

MODEL OF PROFESSIONAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT

As a standard of “portrait of a profession”, a profессиogram acts, which is taken as the basis for the qualification characteristics of a specialist. The latter is a state document that defines the generalized requirements for the personality and professional competence of a teacher.

Keywords: Model, professional competence, future teachers, elementary grades.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The specificity of professionalism in different types of activities (professions) can be most clearly represented through a profессиogram containing indications of the normative characteristics of the employee’s activities and those professionally important psychological qualities that an employee must possess in order to carry out this type of work.

In this study, the analysis of real Primary school teacher’s educational activities and taking into account the forecast for the development of the general requirements set by society for a qualified primary school teacher, as well as on the basis of a survey of employers, a primary school teacher profession chart was developed, which is presented through a description of the primary school teacher’s activities and consists of professional competence and a psychogram. The structural components of a profессиogram are essential for determining the content of curricula and programs, and the content of professional competence allows you to uniquely determine the program of professional training for students of pedagogical universities.

The following principles were taken into account when developing the profессиogram of a primary school teacher: an integrated approach to the study of professional activities; purposeful preparation of a profессиogram, subordinate to the achievement of a specific practical goal; differentiation of profессиographic characteristics reflecting typical and specific features of the profession; reflection of the real state of the profession in specific socio-economic conditions; taking into account prospects and professional growth; reliability and scientificness (a profессиogram was developed on the basis of a system, personality and activity approaches).

The development of the profессиogram of a primary school teacher was carried out according to the following program: Studying the activities of primary school teachers in a school: studying the subject and purpose of activity, requirements for the result of work, requirements for the level of professional competence; Studying the organization of professional training of students in teacher training: the study of documentation, educational and methodological support and training programs, analysis of classes; Development of a training program for students of pedagogical universities based on the developed profессиogram; Experimental verification of the program of professional training of students in pedagogical universities.

Thus, taking into account that the psychogram of a primary school teacher (including psychological requirements for a specialist, as well as personal and psychophysiological qualities), has been studied quite well, the professional competence of a primary school teacher was developed in more detail in the framework of this dissertation research.

Each country, based on its priorities in the professional field, identifies certain teacher competencies. To date, in our country, the requirements for the field of education at the level of competencies are not yet sufficiently formulated and are in the stage of scientific development. Moreover, the problem of the formation of professional competence of primary school teachers remains poorly understood. There is a need to develop generalized criteria and indicators that determine the quality of teacher training in the vocational education system.

In pedagogy and psychology, there are various approaches to determining the nature, content and structure of a teacher's professional competence. Some authors (A.A. Bodalev, F.N. Gonobolin, N.V. Kuzmina, and others) propose to consider this problem from a psychological point of view, while others (N.N. Lobanova, A.K. Markova, V.A. . Slastenin, etc.) emphasize the development of personal characteristics, professionally significant qualities of the teacher himself, while others (EF Zeer, GM Romantsev, VA Bolotov, VV Serikov, etc.) include professional competence to one of the five groups of key qualifications, the fourth (A.A. Derkach, G.N. Podchalimova, etc.) determine professional competence in the structure of the professional activities of the teacher.

The term "professional competence of a teacher" and sometimes used as the identical "pedagogical competence" has recently received multiple use in psychological and pedagogical literature.

In the study of V.A. Adolf [2] the professional competence of the teacher is presented as a generalized personal education. He defines professional competence as readiness for productive teaching activities. The author includes in the structure of professional competence: theoretical and methodological, cultural, subject, psychological, pedagogical and technological components. The characteristic given by V. A. Adolf for the component composition of the teacher's professional competence helps to comprehend the logic of the stages of the formation of the teacher's professional competence, their content and level structure.

An interesting point of view of A.I. Piskunov, who distinguishes in the structure of the teacher's professional competence: 1) the invariant core (fundamental knowledge in the field of philosophical, psychological, pedagogical and methodological sciences; technological knowledge in the field of organizing various forms and types of educational and extracurricular activities; professional and pedagogical skills); 2) the variable part, which provides for taking into account the characteristics of the student's scientific preparation profile, his personal interests and inclinations [4]. Analyzing the approach of A.I. Piskunov to the concept of professional competence, we came to the conclusion that basic invariant knowledge and skills - this is the standard minimum for a teacher of any profile. They serve as the foundation for the subsequent independent deepening by future specialists in the theory and practice of professional activity.

Despite the fact that domestic scholars of the 90s of the XX century actively studied the teacher's professional competence, it is interpreted differently in various literary sources, but different researchers are almost unanimous in the initial conceptual positions: the formation of

the teacher's professional competence is procedural and systemic character, the foundation of which is the level of their own professional education.

Combined, all of the listed types of competencies are part of the professional competence of primary school teachers, the formation of which is aimed at preparing a future specialist. The sources for determining the composition of specific competencies of primary school teachers in this dissertation study were generalized requirements of employers for professional skills of teachers, professional standards and qualification characteristics of primary school teachers.

The content of the submitted competencies represents the requirements for the professional activities of primary school teachers. Analysis of general professional competencies revealed their content. So, we consider psychological and pedagogical competence as the possession of basic invariant psychological and pedagogical knowledge and skills that determine the success of solving a wide range of educational and educational tasks in various pedagogical systems; compliance with certain professional and pedagogical requirements, regardless of the specialization of the future teacher; possession of various forms of assessing the quality of education of students; the ability to identify the individual abilities of students and build the educational process with them in mind; the ability to establish pedagogically appropriate relationships with students, colleagues, parents; creation of a favorable microclimate in the teaching staff; the ability to design a varied and personal orientation of the educational process.

Regulatory competence. In its content, we include the possession of certain regulatory relations in the field of teacher-student, teacher-parent; knowledge and ability to use the basic documents on the rights of the child and the obligations of adults in relation to children (Convention on the Rights of the Child, International Convention on the Rights and Fundamental Freedoms of the Person, Constitution of the Russian Federation, Federal Law "On Education"); possession of ethical and legal standards governing the relationship of man to man, to society and nature; possession of environmental and legal culture.

Based on the analysis of the nature of the pedagogical activity of an elementary school teacher, including the teaching of twelve different academic disciplines (reading, writing, mother tongue, literary reading, mathematics, science, visual arts, art, music, physical education, computer science, a foreign language) In this work, a generalized structure of special competencies of primary school teachers was proposed, consisting of subject and methodological competencies. The proposed structure of professional competence of primary school teachers should serve as the basis for obtaining a visual and adequate representation of the student about his future professional activities and designing effective technologies for professional training for her.

With this approach to determining the structure of professional competence of primary school teachers, it becomes possible to use it in the development of new educational content and new curricula, programs, writing textbooks, as well as rely on it when developing innovative technologies for training future teachers who will work in the 21st century, as well as reduce the period of adaptation of a young specialist.

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