest in learning, their sense of duty and ways of forming responsibility in the learning process [9: 125].

Consequently, these needs also have an impact on the andragogical system, and curricula for refresher courses should be based on audience preferences. At the beginning of training, the level of training in the relevant fields is currently determined by rapid professional diagnosis. The organization of refresher training, based on its results, ensures that the training is clearly targeted and has the intended effect.

The final certification at the end of the advanced training course is a special form of professional diagnostics, which determines the results of the trainee's skills. It is aimed at determining the level of application and the results achieved by trainees in their practical activities. This makes it possible to determine the effectiveness of the retraining course.

The organization and coordination of joint activities of subjects in the improvement of pedagogical processes, the effectiveness of the development of their activities towards the goals largely depend on the existing motives [3: 58].

Educational institutions and teachers from time to time carry out diagnostics of their level of theoretical and methodological training, get acquainted with their innovations in these areas, their achievements, the results of their work in practice and their needs in these areas.

It is expedient to determine the effectiveness of the creative environment for the use of professional diagnostics in the process of continuous education in educational institutions and justify its diagnosis by its main parameters, taking into account their composition, interdependence and interaction. There are specific areas for improving the creative environment in schools, and the implementation of specific targeted measures for each of them will achieve high quality and efficiency in all areas of school activities.

Education is a social institution that reflects all the problems of society. It is necessary to enrich and improve spiritual and educational values in modern education, to humanize it

through the educational process, to intensify educational activities with spiritual and educational development, to educate highly spiritual, responsible, creative, competent citizens through teaching and psychological support. Spiritually-educational development of personality is the main task of modern education, for which, first of all, a teacher must have a high level of spiritual and educational competence.

Spirituality is the manifestation of human qualities associated with the enrichment of his inner world, aimed at unlocking his personal potential. Spirituality is a description of self-consciousness as a person, which reflects the perfection and balance of the inner world. It is necessary to pass on to the next generation a clear idea of spirituality, which is the main criterion for our material and spiritual well-being.

Spiritually-educational development is self-creation and development as a manifestation of independent behavior towards oneself and others.

The development of spiritual and educational competence is formed through personal development, the existence of a spiritual and educational model (in the person of parents, teachers), the implementation of the educational process based on universal values integrated into the curriculum.

Spiritual and educational development is the assimilation of the individual's sources of national and religious values, the attitude of traditional moral norms and spiritual ideals towards themselves, others, the state and the world at large; through educational tools in an organized educational process. The spiritual sources of spirituality are love for the individual, success in life and higher values.

Scientific activity of teachers - search, study and use of innovations and use of scientifically grounded information, mastering of pedagogical, psychological and socio-economic bases of the organization and management of pedagogical processes, including introduction of innovative approaches [5: 88].

Efficiency of the organization and management of pedagogical processes consists in efficiency of the educational process organized on the basis of management activity on the basis of laws, methods and techniques of management and innovative technologies.

To ensure the effectiveness of pedagogical processes, teachers plan strategic planning, design, modeling of pedagogical processes, coordination of students' activities and provision of their activities, knowledge of methods, techniques and principles of pedagogical process management, knowledge of innovative technologies and organization of innovative activities of pedagogical processes.

## **Conclusion**

Changing, reorganizing and adapting the pedagogical system will depend on the direction in which one or more components interact. For example, ensuring the activity of subjects of the pedagogical process, development of scientific and methodological support for the organization and management of this process, improvement of the content of education, etc. [5: 88].

Proper organization of spiritual and enlightening education plays an important role in the formation of human literacy and high spirituality of the young generation to traditional culture. This, in turn, is the main guarantee of training qualified and competitive personnel.

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