

## STRUCTURAL AND FUNCTIONAL MODEL OF PROFESSIONAL COMPETENCE OF THE TEACHER OF PRESCHOOL EDUCATION

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### ABSTRACT

This article discusses the importance of the structural-functional model of the professional competence of the teacher of preschool education.

**Keyword:** Strategies and technologies, structural-functional model, professional competence, teacher, pre-school education.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Strategies and technologies for ensuring the quality of education require a clear definition and interpretation of such concepts as professional development, professional training and professional competence of a teacher. The distribution of these pedagogical phenomena is facilitated by the modeling of their systemic organization and the study of the internal structure, functions, or purpose (place and role) of a given phenomenon in the educational process.

The logic of vocational and pedagogical education is represented by a system of the following concepts, fixing the essence, direction and purpose of the main components of human education:

The professional formation of a teacher is the professionalization of a person (the disclosure of his essential forces in the profession) in the course of formative and subject-specific influences, characterized by a systematic and dynamic personal and activity transformations of the subject of labor.

Teacher training is a specially organized process of professionalization and the result of mastering the subject by a system of professional and pedagogical knowledge, technologies of professional activity, experience in creative implementation of activities and a motivational and value (emotional and evaluative) attitude to the values of pedagogical culture, indicating the level preparedness and readiness of the teacher to implement professional functions in labor.

A model of professional competence of a teacher must contain knowledge about all components of the educational process (goals, content, means, object, result, etc.), about yourself as a subject of professional activity. It should also include the experience of the implementation of professional techniques (cultural reproduction) as a combination of professional skills and a creative component as a transformation and transfer of teaching methods. In general, as noted by E.I. Passes [1, p. 75], the activity components are mediated by the personality structure (activity, emotional-motivational and cognitive) and are refracted through personal experience of motivational-value and emotional-evaluative attitudes towards the profession. So, the activity component of professional competence in dialectical unity is associated with the structure of the personality and is represented by professional and pedagogical skills.

Another aspect is the filling of the proposed model with professional and pedagogical skills. "Pedagogical skills represent the totality of the most diverse actions of a teacher, which, first of all, correlate with the functions of pedagogical activity, to a large extent reveal the individual psychological characteristics of a teacher ... and testify to his subject-professional competence" [2, p. . 272], on the other hand, competence is a generic concept for all subject properties that manifest themselves in activity and ensure its effectiveness [2, p. 183]. Thus, the determination of the necessary range of professional and pedagogical skills representing the subject characteristics of the personality of a person and his activity in cooperation with students is a sufficient basis for a meaningful, operationalized professional and pedagogical competence.

The dialectic of the professional development of a teacher with a master-line development of professional competence can be interpreted as a permanent "acme" - climbing to the heights of the profession, where the contribution of personal development determines the qualitative transformation, and the activity component determining the degree of ascent of the ascent determines the quantitative characteristics of professionalization. This is an important observation for the development of a qualimetric standard of professional competence of a teacher of preschool education.

The professional competence of a teacher can be considered as the sum of private competencies (the results of individual stages of the professional development of a professional), forming a new quality. Each level of professional development is self-sufficient within a certain stage of professionalization (entry, adaptation, integration, individualization, etc.).

In connection with the problem of the distribution of professional competence of a preschool education teacher, the task arises of defining the specific (psychological and pedagogical characteristics) of professional pedagogical activity due to the factors outlined in the previous paragraph: personality and the activity of the preschool teacher in his interaction with the object (culture and its model - the content of preschool education) and the object of work (a child of preschool age). The analysis of numerous studies on this problem, specially organized own research allowed us to establish the following.

The specific characteristics of professional pedagogical activity in a preschool educational institution (DOW) extend to all components of the professional competence of a teacher of preschool education: personality; Competence and preparedness: psychological and pedagogical, methodological knowledge, due to the purpose, content and technology of education, training, development in preschool education; professional and pedagogical skills, readiness: the teacher's knowledge "is realized in his practical activity, therefore they are organically connected with general pedagogical skills and skills. The teacher's practical skills are the form of his theoretical knowledge functioning" [3, p. 75]; psychological and pedagogical activity as a whole: the process of communication and activities in preschool institutions is primarily a developing and educating character that affects the results of educational practice.

The isolation of the specifics of these components is, in essence, the justification of the psychological and pedagogical features of the professional competence of the teacher of preschool education.

The following factors determine the highlighted features.

- Objective requirements for the personality and activities of a specialist in the field of preschool education are fixed in the state educational standards [4, p. 48], certification and qualification documents;

- experimental studies in the field of *professiografirovaniya* activities of a teacher of preschool education;
- the existing concepts of preparing a teacher of preschool education in universities of the country and abroad;
- The specificity of the professional and pedagogical activity of a teacher of preschool education is due to the private methods of teaching and educating children of preschool age, the age characteristics of children, the goals and objectives of the educational process in pre-school.

The study of individual aspects of the personality and activities of a preschool education teacher complements the advanced provisions in the framework of didactic training (MP Bobrov), vocational training (V. Loginova, S. Ya. Romashina, A. Orlov, V. I. Yadeshko), the study of self-organization and self-regulation of professional activity (NP Nevzorov), the formation of communicative and didactic (L. V. Smirnova), communicative competence (E. Prozorov) of a teacher at the university.

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