



IMPROVING TECHNOLOGIES FOR THE DEVELOPMENT OF METAMETHODICAL COMPETENCE OF FUTURE TEACHERS

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ABSTRACT

This paper deals competence of the future teacher of technology and entrepreneurship, the essence and structure of technological competence of the future teacher of technology and analysis of the formation of technological competence of the future teacher.

KEY WORDS: *metamethodical competence, competence of future teachers, reforms in pedagogy, professional education.*

DISCUSSION

The process of global change in modern society and educational space at the turn of the XX-XXI centuries. It is associated with a complex and controversial movement of reforms, the loss of moral guidelines, and the decline in the prestige of the teaching profession. More than ever today, the words of M. M. Rubinstein, which determined its institutional role: "The teacher is the first," sound relevant. Aware of the importance of the cultural and historical meaning of the profession, the scientific and pedagogical community is actively searching for conditions that would contribute to the achievement of a new quality of the teacher's professional development. A special place in this system is occupied by the vocational training of the vocabulary teacher as a teacher, through the word transmitting the experience of cognition of the world in all its manifestations, material and spiritual. The subject-specific, metamethodic function of the mother tongue determines the versatility and universality of the activity of the vocabulary, which can lead to a qualitatively different level of education for the young generation, which gives grounds to define the professional education of the teacher of the native language as an actual scientific direction, which currently does not have adequate pedagogical tools for preparing competent vocabulary teacher.

The relevance of the direction is due to the need to resolve a number of contradictions revealed in the modern system of professional education of the future teacher:

- A contradiction between the growing role of education in 21st century society, which makes special demands on the quality of education, which is enshrined in the State educational standards, and the traditional pre-centric practice of training teachers, which limits the full-fledged formation of the professional competence of a future teacher;

- The contradiction between the need for successful socialization of future teachers and the unwillingness of higher education to stimulate graduates to professional self-realization in the field of education;

- The contradiction between the systemic idea of the nature of pedagogical activity that has developed in science, which has ample opportunities for optimizing the university process of professional training for a future teacher, and its weak focus on the true needs of a modern teacher;

- A contradiction between the need for university practice of vocational education in the scientific and methodological support of the process of professional formation of the future teacher and the insufficient development of a competence-based approach in education in pedagogical science. The



creation of sociocultural and practice-oriented models for preparing a future teacher is an urgent scientific problem for the teacher's professional education system in a modern university.

Thus, the scientific problem of the theory and methodology of professional education of a future teacher-vocabulary lies in the need to create strategies that implement the competency-based approach, which will reflect the ideas of humanizing and humanizing pedagogical education, which will satisfy the urgent need of the state for a teacher who can prepare a modern student for full communication in the native language.

The revealed contradictions and the sociocultural significance of this problem, which has no solution in pedagogical science, determined the research topic: "Formation of the linguistic and methodical competence of a future teacher of the native language in a modern university".

The purpose of this study is the theoretical justification, design and implementation of a model for the formation of linguistic and methodological competence of a student-philologist - a future vocabulary teacher - in the system of higher professional education.

The object of the study is the preparation of a philologist student - the future teacher-vocabulary - in institutions of higher professional education.

The subject of the study is the formation of the linguistic and methodological competence of a future teacher of the native language in the process of professional training at a university.

The hypothesis of the study is a combination of the following assumptions:

- Linguistic and methodological competence is basic in the structure of the professional competence of the teacher-vocabulary;

- The effectiveness of the formation of the linguistic and methodical competence of the future vocabulary teacher is ensured by the implementation of such necessary and sufficient conditions as: the orientation of the formation of the linguistic and methodical competence to the professional ideal of the vocabulary teacher; conjugation in the educational process of the competency-based approach and the theory of contextual learning; creation of a single educational space of the university and school;

- The orientation of the formation of linguistic and methodological competence on pedagogical cooperation between philology students, a teacher-methodologist and vocational teachers will determine the positive dynamics of the development of motives for cognitive, educational and professional activities and will create the prerequisites for the successful implementation of university graduates in the teaching profession.

In accordance with the identified contradictions, the goal and the hypothesis put forward, the following research tasks are determined:

1) To describe the genesis of the linguistic and methodological competence of the teacher-vocabulary in retrospect;

2) Justify the need for historical and pedagogical understanding by the student-philologist of his future professional activity;

3) To characterize the current state of professional pedagogical education of a student-philologist - the future teacher-writer;

4) To develop the conceptual basis of competency-based professional education of the future teacher of the native language:

- formulate a definition of the concept of "linguistic and methodological competence" and prove the legitimacy of its introduction into the terminology of pedagogy of professional education of a student-philologist;

- create a theoretical model and construct on its basis a pedagogical technology for the formation of linguistic and methodological competence of a student-philologist;

5) To implement the pedagogical technology of the formation of linguistic and methodological competence in the professional training of the future vocabulary teacher;

6) To identify and justify the criteria for assessing the level of formation of linguistic and methodological competence of a student-philologist;

7) To analyze the results of constructing the context of pedagogical activity during the formation of the linguistic and methodological competence of the future teacher of the native language.

Achieving the modern quality of education that meets the needs of the individual, society and the state in the 21st century becomes possible as a result of thoughtful actions in the field of professional education of future teachers, taking into account the socio-economic and cultural realities.

A retrospective analysis of the origins of the activity of the teacher of the native language, the formation of his professional ideal, made it possible to investigate the genesis of linguistic and methodical competence, to determine its essence and to prove that linguistic and methodical competence is basic in the structure of the professional competence of a language teacher, determining the professional portrait of a specialist. In the period of Ancient Russia and the Moscow state, the metamethodic function of the language is born; The "primary teacher", who is fluent in book teaching, puts moral education on the basis of teaching the mother tongue. In the era of the Enlightenment, a methodology for teaching the language is emerging; the vocabulary characterizes knowledge of its subject. In the XIX - early XX century. a language teacher develops the



thinking and speech of students, provides knowledge of the language and introduces students to the culture of the people. In the era of Soviet Russia, the metamethodic function of the native language in education is approved, and the language teacher becomes a professional philologist and methodologist who is aware of the subject-specific function of the language.

The study of the essence of linguistic and methodological competence in a historical-pedagogical context, as well as a systematic theoretical, methodological and empirical study of the problems of professional education of a student-philologist - a future vocabulary teacher - led to a reasonable definition of the concept of "linguistic and methodical competence" as a generalized mode of action that provides a teacher with a productive solution -lover of professional tasks in the field of language education of a schoolboy. Linguistic and methodological competence was defined as the ability to teach the native language, which performs a meta-subject function in the educational process, on the basis of a system of knowledge about the language and the methodology of its teaching through the prism of axiological categories of pedagogical activity and awareness of the language as a national-cultural phenomenon.

The revealed characteristics of linguistic and methodological competence and the specifics of professional training of a future teacher of the native language led to the creation of a productive model for the formation of his linguistic and methodical competence in a modern university. In the model for the formation of linguistic and methodological competence, the components of its structure appeared in inextricable unity: the axiological component was correlated with the professional ideal of the mother tongue teacher, the cognitive component was reoriented from the "single subject" approach to the interdisciplinary integration of the linguistic cycle disciplines and methods of teaching the language, and the activity component created the context of pedagogical activity for the effective mastery of philological students by the skills to solve professional tasks of a vocabulary teacher.

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