

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF EDUCATOR

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ABSTRACT

Studying the experiences of the developed countries of the world, taking into account local conditions, economic and social resources, the implementation of radical reforms in all spheres of society's life has been ensuring the achievement of new achievements. Although the international cooperation in various fields is yielding its results, however, it requires individual dedication, dedication, enthusiasm and determination from members of the society to strengthen national independence in all respects, enrichment of achievements, rapid elimination of existing shortcomings. The need to withstand the strong competition that is emerging in the labor market today in our country motivates every specialist to find professional competence and the content of the qualities inherent in it. In order to the educational system to be able to systematically deliver information that is literally of high quality, useful, important, necessary and practical importance to the students, today's pedagogy must be able to cope with the need for rapid reception, processing and effective, and interesting delivery of information to the students. This leads to the agenda as a necessity that the educator has professional competency qualities, pedagogical skills and creative abilities. The need for pedagogical competence, the essence of the concept of competence, the qualities of professional competence, the issues of professional competence of the educator, the professional competence of the educator, the professional competence of the educator in modern conditions, the consistent work of the educator on its own, the desire to assimilate the knowledge that is constantly updated, the creative approach to training. This process introduces the need to make certain changes in the creation of the technology of substantiation of the content of teachers training and the formation of professional competence. In particular, on the basis of professional competence inherent in pedagogy, such attributes as social, special (psychological, methodological, information, creative, innovative and communicative), personal, technological and extreme competence are reflected. The professional competence of the educator ensures the effective, successful organization of the pedagogical (educational and training) process. In order to have professional competence, the educator must focus on self-consistent development.

Keywords: Competency, pedagogy, development, quality, content, essence, program, system, reform.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

According to international experience, in the process of reforming the education system, there are broad opportunities for the comprehensive development of the individual, the effective education of young people. At present, increasing the effectiveness of education, developing the level of professional competence of specialists, directing pedagogical personnel to innovative activities, application of innovative education and information and communication technologies to the educational process in higher educational institutions, mastering and

purposeful orientation of advanced foreign experiences are defined as urgent tasks in the modernization of the higher education system. Education is a key factor in reforming society and turning it into a more open to the outside world as well as a society focused on new technologies and knowledge. It does not only determine the prospects for the development of society, but also in advance the individual activity of each person.

To be able to withstand the strong competition, which today occupies a priority place in the labor market, it is necessary to have professional competence from each specialist, consistently increasing it. The concept of “competence” in English literally expresses the meaning of “ability”. And the content serves to illuminate the “effective use of theoretical knowledge in activities, the manifestation of a high level of professional skill, skill and talent”.

The concept of "competence" came into the sphere of education as a result of the scientific research of psychologists. From a psychological point of view, competence means “unconventional situations, how a specialist behaves in unexpected situations, enters into communication, takes a new path in relations with competitors, has a plan of action in the performance of ambiguous tasks, the use of information with full of contradictions, consistently developing and complex processes.”

As for professional competence-it is the possession by a specialist of the knowledge, skills and necessary skills for the implementation of professional activities and their application in practice at a high level.

Professional competence implies not only the acquisition of special knowledge, skills by a specialist, but also the assimilation of integrated knowledge and actions in each independent direction. Also, the competence is required to constantly enrich the knowledge of the specialty, to learn new information, understand important social requirements, look for new information, be able to process them and apply them in their activities. Professional competence in complex processes, in the performance of ambiguous tasks, in the use of conflicting information is manifested in the ability to have an action plan in an unexpected situation. Specialists with professional competence consistently enrich their knowledge, absorb new information, deeply understand the requirements of the period, seek new knowledge, process and apply them effectively in their practical activities.

An important factor in improving the educational process is inextricably linked with the high level of professional competence of teachers in the system of higher education. Therefore, the creation of theoretical and practical bases of the process of formation of pedagogical professional competence on the basis of productive use of modern educational technologies determines the relevance of the problem.

In this regard, the scientific justification of new approaches that provide the level of professional competence required today is becoming an urgent task.

In relation to the concept of professional competence, various relations are promoted in the scientific circle. It is used as a characteristic that characterizes the specific requirements of activity in relation to the subject of labor or, more precisely, the attitude of the subject to specific aspects of activity. For example, the researcher scientist E.The F. Zeer showed the study of the functional development of professional competence during the attainment of professional maturity, the various manifestations of competence become integrated and they relate to the qualities of an important person professionally [1]. In particular, to the basic

levels of professional competence include the characteristics of a person who determines professional training and experience, self-awareness, self-confidence in his own strength, the correct acceptance of the shortcomings indicated by other people, and so on.

Competency is characterized by the following signs:

- ability to correctly apply knowledge in place and quickly in any particular situation, taking into account various aspects of it;
- ability and willingness to make decisions, at the same time be able to choose the most suitable decision option for this situation;
- be able to organize social actions and work out all the opportunities for this;
- communicative skills that allow you to establish relations with other people within the framework of activity in a purposeful, acceptable way, while pursuing specific goals;
- possession of certain spiritual values, worldview, universal and moral qualities, the presence of a sense of aspiration for activity;
- develop your own creative abilities, strive to master new methods of activity.

On the basis of professional competence these qualities are reflected and their essence is as follows[2]:

Social competence is the ability to show activity in social relations, possess skills, be able to communicate with subjects in professional activity

Special competence is the preparation for the organization of professional and pedagogical activity, rational solution of professional and pedagogical tasks, real evaluation of the results of the activity, consistent development of knowledge, conics, skills, psychological, methodical, information, creative, innovative and communicative competence on the basis of this competence. They represent in themselves the following content:

psychological competence is the ability to create a healthy psychological environment in the pedagogical process, to establish positive communication with students and other participants of the educational process, to understand and eliminate various negative psychological contradictions in a timely manner;

methodical competency is rational organization of pedagogical process from methodical point of view, correct determination of forms of education or educational activity, selection of methods and tools for the intended purpose, effective application of methods, successful application of tools;

information competency is searching the necessary, important, useful information in an information environment, collection, sorting, processing and their targeted, reasonable, effective use;

creative competence is a critical and creative approach to pedagogical activity, demonstrating the competence of creativity;

innovative competence is the improvement of the pedagogical process, improvement of the quality of education, promotion of new ideas on increasing the effectiveness of the educational process, successful implementation of them in practice;

communicative competence is the ability to sincerely communicate with all participants in the educational process, including students, listen to them, have a positive impact on them.

Personal competence - achieving consistent professional growth, to increase the level of qualification, to show their internal opportunities in professional activity.

Technological competence - professional and pedagogical knowledge, conics, mastering of advanced technologies that enrich skills, use of modern tools, techniques and technologies

Extremal competence - rational decision-making in case of emergency situations (natural disasters, technological process out of work), pedagogical conflicts, possession of the skills of proper mobility

In a number of studies, the professional competence inherent directly to the educator and its peculiarities have been studied. Those studies include in the research issues conducted by Markova.

In their own research A.K.Markova says that the professional competence of the educator consists of the following structural foundations [3]:

An important structural basis of pedagogical competence (A.K.Markova):

Special or professional competence (Organization of professional activities at a high level)

Social competence (joint organization of additional activities)

Individual competence (self-management, professional development and creation of news)

Personal competence (self-development, self-presentation)

The aim in the process of professional and personal development of the formation of professional competence considers the development of such components as self-awareness, assessment and management of the educator as well as the preparation for work in educational institutions, all together with the tasks of studying the basics of general professional and specialized sciences should consist of the following [4]:

- to achieve a positive attitude towards the development of professional competence, knowledge of specialty in the professional activity of the educator ;

-development of pedagogic and techno-technological thinking as a way of distinguishing and solving issues in problematic situations, characteristic of pedagogic and production processes;

- the use of individual educational methods in the professional activity of the educator, the formation of reproductive and creative methods of training-pedagogic and production actions;

- development of important professional-pedagogic qualities in professional activity, that is, sympathy, love of children and others, the emergence of the need for professional and personal self-development.

When acquiring professional (including pedagogical) competence, it is important to work on oneself and self-development. Self-development tasks are determined by self-analysis and self-assessment.

Work on his/her own can be seen in the following:

- constant research on knowledge, skills, skills development, research work;

- being self-demanding, creative approach to every job;

- achieve professional and creative cooperation;

- development of the feature of labor;

- rejection of negative habits;

- self-development, embodying positive qualities.

The work of the teacher on his/her own takes place in several stages. They are [5]:

Stages of work of the teacher on his/her own:

- Determination of achievements and shortcomings based on the analysis of their activities

- To make a clear decision on enrichment of achievements and elimination of shortcomings

- To follow the ways of effective organization of practical actions on this decision

- Striving not to repeat mistakes and shortcomings

- Constant control over the consistent implementation of the adopted decision

As a teacher's specialist:

- improvement of the pedagogical process on the basis of a clear goal, aspiration;

- increase the effectiveness of the pedagogical process, its labor activity;

- mastering pedagogical knowledge, which is constantly updated;
- to be aware of advanced technology, methods and tools;
- effective implementation of the latest innovations in science and technology;
- improvement of professional skills and skills;
- the practical action which is taken to prevent and eliminate negative pedagogical conflicts represents its work on itself.

It is also considered important that the educator can analyze himself in the field of professional competence.

Pedagogy, relying on the reputation gained by itself, manages the behavior of students, gaining their confidence. Pedagogical reputation also expresses the spiritual-moral and pedagogical-psychological preparation of the educator. The level of reputation that the educator possesses determines his in-depth knowledge, intelligence, skill, attitude to his work, etc.

Pedagogical ability-features are important in ensuring rational organization and conduct of pedagogical activity by the educator, effective implementation of practical tasks.

How effective, successful the organization of the pedagogical process depends on the teacher's pedagogical abilities. In one of the sources, the concept of "ability" is interpreted as this: an individual psychological feature that ensures that an individual can easily master any activity.

Ability is divided into two groups in the style of general and special abilities. "When the general abilities are manifested in the basic types of activities of the individual, the couplings (mathematical, technical, music, fine arts, literature (poetry and prose), physical training, etc., which are manifested in some types of professional activities, are referred to as special abilities... One of the leading features of talent is the creative imagination of the essence of things and phenomena.

The priority features inherent in pedagogical ability are as follows:

- pedagogical tactics (different activities of the teacher with students existing in the dialogue to be organized on forms observance of moral principles, rules of conduct, possession of the skills to approach them correctly);
- pedagogical observability (characteristic of the teacher's students even ability to notice the simplest features);
- love for students (show them kindness, inner experiences, feelings, dreams, fellowship with life aspirations, they take care of situations that are difficult to);
- the need for the transfer of knowledge (as a teacher striving to provide students with the knowledge they have)

In modern conditions, each educator should be able to train in himself the following pedagogical abilities:

- 1) communication accessibility;
- 2) emotional sensitivity (professional awareness, to others to be able to sympathize, to have an inner intuition);
- 3) mobility, willpower to participants in the educational process possession of the ability to influence and convince;
- 4) emotional stability (self-esteem, self-control, self-control);
- 5) predict the future optimally;
- 6) professional independence, possession of creative abilities

The following unique abilities are also noticeable in talented educators:

- ability to perform several activities at the same time (for example: hear, see, read, write, think, communicate, and so on.);
- to take as one, two or more realities that are going on around (to be able to observe the activities of other students when one student hears the lecture);

- extreme curiosity (the desire to know the essence of each event taking place in nature and society (although they are the most insignificant, unnoticed), the desire to find answers to excessively many questions);

- biochemical and electrical activity of the brain activity (the brain acts almost non-stop, "resting " for an incredibly short time, uncertainty in the process of cognition is noticeable, they are quickly eliminated; sleep is not a characteristic feature of capable educators);

- richness of speech and fantasy (most of the talented teachers have an incredibly rich speech, in which the ability to fantasize (imagine) is incomparably strong);

- a special place is occupied by the possession of a strong memory (the ability to memorize a large amount of text, for example: the ability to scan the epics with a single reading and give it literally back to the story).

The culture of pedagogical communication is a conversation of the teacher with the students' team, parents, colleagues, management in accordance with the requirements of pedagogical etiquette and communication.

The culture of pedagogical communication, which forms the basis of the skill inherent in the teacher, is manifested in the process of communication organized with his students' team, parents, colleagues and leadership. The interaction of this, especially the teacher with the student team, is important. The educator seeks to engage in communication with students, to make it effective.

Pedagogical communication is organized in the following directions:

- Communication of the teacher with a separate student;
- Communication of the teacher with the whole group;
- Communication of the teacher with the group through a separate student;
- Communication of the teacher with a separate student through a group;
- Pedagogical communication has the power of spiritual-psychological influence.

Therefore, ensuring that the process of communication is positive in its organization takes a great responsibility on the part of the teacher. If properly organized pedagogical communication is caused by the occurrence of fear in the student, the birth of insecurity, the attenuation of attention, memory and work capacity, violation of the norm of speech, etc., on the contrary, theoretically and practically correctly organized communication reflects the above situations. As a result, there is an increased interest in students in studying and independent learning, thinking.

Pedagogical communication is also a specific socio-psychological process. In this process, the following tasks will be performed:

- 1) personality study (cognition);
- 2) information sharing;
- 3) organization of activities;
- 4) to be empathetic

In the process of communication, the thoughts expressed by the student, his views create an opportunity for a closer study of the individual. Getting to know the student's personality closely, being aware of his inner experiences, thoughts, feelings, dreams, goals and life aspirations will ensure the methodological, psychologically correct organization of the pedagogical process. After all, in this process, pedagogy organizes activities taking into account the age, psychological and personal characteristics inherent in the personality of the student.

The exchange of information in the process of communication provides for the exchange of information about the student's interaction with social processes, the course of personality maturity. Cooperation between educators and students creates conditions for effective exchange of information between them in any situation while finding a decision. In the process,

the educator becomes the closest advisor, comrade and leader of the students. During the dialogue, serious attention should be paid to ensuring that the students adequately assess their personality, "me", dignity and strive for progress by setting vital goals in front of them. The solution of the task of information exchange in the process of communication takes place on the basis of the following tools:

- 1) speech;
- 2) paralinguistic (Greek. "pará" - "close", verbal in the composition of communication, the transfer of ideological information together with non-verbal means) and extralinguistic (English. "exterior" – "outside", in German "linguistics" – the organization of speech in direct connection with the social functions of the speaking person - speech breaks, laughter, coughing, breathing, crying, eclipse, etc.) systems;
- 3) organizational scope and time of communication;
- 4) communication that is organized with the help of eye views;
- 5) optical-kinetic system of signs (mimic, pantomime, gestures –movements of the hands and feet).

Communication also plays an important role in the organization of training and educational work, according to the guidance of the teacher or his guidance. At this time, communication manifests itself in the function of organizing activities. Until recently, when the leadership of the teacher, his direct leadership was a priority factor in the organization of activities, the exchange of roles in modern conditions took the leading place. Now, in most cases, the students themselves were able to independently organize the educational and educational processes. However, this does not mean that the role and role of the educator in the period of the organization of educational and educational work is not necessarily reflected. The educator is represented in this process as a leader, consultant, expert, and the correct organization of students' pedagogical processes from the scientific-theoretical, organizational-methodological point of view.

Self-analysis is the study of the essence of one's own practical actions organized by a educator in professional activity.

Through self-analysis, the educator will be able to assess himself/herself as an object. After all, it is also important for educators to have professional competency qualities in their own self-assessment skills.

Self-assessment is the ability of an individual to make self-assessments through self-analysis. Self-assessment is the calculation of individual opportunities for the subject, self-assessment, self-satisfaction.

Self-assessment is necessary to help an individual's ability to arise by his own strength. Self-assessment is difficult, but it is possible to prepare an individual directly for this. As in any specialist, a number of factors influence the effective self-assessment of the educator.

Factors of self-efficacy evaluation:

- 1) self-understanding (having clear information about himself).
- 2) awareness of one's dignity as a person (collection of positive information about himself).
- 3) self-control (the fact that the personal opinion about himself corresponds to the price given to him by the surrounding people).

The level of self-assessment determines whether a person is self-satisfied or not. In this case, self-assessment indicators should correspond to the capabilities of the individual. Self-increasing or decreasing the display leads to an incorrect set of self-assessment indicators.

In conclusion, we can say that the need to withstand a strong competition in the labor market in our country today motivates every specialist to find in himself professional competence and the qualities inherent in it. From the lexical point of view, certain qualities are manifested on

the basis of competency, which means" ability", and from the content" effective use of theoretical knowledge in activity, the ability to demonstrate a high level of professional skill, skill and talent." It is necessary to radically improve the quality of professional training of teachers, improve its content. To significantly improve the quality of training of pedagogical personnel, it is necessary to ensure the synthesis of pedagogical and professional knowledge. Professional formation of educator is the integration of pedagogical and technical knowledge based on changes in the fields of science, education, technology, technology and production economy serves to ensure the effectiveness of the educational process. This process introduces the need to make certain changes in the creation of the technology of substantiation of the content of training of teachers and the formation of professional competence. In particular, on the basis of professional competence inherent in pedagogy, such attributes as social, special (psychological, methodological, information, creative, innovative and communicative), personal, technological and extreme competence are reflected. The professional competence of the educator ensures the effective, successful organization of the pedagogical (educational and educational) process. In order to have professional competence, the educator must focus on self-consistent development.

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