

FORMATION OF INNOVATIVE PROFESSIONAL COMPETENCE OF TEACHERS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article analyzes the content and essence of the formation of professional competence of teachers for vocational education institutions. Formation of professional competence in training of future teachers for professional educational institutions, creation of necessary pedagogical conditions for their professional and personal development in higher education institutions, development of pedagogical bases of formation of professional competence of vocational education teacher, definition of psychological and pedagogical conditions and level of professional competence issues such as substantiation of criteria are highlighted.

Keywords: Professional education, modernization, competence, professional competence, teacher, innovation, competent approach.

INTRODUCTION

The disciplines of all specialties taught in higher education institutions have the functions of not only informing and teaching, but also developing, integrating and educating ideas. It is obvious that each science teacher is tasked not only to equip students with the scientific information available in the structure of the subject, but also to develop and integrate the scientific concepts they have acquired, and to educate students in the spirit of national values. Therefore, in preparation for the next lesson, it is advisable for each teacher to choose the teaching material in accordance with the requirements and principles listed above, and to effectively use the relevant concepts in bringing it to the attention of students.

MATERIALS AND METHODS

The socio-personal qualities of teachers in vocational education institutions embody the characteristics of the engineering profession, which are useful in working individually and collectively in the design process. Two aspects need to be emphasized: (ability to socialize, resolve conflicts, take initiative, take responsibility, organize group work) and personal qualities in design activities (knowing how to express one's opinion and work on oneself). They are associated with technical thinking and include qualities such as independence and self-confidence, creativity, and a desire to regularly conceal one's professional skills.

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RESULT AND DISCUSSION

Modernization of the education system, changes in the system of vocational education make it necessary to develop the professional competence of the staff of the educational institution. At present, the state educational standards of higher professional education are being introduced, and innovations are being widely introduced in the content and technology of education aimed at improving the quality of training of future vocational education teachers.

The English concept of "competence" literally means "ability". The content means "effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent."

Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the performance of professional activities and their application in practice at a high level.

Professional competence implies the acquisition of integrative knowledge and actions in each independent direction by the specialist, rather than the acquisition of individual knowledge and skills. Competence also requires constant enrichment of professional knowledge, learning new information, understanding of important social requirements, the ability to search for new information, process it and apply it in their work.

In her research, I. Zimnyaya identified the following as the main directions of formation and improvement of professional competence of teachers in the educational process:

- improving the level of psychological and pedagogical training of teachers for independent education and training;
- objectives and methods of organization and management of pedagogical processes in the context of education and the role of psychology in the context of education;
- transition from a simple form of information-based learning to an active form, ie the formation of concepts and skills in the organization and management of problem-based conversation methods and pedagogical processes;
- consider the result of the development of teachers' professional skills as the development of their creative, professional and personal potential;
- forming the personal position of a competent teacher as a subject of the educational process.

Insufficient educational and methodological complexes have been created in the education system on the basis of modernized content, which allows each professional teacher to organize the educational process in the classroom and outside the classroom, to implement the theoretical knowledge of future teachers in the curriculum and the formation of professional competence in educating a harmoniously developed generation. It is expedient to develop a scientific and practical basis for the formation of professional competence of teachers of professional educational institutions on the basis of effective use of modern educational technologies.

Development of students' ability to make clear decisions in pedagogical and industrial difficult situations in the formation of innovative professional competence of teachers of professional educational institutions, development of problem-based tasks based on interdisciplinary interaction so that they have access to information on subjects in the curriculum, pedagogical staff The use of new forms of education to improve the quality of training, ensuring

interdisciplinary continuity and continuity in the acquisition of fundamental, in particular, pedagogical and technical knowledge, the interaction of pedagogical sciences with the humanities, socio-economics, mathematics and natural sciences and general and specialized sciences. and requires a scientific justification of its practical aspects.

Pedagogical knowledge is a system of information that allows you to organize all types of activities carried out by the subject. It is an integral part of activities of organizational, economic, social and economic significance, and justifies the manifestation of pedagogical features in all spheres of material and spiritual life of society. In turn, technical knowledge has the ability to cultivate in the future specialist such qualities as perseverance, careful planning, the ability to assess possible situations, a rational approach to the situation. This is largely due to the social and socio-pedagogical orientation of the subject, as well as the development of technology, which is becoming more and more deeply ingrained in the life of society. The interrelationship between the disciplines of the pedagogical series and the general engineering disciplines is interpreted in the form of art, skill and ingenuity of the special direction of production. The essence of the concept of "pedagogical technology" is changing in the context of large-scale application of information technology in the educational process. While this concept initially served to express the features of technology, now the enrichment of the content of pedagogical technology is largely due to the addition of certain technical elements to it.

The use of computer tools in the educational process, the use of computers as an object of learning, the process of informatization of pedagogical technologies increases the technical capabilities due to the interaction with the latest tools and objects. Information technology creates the basis for the reshaping of educational content.

CONCLUSION

Thus, the use of the above-mentioned mechanisms in the practice of teaching professional subjects in the training of future teachers for vocational education in higher education creates conditions for the formation of innovative professional competence, as well as the creation of psychological and pedagogical conditions.

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