



 Research Article

FORMATION OF PROFESSIONAL AND PEDAGOGICAL COMPETENCE OF STUDENTS IN HIGHER EDUCATION

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ABSTRACT

The article is devoted to the theoretical issues of higher education and offers ideas on the solution to the problem of teacher training in the context of an innovative approach that requires new approaches to the professional training of future specialists. The qualities of a modern person are the formation of professional-pedagogical competence of a future specialist, the professional-pedagogical competence of a modern teacher is defined as his ability to perform the main functions of a teacher, ensuring the compliance of students with the requirements of acquiring knowledge on the basics of modern production, the formation of universal educational activities based on developing modern professions, in the educational process of students developing attention to a healthy lifestyle, understanding the essence of personal quality, definition of quality, determining the system of functions, building a static structure corresponding to the system of functions, learning to fill in the components of a static structure, issues of quality formation are interpreted.

KEYWORDS

Education, pedagogy, student, process, quality, result, innovation, change, aspiration, creativity, innovation, approach, profession, competence, function, system, competence, formation.

INTRODUCTION

Various aspects of society are undergoing various changes, globalization processes cover more and more spheres of life, including the sphere of education. Modern education is a necessity of social importance,

and the educational institution is called upon to develop the value system and production experience in the young generation to meet the educational interests. Realization of educational goals in constantly



changing socio-economic conditions requires the modern teacher to make innovative changes in his professional competence, which helps him to be ready for new achievements in the field of education. The level of professional and pedagogical skills of the teacher and his ideological position directly determine the civilization of modern society, the results of public initiatives and the shape of the country's future. In the current conditions, the teacher can no longer play the role of a translator of knowledge, the scope of his activity is expanding. A new type of teacher is not limited to his field of study, he has a broad worldview, he is a highly moral, humanistic cultural person who provides opportunities and supports the individual development of each student [11]. In recent decades, social processes have fundamentally changed working conditions and the content of human activity; a modern specialist must have the ability to set goals and achieve goals, as well as the ability to objectively evaluate himself and his results.

MAIN PART

In modern pedagogy, a very controversial situation has arisen regarding the professional pedagogical training of future teachers. Today, a future teacher should receive special education in higher education, not only in his narrow professional field, but also to enable him to develop stable humanitarian principles to create comfortable relations between all participants of the educational process [7]. In this regard, the development of professional-pedagogical competence of future teachers is of particular importance. According to the general theory of knowledge, every phenomenon, including personal quality, is considered in the unity of general, particular and individuality.

In particular, D.A.Krilov and S.Yu.Lavrentev believe that the qualities of a person are independence and quickness in making decisions, perception and quick

reaction to new factors, readiness for socially active interactions, ability to quickly adapt to external and internal changes. The environment of the organization and other qualities that determine the competitiveness of the individual are becoming more and more important in all areas of professional activity [2].

Researcher V. G. Gorb defines competence as the degree of compliance of specialist training with socially defined requirements [6]. In this regard, we are interested in the opinion of G.K. Selevko, who defines competence as an integral quality of a person, which is manifested in his general ability and readiness for activities based on the knowledge and experience gained in the process of education and socialization. aimed at independent and successful participation in activities [17]. Other authors also define competence through readiness, ability and other personal qualities. For example, A.M. Novikov's independence of activity, creative approach to any task, readiness to constantly update knowledge, mental flexibility, readiness for systematic and economic thinking, dialogue, cooperation in a team and communication with colleagues are included [15]. Summarizing the above definitions, we understand general competence as a multifaceted quality of a person that is manifested in his readiness for real creative independent activity to adequately perform a task based on deep knowledge gained through training, experience and systematic thinking. Consideration of the issue of professional and pedagogical competence requires reference to the concept of professional competence. The wide range of known definitions of this personal characteristic is focused only on the analysis of the interpretations related to the understanding of the general competence presented above. The result of this analysis forms the basis of our vision of professional competence. Professional competence is a certain mental state that allows a person to act independently



and responsibly, the ability and ability of a person to perform certain labor functions, the willingness and ability of a labor subject to perform his duties [19]. By professional competence, V. A. Adolf understands readiness for effective pedagogical activity and defines it through a set of adjacent components: methodological, cultural, thematic, psychological, pedagogical and technological [1].

N.V. Kuzmina defines professional pedagogical competence, which includes the following components: special and professional competence in the field of the taught subject; methodological competence in the field of methods of formation of students' knowledge and skills; socio-psychological competence in the field of communication processes; differential psychological competence in the field of motivation and abilities of students; self-psychological competence in the field of advantages and disadvantages of one's activity and personality [9]. The desire for continuous self-education and self-improvement, based on experience and individual skills with a creative and responsible attitude, offers a general content regardless of the components of competence and determines a number of pedagogical features. skills (design, gnostic, constructive, organizational, communicative) [13].

In turn, G.A. Kozberg reveals this quality through a set of invariable characteristics: having thorough knowledge in the field of training, experience and individual abilities; to have pedagogical technologies that allow quality performance of the system of professional-pedagogical functions; existence of a pedagogical self-education program; the ability to act effectively within their pedagogical competences; suggests the existence of reputation among students, parents, colleagues [14]. We present the general and specific aspects identified in the above definitions as the basis for our understanding of this phenomenon as

structural personal formation, which implies the acquisition of pedagogical technologies, design, gnostic, constructive, organizational and communicative skills.

RESULTS AND DISCUSSIONS

Moving on to determining the professional pedagogical competence of a modern teacher, we agree with R.A. Galustov's opinion about the transition of education from traditional discipline to innovative, project-based and creative learning, which is primarily characterized by the priority of the teacher [3]. The personal activity component of the educational process, which is the basis for learning here, is the development of the student's cognitive interests and creative potential. According to N.V. Matyash, the school should educate students who can consciously and creatively choose the optimal methods of transformative activity from the mass of alternative options, taking into account the consequences for society and nature; to have the ability to independently determine the need to provide information for their activities; able to constantly acquire new knowledge and the ability to use it as a means of transformational activity is necessary [14]. Taking into account the above, the professional-pedagogical competence of a modern teacher is defined as his ability to perform the main functions of a teacher: teaching (ensuring students' compliance with the requirements of acquiring knowledge on the basics of modern production); developmental (formation of universal educational activities in students based on modern professions); education (developing students' attention to a healthy lifestyle, managing the education of schoolchildren, preparing them to participate in modern market relations). The logic of understanding the essence of a holistic personal quality is as follows: the definition of quality; determine the system of functions; build a static structure



corresponding to the system of functions; learning to fill in the components of a static structure; setting quality formation signs; emphasizing the development [16].

The function is a unifying factor, with the help of which the system itself is formed and preserved, develops as a whole. Based on the analysis of a number of studies, we can come to the following conclusion: a modern teacher performs a wide range of tasks, a source of new knowledge, an educational manager, a psychologist, a creator of a unique creative product, a creative manager, a designer of a pedagogical process, traditional and innovative forms of entrepreneurial activity of schoolchildren and A qualified teacher who is capable of practical implementation of a pedagogical project using methods, a leader in the world of professions, is ready to stimulate and implement the process [12].

Thus, the motivational and mobilizing function of professional pedagogical competence allows the future teacher to purposefully acquire psychological, pedagogical and methodological knowledge, direct his creative potential to solve the problems of modern pedagogical education, present new innovative ideas to students and introduce them.

The preventive and educational function of the future teacher's professional-pedagogical competence is solved by further correction and development measures, taking into account the psychological and pedagogical requirements for interaction with students, the study of the characteristics of students and students, and their opportunities in the younger generation and their application to educational activities. forms an objective assessment of ways to achieve. The information-communication function of the future teacher's professional-pedagogical competence realizes the readiness of the teacher to

establish appropriate professional relations at different levels (teacher-student, teacher-parent, teacher-student team, teacher-pedagogical team, etc.) [8,10].

The integrative function allows you to objectively assess the burden of your professional knowledge, ensures the timely identification of deficiencies and the search for opportunities to fill them, and also implements the integrity of the future teacher's personality development, develops the ability to foresee the results [5]. In turn, the function of purposeful formation of the future teacher's professional and pedagogical competence helps to plan goals as the expected result of his activity, the desire to divide the global goal of the activity into achievable tasks, and the ability to set himself [18]. In our opinion, in the process of professional pedagogical activity, it ensures effective and complete fulfillment of obligations, taking full account of the hierarchy, and corresponds to the levels of professional significance and previously defined characteristics.

In our opinion, the function that makes up the system is motivation and mobilization, because it is in it that the value bases of the remaining functions of professional and pedagogical competence of the future teacher are concentrated. This function determines the subject's ability to create his own educational system, determines the values of studying psychological and pedagogical sciences, allows to assess the need for success, responsibility, independence, voluntary control, etc. depending on age. Closely related to the system formation function is the preventive-educational function, which helps to distinguish more students according to different training criteria, learning ability, abilities, inclination, talent level to work with them successfully. In turn, the motivational-mobilization function is the main one for information, communication, and integrative



functions, because they are based on the values of studying psychological and pedagogical sciences and form the desire to contribute to the pedagogical reality. Informational, communicative and integrative functions are manifested in the ability to construct the material of educational lessons, use various sources of materials in preparation for the lesson, as well as the ability to "translate" the content of the material into the activities of students. It also builds the ability to build relationships at various levels within and outside of the student body. The goal-setting function allows you to fully evaluate the effectiveness of your pedagogical system, to emphasize its main idea, not only to set the necessary goals, but also to organize the ability to achieve them through self-evaluation and correction of your activity, which indirectly confirms. The subordination of this function to the organizer of the system, because it allows you to set the goals of your professional activity, predict the results, independence, responsibility and mobilization of voluntary results. The integration of these functions opens up new opportunities for professional and pedagogical training of the future teacher.

CONCLUSION

We can assume that the professional pedagogical competence of a modern teacher develops successfully under certain conditions: socio-economic conditions that demonstrate his creativity and competitiveness, supporting his value-semantic ideas about the importance of the teacher's professional skills in the conditions where every school graduate has to act in a changing manner; stimulate the future teacher's need for self-development and aspirations for a leadership position in the teaching team; formation of teachers in the space of innovative pedagogical technologies; to teach students the ways of effective independent work, reasoning, self-organization and self-learning methods (modeling,

analysis and search for solutions to pedagogical problems) as tools of innovative activity. In order to organize an effective process of developing the professional and pedagogical competence of future teachers, it is necessary to know not only the composition and structure of the competence, but also the criteria, indicators and levels of its development.

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