



USE AND FORMATION OF THE PROFESSIONAL COMPETENCE OF THE TEACHER IN THE PROCESS OF LEARNING THE RUSSIAN LANGUAGE

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ABSTRACT

A methodology and system for the use and formation of the professional competence of a teacher in the process of teaching the Russian language in the system of higher education have been developed.

KEY WORDS: *structural components of competence, over the subject function of the Russian language, university education.*

The dynamics of the development of the teacher's professional competence in the process of teaching the Russian language can be assessed from three positions, in accordance with the main theoretical approaches reflected in psychological and pedagogical research. First, it is a differentiated assessment of the manifestation of the structural components of competence (communicative, informational, regulatory, national, psychological and pedagogical); secondly, it is the manifestation of the relevant competencies of the trainees; thirdly, these are the criteria for assessing the quality of the educational process. In the system of higher education, we have defined the admission rate to higher educational institutions as such a criterion. In each of these areas, specific participants are involved, the corresponding functions are implemented and certain interrelated processes take place.

The theoretical analysis of psychological and pedagogical research has made it possible to formulate that competence is a special integrative indicator, characterized by the individual manifestations of the teacher's abilities. A specific feature of the manifestation of the influence of psychological mechanisms lies in the structural changes of the teacher's professional competence, in establishing a stable relationship between the components of competence and psychological

mechanisms, ensuring on this basis the dynamics of the development of the teacher's professional competence in the process of his professional activity.

To assess professional competence means to compare its existing manifestations with "reference" ones, with such structural manifestations that allow solving the problems of the teacher's professional activity on the basis of the identified criteria as efficiently as possible. By "criterion" we mean a distinctive feature on the basis of which phenomena of different quality are compared, differentiated or classified, the main criteria reflect the priority goal of the analysis and assessment of this phenomenon. Indicators are quantitative and qualitative data, which can be used to judge the development, state of something, which allows for each of the selected specific criteria to evaluate a certain phenomenon [1; 2]. In the hierarchy of these concepts, we assumed that the concept of "criterion" is broader in scope than the concept of "indicator", the latter is included in it as a component, being a component of the criterion. When developing a system of criteria for assessing the psychological mechanism of forming the professional competence of a teacher in the system of higher education in teaching the Russian language and their indicators, the work experience



available in various branches of professional pedagogical psychology was taken into account.

The study of the structural elements of the theory and the psychological and pedagogical characteristics of the teacher's professional competence in relation to the quality of his professional activity showed that this integral pedagogical process is characterized by a structurally differentiated internal composition and a variety of external manifestations. It includes a single complex of phenomena, processes, interconnected with each other, interdependent by the dynamics of the development of internal components and external trends in professional activity. Proceeding from this, it seems that in order to assess the professional competence of a teacher and the psychological mechanisms that affect its formation, it is necessary to accept several criteria that could adequately cover all the essential characteristics of the phenomenon under study. As an assessment of the professional competence of a teacher of higher education, it was assumed that each of the structural components of the components of pedagogical competence acts as a criterion and is compared with the quality and effectiveness of the pedagogical process as a whole; in order to study the psychological mechanisms that optimize the process of developing professional competence, an in-depth study of the structure problem is required. professional competence of a teacher in the system prior to university education.

The results of the study of the structure of professional competence were:

- generalizing theoretical model of the studied phenomenon;
- a model of the elementary-structural analysis of the competence-based approach in the system before university education, with an indication of the subject function of the Russian language, which is realized in the learning process, and the function of the subject "Russian (native) language" in the educational system as a whole in the didactic hierarchy;
- a model of the influence of psychological mechanisms of decentration, identification and pedagogical reflection on the formation of a teacher's professional competence.

A review of works on the problem of psychological mechanisms has shown that they have different interpretations. So, mechanisms are considered as ways of transformation, organization of personality, as a natural connection of factors, conditions and means, as a set of internal logical connections and procedures. Psychological mechanisms are not initially inherent in the subject, but develop in the process of mastering professional activity, taking into account the individual-typological characteristics and social factors of life; in this case, the psychological mechanism, as a phenomenon of the psyche, can simultaneously

manifest itself as a mental process, a mental property and a mental state.

To study and evaluate the psychological mechanisms of the formation of the teacher's professional competence, a complex methodology was developed, which includes several successively implemented stages.

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