

PROFESSIONAL COMPETENCE OF THE FUTURE CHEMISTRY TEACHER FOR THE DEVELOPMENT OF STUDENT CREATIVITY

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ABSTRACT

It is necessary to determine the new content of education, the introduction of new disciplines requires the teacher's ability to quickly adapt, master new content, master innovative technologies, create their own options for the organization and methods of education and training, taking into account socio-psychological, cultural and economic changes.

Keywords: Competence, knowledge, saving grace, pupil, khadis.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The variety of phenomena of the modern world and the level of development of modern society require the teacher to be able to help students to properly navigate them. Using modern techniques, the subject of chemistry can be the basis for the formation of a naturally scientific worldview.

The structure of the educational and methodological complex should be created depending on the specific methodological goal, depending on the features of the content of the educational material, the specifics of the subject, and the level of training of students. The curricula of subject teachers are part of the educational complex, and therefore are closely related to the teaching technology. Learning technology is understood as an integrated system, the main structural element of which is the learning situation. It is also an algorithmization of teacher and student activities based on modeling of all types of learning situations [1].

And, of course, the subject teacher must have the appropriate competencies. Let us consider different views on the problem of criteria for determining competence and competence, as well as various classifications of professional competencies of teachers and chemistry teachers in particular.

In the psychological and pedagogical literature, the concept of "competence" has become widespread relatively recently. So, in the late 1960s and early 1970s. in the western, and in the late 1980s. in domestic literature, a special direction is emerging - a competency-based approach to education. At this stage in the development of pedagogical science, there is no exact definition of the concepts of "competence" and "competence". Various scientists put forward their hypotheses on this issue. We will try to state several such hypotheses.

The most famous scientist who studied this issue is an honorary professor at the University of Edinburgh, Dr. John Raven. It defines competency as a specific ability necessary for the effective implementation of a specific action in a specific subject area and including highly specialized knowledge, a special kind of subject skills, ways of thinking, as well as an understanding of responsibility for one's actions [2].

In other studies, along with the concept of “competency”, the concept of “competence” is also used (from Latin *competentia* - a range of issues in which a person is knowledgeable, has knowledge and experience [3]), which also has a varied description in various sources. Some identify it with the concept of “competence”, while others identify it as an independent structure.

The authors of the explanatory dictionary edited by D. I. Ushakov for the first time tried to prove the differences between the concepts of competence and competency: “Competence - awareness, authority; competency - a range of issues, phenomena in which the person has authority, knowledge, experience, terms of reference” [4].

Competencies should not be opposed to knowledge, skills. Competence is formed in the learning process, among family, friends, peers, under the influence of culture, religion, etc. In this regard, the formation and implementation of competence depends on the whole on the entire social, educational, cultural situation in which a person lives and develops. For each competence, one can distinguish various levels of its development (for example, minimal, medium, high).

The concept of “competency” includes complex, comprehensive content that integrates professional, socio-pedagogical, psychological, legal and other characteristics. In a generalized form, the competence of a specialist is a combination of the abilities and qualities and personality traits necessary for successful professional activity in a particular field (V.A. Slastenin, A.K. Markova, (A.M. Novikov, L.I. Kobysheva, N.V. Kuzmina, G.V. Mukhametzyanova, S.N. Chistyakova and others) The criterion of professional competence is the social significance of the results of the specialist’s work, his authority, social and labor status in a particular branch of knowledge (activity).

Competence, unlike Z.U. when the results of education are presented with sociocultural, social requirements.

Competency includes c. themselves, in addition to purely necessary knowledge and skills, such qualities as initiative, sociability, the ability to think logically and make optimal decisions; select and use the necessary information, professional tact and delicacy, emotional stability and readiness for psychological stress, tolerance, the ability to arouse public interest in the results of their professional activities, etc. In addition, a competent specialist has a critical mindset that: encourages him constantly "update their knowledge; to master, new; information for solving professional problems. Professionalism and competence are those qualities of a specialist on which not only his life and labor successes depend; but also the successes of the labor collectives as a whole.

Competence is a way of the existence of knowledge and skills that promotes personal self-realization by a pupil of finding his place in society, as a result of which education appears as a highly motivated and in the true sense of a personality-oriented one that ensures the maximum demand for a personal potential — recognition of the person around and awareness of its own significance [5] ;

Since the late 90s, this problem has been actively studied by domestic scientists. Most often, this concept is used intuitively to express a high level of qualification and professionalism. In pedagogy, some scholars (N. Rozov, E. V. Zhondarevskaya) consider this category as a derivative component of the “general cultural; competencies. ” Some scientists interpret it as a level, “educated specialist” (B. S. Gershunsky, A. D. Shchekatunova); others by professional

competence understand a systemic phenomenon; incorporating knowledge; skills; Skills professionally significant qualities, personality of a specialist, ensuring: the performance of their own professional duties; (T.G. Brazhe, N.I. Zaprudsky); VIP.Pugachev considers the professional competence of the characteristic quality of specialist training, the potential for labor efficiency. Under professional competence, he understands "the technical readiness of the employee to perform professional functions related to specialization" [6].

In recent years, in pedagogy; pedagogical and social psychology, social pedagogy, pedagogical management and sociology, the attention of scientists is attracted by the problem of development and formation of professional competence of teachers. Among many; theoretical and practical issues; interest, pedagogy explores the essence of this concept; the content and methods of forming the professional competence of the student: - the future teacher of her teacher development in the process of teaching.

In pedagogical science, a list of professionally significant qualities of a teacher's personality is defined (E.P. Belozertsev, F.N. Gonobolin, E; A. Grishin, N; D: Levitov); The psychological aspects of the teacher's activities were developed (I.P. Kaloshina; A.N. Leontiev, A.M. Matyushkin, E.S. Romanova, S.L. Rubinshtein, R.G. Shakirova).

In the research of N.P. Grishin, I.F. Demidov, N.N. Ershov, M.I. Lukyanova, E.V. Popova, V.I. Yudina, O. M. Shiyan, the conditions and means of development are determined teacher competency. The processes of the formation of psychological and pedagogical competence were investigated by M.G. Egorov, T.E. Egorova, V.I. Kashnitsky, Yu.V: Koynova, T.A. Markina, S.V. Meleshin, D.Yu. Osyagin, N .V. Yakovleva. In the works of N: V. Kuzmina, A.K. Markova, V. A. Slastenin, A. I. Shcherbakov, ways to increase professional competence are considered.

The phenomenon of professional competence is dynamic. Its substantial content and qualitative "level" depend on many factors: the state of the material and technical base, the state of scientific and organizational support, the state of culture in society, the region, etc.

The concept of professional competence of a teacher is multifaceted and multifaceted; it changes in accordance with the changes taking place in society, education, and is viewed from different angles of view. [7].

According to Sorokina TM, professional competence of a teacher is understood as the only theoretical and practical readiness for the implementation of pedagogical activity. Competence is considered as one of the stages of professionalism, which forms the basis of the teacher's pedagogical activity: Teacher's competence is interpreted as an individual's ability at different levels to solve various types of pedagogical problems.

Vvedensky B.H. He believes that the appropriateness of introducing the concept of "professional competence" is due to the breadth of its content, an integrative characteristic that combines such widely used concepts as. "Professionalism", "qualification", "professional abilities", etc. However, he emphasizes that there are still frequent cases of identification of the concept in question with the concept of "competence". In his opinion, competence is a certain personal characteristic, and = competence is a set of specific professional or functional characteristics [8].

Lukyanova M.I. Under the psychological and pedagogical competence of a teacher, we understand the totality of certain qualities (properties) of a person with a high level of professional readiness for pedagogical activity and effective interaction with students in the educational process. As components of psychological and pedagogical competence, she considers blocks of psychological and pedagogical orientation.

Khutorskoy A.V. distinguishes the "synonymously used" concepts of "competency" and "competence": competency - a set of interrelated personality traits (knowledge, skills, methods of activity), defined in relation to a certain range of objects and processes and necessary to act qualitatively and productively relation to them. Competence - possession, possession by a person of the relevant * competence, including his personal attitude to it and the subject of activity [3].

Also Khutorskoy A.V. distinguishes educational competence as a separate structure, defining it as a combination of interconnected semantic orientations, knowledge, abilities, skills and experience of the student's activity necessary to carry out personally and socially significant productive activities in relation to objects of 'real reality'. He emphasizes that one should distinguish simply "competence" from "educational competence" [3].

G. M. Kodzhaspirova believes that "the teacher must possess certain pedagogical skills; to be a competent teacher".

Studying the problem of the psychology of labor, teachers, A.K. Markova comes to the conclusion that the five sides of work, teachers- (pedagogical activity, pedagogical communication, the personality of the teacher, as well as the results of his * work: learning (and learning ability) and upbringing (in awareness) should be the basis of five blocks of professional, teacher's competence. Professionally competent is such a labor-teacher, in which pedagogical activity is carried out at a fairly high level; pedagogical communication, realizing personality oil in which good results are achieved in the training and upbringing of 'schoolchildren'.

Let us single out the following components in each of the aspects of the teacher's labor:

- professional (objectively necessary) psychological and pedagogical knowledge;
- professional (objectively necessary) pedagogical skills;
- professional psychological positions, the teacher's attitudes required by the profession ;;
- personal characteristics, ensuring mastery of a teacher by professional knowledge and skills.

The proportion of the individual components of the teacher's professional competence, emphasizes A.K. Markova, varies. Priority, from the point of view of the scientist, are such components of professional competence that allow us to judge the results of the teacher's work, and the procedural characteristics of the teacher's labor indicate the means of achieving the result - the students' education and upbringing.

The position of A.K. Markova that the dominant block of the teacher's professional competence is the teacher's personality, in the structure of which the author distinguishes:

- personal motivation (personality orientation and its types);
- properties (pedagogical abilities, character and its features, psychological processes and personality conditions);
- integral characteristics of the personality (pedagogical self-awareness, individual style, creativity as a creative potential).

In the monograph by NN Lobanova “Professional competence of a teacher” [9], the following definition of competency is given: “Professional competence to a certain extent determines the quality of a teacher’s activity. First of all, it is expressed in a stable effective nature of work, in the ability, under conditions of instability, various difficulties of an objective and subjective nature, to find an adequate, rational solution to the emerging pedagogical problem, which provides targeted pedagogical action that takes into account a wide range of its social, moral, and environmental consequences ”.

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