

DIDACTIC SUPPORT OF THE PROCESS OF FORMATION OF MANAGERIAL COMPETENCE OF FUTURE TEACHERS IN VOCATIONAL EDUCATION

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ABSTRACT

The article discusses the problem of modern didactic support for the formation of the managerial competence of future teachers in vocational education. The concept of "didactic support" is investigated from the scientific position of various authors. A system of didactic support is presented in relation to the process of forming the managerial competence of future teachers as an integrative complex of scientific, methodological, informative, communicative-interactive and control and evaluation components.

Keywords: Managerial competence, the process of formation of managerial competence of future teachers, didactic support.

INTRODUCTION

The modern system of higher pedagogical education is based on the implementation of the ideas of a competency-based approach. It is the competency-based approach that today is one of the leading principles of the methodology, the basis for the development of state educational standards, "an uncontested new educational paradigm" [2, p. 445].

The competency-based approach is designed to enhance the practical orientation of the educational process by including in it educational tasks and situations of applying the acquired theoretical knowledge and skills in specific life conditions.

Material and methods: The fundamental position of the competency-based approach to the implementation of university educational programs is expressed by the requirements of "student-centered" training, activation of the professional position of students. Professor S.B. Seryakova notes that the competency-based approach involves the choice of educational strategies in higher education - "... an approach to setting goals and selecting content, to organizing the educational process, choosing educational technologies and evaluating results" [4, p. 43].

Due to the active reform and modernization of the higher education system, one of the central problems in psychological and pedagogical research is the problem of professionalism in general and professional competence of a specialist in particular.

Results and discussion. An analysis of the scientific literature, psychological and pedagogical research in the field of teacher's professional competence, as well as studying the requirements of state educational standards of higher education and the teacher's professional standard showed that the managerial component is clearly defined in the structure of the professional competence of a modern teacher. The teacher in these conditions acts as the manager of the educational process and realizes the goals of modern education through pedagogical

management. As a result of this, when organizing the training of a future teacher at a university, it is also necessary to form managerial competence as part of his professional competence.

The managerial competence of the future teacher is defined as a comprehensive personal education based on the values of the subject-subject interaction of all participants in the educational process, manifested in conscious knowledge, desire and willingness to professionally manage the educational and cognitive activities of students, ensuring the achievement of personally and socially significant pedagogical results.

In turn, the formation of the managerial competence of future educators is a focused process in which a qualitative transformation of all its substantial components is phased. At the first stage, generalization and comprehension of theoretical knowledge through the organization of intersubject integration takes place. The second stage involves immersion in a modeling environment by implementing an experimental program. The third stage - immersion in a professional environment - a program of practices, volunteering.

The stages of the process of forming the managerial competence of future teachers in the framework of the implementation of the additional professional program "Teacher" are determined not only by calendar dates and quantitative accumulations in accordance with the years of study, but also by their quality originality. Each stage of preparation is an integral system of content, forms and methods of working with students - future teachers. In this regard, the scientific problem of developing a system of modern didactic support arises, which is necessary for the optimal formation of the managerial competence of future teachers in the context of further professional education.

Modern approaches that reveal the theoretical foundations of the organization of educational activities are presented in the scientific works of V.V. Davydova, I.I. Ilyasova, A.N. Leontiev, V.A. Slastenin, I.I. Tsyrukun and other scientists. The content of the didactic support of the educational activities of students is disclosed by V.K. Dyachenko, V.V. Kraevsky, I.Ya. Lerner and others.

However, in pedagogical science there is no single scientific position regarding the totality of didactic ideas that ensure the optimal formation of the managerial competence of future teachers in additional professional education. This, in turn, necessitates the solution of the following tasks in the presented study: 1) clarification of the scientific concept of "didactic support"; 2) the identification of the content of didactic support in relation to the process of forming the managerial competence of future teachers in the context of the implementation of the additional professional educational program "Teacher".

E.G. Skibitsky considers the concept of didactic support as a complex of "varied types of meaningful educational information on different media interconnected by didactic goals and tasks of education and upbringing, developed taking into account the requirements of psychology, pedagogy, valueology, computer science and other sciences used for distance education", the content of which mandatory consistent with the requirements of state educational standards [5, p. 22].

It is of scientific interest to understand the didactic support of E.V. Bochkareva - a set of funds aimed at "improving the effectiveness of professional training, including the diagnosis of the educational process, didactic support for a university teacher, didactic support for a student, educational complex, educational and methodological activities of the community of teachers

as a team of like-minded people, ensuring the functioning and development of the educational process through the selection of agreed means, forms, methods of management "[1].

Scientific position E.V. Shirshova is the need to consider the didactic support of the educational process at the university in the aspect of a systematic approach. The author substantiates the concept of "systemic and didactic support of the educational process in a university" as a pedagogical phenomenon. This is "a combination of functionally interacting and interconnected means, organizational forms and methods based on electronic information and educational technologies" [6].

Exploring the problem of the formation of linguistic competence, M.V. Druzhinin also defines didactic support through a system containing elements of different nature with excellent functions. According to the author, all components of this system are interconnected. Moreover, the properties of this system depend not so much on its constituent components as on the nature and characteristics of their interconnections, since they obey the same organizational laws. Given these interdependencies, it becomes possible to predict the development of the system, that is, to design a specific result. didactic support managerial competence

M.V. Druzhinina, S.S. Dergaeva, I.N. Naydenova represent a model of didactic support for the formation of linguistic competence in the form of a binary system consisting of an invariant and a variable part. The invariant component of the didactic support model is static and contains fundamental knowledge as a priority basis for the formation of competence. The variable part, respectively, is characterized by dynamism and includes "relevant information", constantly updated on the basis of changing reality [1, p. 126].

Turning to the subject of our study, we note that didactic support for the process of forming the managerial competence of future teachers in additional professional education includes: firstly, the selection of the modern content of higher pedagogical education, technologies and teaching methods; secondly, the subsystem of modern textbooks and teaching aids necessary for developing the ability and readiness of future teachers to manage the educational and cognitive activities of students and the student body as a whole, provided that the proposed system and its components are constantly updated.

Agreeing with the scientific position of S.I. Nevda, by the didactic support of the process of forming the managerial competence of future teachers in additional professional education, we understand the integrative set of scientific, methodological, informative, communicatively interactive and control-evaluative components of the content of education [3, p. thirty].

The scientific and methodological component contains state educational standards of higher education, the professional standard "Teacher", curricula, additional professional educational program "Teacher", curricula in the disciplines "Fundamentals of the management of pedagogical systems" and "Pedagogical management of educational activities of students", textbooks, educational manuals, collections of situations and tasks for managing the student body, workshops, etc. Also, the scientific and methodological component of the didactic support for the formation of the managerial competence of future teachers includes methodological recommendations and instructions for teachers on organizing seminar, practical and laboratory classes and methodological recommendations for students on the rational organization of independent work.

The content-information component of didactic support involves the separation of the content of education into information intended for classroom work and for independent study. Such differentiation is due to different levels of preparedness of students - future teachers of different areas of training and the presence of the optimal amount of ideas about the pedagogical management of the student collective. The content-information component is represented by plans for seminars, workshops, laboratory workshops, complexes of audio and video materials, handouts, topics of essays, essays, tests and tests, etc.

The communicative and interactive component of didactic support is presented by the strategies of pedagogical interaction between the teacher and students, ensuring the qualitative formation of managerial competence in future teachers. There are two interaction strategies: cooperative and competitive (E.N. Shiyanov). The essence of cooperation in making a feasible contribution of each participant to the solution of a common problem. A prerequisite for the effectiveness of interaction by type of cooperation is the degree to which all participants in the educational process are included in it. Competition as a type of interaction presupposes an active position in the struggle for priority, which is manifested, as a rule, in a conflict of a productive nature. The educational activities of students in the formation of their managerial competence should be organized as a single process in which the choice of an educational interaction strategy depends on the didactic goal and content of the lesson.

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CONCLUSIONS

Thus, the success of scientific theory and educational practice of forming the managerial competence of future teachers in additional professional education directly depends on the quality of the development and implementation of the system of scientific and didactic support for this process.

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