



PEDAGOGICAL COMPETENCE AS AN IMPORTANT FACTOR IN THE DEVELOPMENT OF THE PROFESSIONAL EDUCATION SYSTEM

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ABSTRACT

The article examines the need for pedagogical competence in the vocational education system, the essence of the concept of competence, the quality of professional competence. methods for improving the professional competence of teachers are analyzed.

KEYWORDS: *competence, professional competence, quality of professional competence, pedagogical professional competence, self-development, teacher's independent work, stages of teacher's independent work, self-assessment.*

Аннотация: *В статье рассматривается необходимость педагогической компетентности в системе профессионального образования, сущность понятия компетентность, качества профессиональной компетентности. Анализируются методы повышения профессиональной компетентности учителей.*

Ключевые слова: *компетентность, профессиональная компетентность, качества профессиональной компетентности, педагогическая профессиональная компетентность, саморазвитие, самостоятельная работа учителя, этапы самостоятельной работы учителя, самооценка.*

DISCUSSION

Pedagogical activity is a complex system of various types of teacher activities. The systematic approach in pedagogy is one of the ways to build pedagogical activity as an integral process that ensures the effective interaction of all its components. A system is most often understood as an object, a multi-level formation, which consists of a large number of elements that are in relationships and connections with each other and give integrity. The most complex multi-level system is the person himself.

Of course, the process of its formation is complex, multifaceted and multifactorial. It is worth building as a system. The concept of "pedagogical system" is ambiguous, it can be attributed to a number of systems that perform an educational function. The pedagogical system is the general education system as a whole, the pedagogical process of a particular educational institution, which includes the upbringing system and the training system as its constituent parts. The pedagogical activity of a teacher, which is aimed at organizing an integral pedagogical process, is also presented in the form of a system; finally, a separate occupation is considered an element and at the same time a subsystem of its activity. Thus, it is possible to define a hierarchy of pedagogical systems, in which each of them is an element (subsystem) of a more general system.

The essence of each pedagogical system is determined by the presence in it of the same elements (structural components), regardless of its level. Without these elements it cannot function:



- personal (the aggregate subject of the pedagogical process), which is the student's personality, the teacher's personality;
- target - the goals of training and education; meaningful, that is, the content of training and education;
- operational and activity (forms, methods, technologies of training and education);
- pedagogical (organizational, material, psychological and other conditions);
- productive-reflexive (results of activity, criteria for assessing the effectiveness of the pedagogical system).

Unlike the existing structural schemes, this one considers the pedagogical system not substantively, but procedurally, therefore, the location of each element is built according to the logic of the pedagogical process itself and the activities of the teacher who controls it. At the center of each pedagogical system are the personality of the student and the teacher, who act as an aggregate subject of this system, determine its goals, the content of education and training, etc. Some teachers believe that the personality of a teacher can be attributed only to the conditions, means of teaching. In addition, the failure of the decline in the leading role of the teacher, his slow displacement by technical means of teaching is proved by the poor efficiency of the popular in the 60s.

XX century programmed learning. Even in the currently existing teaching models, where the role of the teacher is almost invisible (distance learning, computer, television), his personality is a full-fledged subject of the pedagogical process, the creator and creator of these models and the programs they implement. The personal qualities of a teacher, which mean the skill and professionalism of a teacher, include general and pedagogical abilities. These prerequisites are manifested in the speed, depth and strength of mastering the techniques and methods of pedagogical activity. The skills necessary for the teacher include general skills for performing any kind of classes and special ones that supply only pedagogical activity. Special abilities make up a large part of giftedness. However, abilities cannot be innate, they are formed from the inclinations in the course of a certain activity. The formation of the skills and abilities necessary for the teacher is based on his existing abilities.

General abilities are primarily determined by innate personality traits: temperament, character, intelligence. The ability to acquire, process and use information depends on the degree of development of the intellectual abilities of the teacher. But intelligence is not developed thinking, but a complex multistage organization that provides both comprehension of the world around and decision-making in all sorts of circumstances and management of one's behavior.

Psychologists distinguish types of intelligence, such as: general, which ensures success in any person; professional, based on solving special problems; social, expressed in an interpersonal relationship. High pedagogical intelligence is permissible only with the uniform development of its emotional and volitional qualities. It turns out that the presence of thinking abilities does not provide a high level of skill. There are cases when teachers who stand out for their theoretical mindset cannot solve practical pedagogical problems. In the thinking of the teacher, the inner integrity of mental, emotional and volitional qualities is revealed. In a difficult situation with a student, the teacher must first of all understand the logic of the student's thinking, which is completely different from that of an adult. Creativity is a person's ability to be creative. It is conditioned by both the degree of formation of creative thinking and the teacher's manifestation of his inner individuality. General ability is reflected in teaching ability. They are tied into several groups. Constructive abilities - forecasting and designing processes in pedagogy. In the ability of a person to predict his activities, there is a union of thinking and imagination. Pedagogical imagination is the ability to predict what a student might become in the future. Communication skills - the ability of interpersonal and business communication in the educational process and in training. Perceptual abilities - the ability to determine the emotional state of a student by his appearance, gestures, facial expressions, movements. Expressive abilities - transmission of one's emotional state in the course of communication. Organizational abilities - the ability to effectively organize the lesson and extracurricular activities of students. General and pedagogical abilities are united in the personality of the teacher, therefore the formation of each of them depends on the development of others. An integral part of the professionalism and pedagogical skill of a teacher is his professional competence. The concept of "competence", which characterizes the fusion of a person's theoretical and practical readiness to perform a certain activity, is widely used today in the theory and practice of general and vocational education.

A.K. Markova defines several types of professional competence, the presence of which determines the maturity of a person in professional activity:

- special competence, which is the possession of the actual professional activity at a quite high level, the ability to design your further professional development;
- social competence, that is, possession of joint professional activities, cooperation and methods of professional communication adopted in a certain profession;
- social responsibility for the results of their work;
- personal competence, which is manifested in the possession of methods of personal self-expression and self-development, means of resisting professional deformations of the personality;
- individual competence, the availability of ways of self-realization and development of individuality within the profession, the ability for professional and personal growth, self-organization and self-rehabilitation.



The peculiarity of pedagogical activity makes it impermissible to have only highly specialized competence, the teacher's professionalism is determined by the system of all types of professional competence. In addition, the competence of a teacher can be considered the unity of the general competence necessary for a person regardless of his profession, competence in the field of the science, the main aspects of which he teaches, and psychological and pedagogical competence. There are various approaches to finding the structure of professional competence. One of them is associated with the disclosure of the structure of professional competence through the system of pedagogical skills of the teacher, the other - with the allocation of individual competences in accordance with the leading types of professional work of the teacher in the areas:

- independent educational and teaching activities;
- educational activities;
- scientific and methodological and research activities;
- social, pedagogical and cultural and educational activities;
- correctional and developmental management activities.

Regardless of the forms of teacher activity, competence in each of them consists of two main components:

- 1) the knowledge system that determines the theoretical readiness of the teacher;
- 2) the system of skills and abilities, which forms the basis of his practical readiness to carry out professional activities.

Generalized requirements for the level of theoretical and practical readiness of a teacher are included in the qualification characteristics of a graduate who has received the specialty "teacher", presented in the state standard of higher professional education.

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