

CONTENT AND STRUCTURE OF PROFESSIONAL EDUCATION TEACHER'S PROFESSIONAL COMPETENCE

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ABSTRACT

The article describes the essence of the content of competency-based approaches in vocational education and the content of the professional competence of a future teacher of vocational education.

Keywords: Innovation, creativity, motivation, special, competence.

INTRODUCTION

The formation and relative stabilization of market mechanisms in the development of the economy in recent years shows the importance and necessity of training highly qualified personnel at all levels of education, including vocational education. This provides a favorable environment for the development of a vocational education system based on market requirements.

In today's socio-economic environment, which places high demands on the level of professional training, the main task of future vocational education teachers is to acquire professional competence, which will allow them to easily find their way in the labor market.

This feature of the field of education depends not only on the expediency, but also on the need to apply a competency-based approach in professional pedagogical education.

MATERIAL AND RESEARCH METHODS

Vocational school has long been approached from the point of view of "knowledge", the main task of which is the systematic formation of knowledge in students, which were considered as secondary components of the process of teaching skills and competencies. Nowadays, with the development of modern pedagogical views, these tasks are changing. Of course, knowledge of science should not go beyond the educational structure of the learner, but should play a guiding role. Therefore, in the framework of this study, the approach of competence in the research work of a number of scientists, such as N.A.Muslimov, B.A.Nazarova, is of particular importance. The ability to reach plays an important role.

The approach to the educational process from the point of view of competence is reflected in the updating of the content of education. This, in turn, is the education system's response to the changing socio-economic reality. Here, "competence" is seen as a complex synthesis of evolving scientific, theoretical, and personal experiences.

Analyzing the competence of professional education teachers, O.N. Larionova puts forward completely new ideas. According to him, the professional competence of teachers of vocational

education combines five types of competencies: communicative-methodological, social-communicative, personal, operational-technological, theoretical and practical competencies.

RESEARCH RESULTS AND DISCUSSION

Communicative-methodological competence includes, on the one hand, the ability of a teacher of professional education to use different information (knowledge of information resources, their search, selection), on the other hand, the ability to identify the causes and consequences of different branches of science. such as identifying similarities in events.

The socio-communicative competence of a professional education teacher means that he or she is able to properly assess teamwork, socio-economic micro and macro situations.

Personal competence means taking care of one's psychological and physical health, as well as following safety rules.

Rapid technological competence means the ability to know all types of activities required (in the activity of the head of the enterprise) in a particular industry.

Theoretical competence is a whole set of accumulated knowledge, which means being able to use it and enrich it.

Practical competence means being able to put into practice a whole set of accumulated knowledge [1].

Although the structure of professional competence is analyzed in the views of the scientist, but the structure of professional competence of a teacher of professional education does not include creative research and creative competence. After all, one of the main requirements is the inclusion of such qualities as creative curiosity and thirst for innovation in the professional competence of production specialists - engineers and teachers.

In studying the professional competence of teachers of vocational education, we used the following approach, ie in terms of content, vocational education has an integrative nature, it provides preparation for two different levels of education (secondary and higher), two different types of professional activity (industry and pedagogy) updates the optimization problem.

Analysis of the concepts of "pedagogical competence", "professional competence" and "pedagogical-professional competence" shows that in determining the nature and structure of the professional competence of a teacher of vocational education should pay attention to the concept of pedagogical-professional competence of the teacher. The pedagogical-professional competence of the educator is a concept with an integrative meaning, which simultaneously includes the pedagogical competence necessary for the pedagogical activity of the teacher and the professional competence in a particular specialty.

According to the results of psychological and pedagogical research aimed at studying the problems of higher education, the pedagogical and professional competence of a teacher of vocational education is an important didactic category.

V.V. Nesterov and A.S. Belkin define pedagogical competence as "the combination of professional tasks in creating the necessary conditions for effective work in the educational

process", and pedagogical professional competence as "the sum of professional, personal qualities that ensure effective demonstration of professional competence". they look.

N.V. Kuzmina describes pedagogical-professional competence as follows and divides it into five types of competence:

1. Competence in the field of teaching subject.
2. Methodical competence (ability to apply the method of formation of knowledge, skills and abilities).
3. Socio-psychological competence (in the process of treatment).
4. Differential-psychological competence (in the process of developing students' abilities).
5. Autopsychological competence (ability to assess the shortcomings and achievements of the individual) [2].

Analyzing the different views of A.S. Belkin, N.V. Kuzmina, V.V. Nesterov, O.N. Larionova on the structure and content of pedagogical competence, we expressed the pedagogical and professional competence of a teacher of professional education as follows: competence:

social competence - the ability to be active in social relations, to have skills, to be able to communicate with the subjects in professional activities;

individual competence - consistent achievement of professional development, professional development, demonstration of their inner potential in professional activity;

extreme competence - the ability to make rational decisions, to act correctly in emergencies (natural disasters, technological process failure), in the event of pedagogical conflicts;

psychological competence - the ability to create a healthy psychological environment in the pedagogical process, the ability to understand and eliminate various negative psychological contradictions in a timely manner;

methodical competence - methodologically rational organization of pedagogical process, correct definition of forms of educational or pedagogical activity, choice of methods and means according to the purpose, effective application of methods, successful application of means;

information competence - search, collection, sorting, processing of necessary, important, necessary, useful information in the information environment and their purposeful, appropriate, effective use, knowledge of economic knowledge and marketing;

creative competence - a critical and creative approach to pedagogical activity, the ability to demonstrate their creative skills;

innovative competence - the promotion of new ideas for improving the pedagogical process, improving the quality of education, increasing the effectiveness of the educational process, their successful implementation in practice;

communicative competence - the ability to communicate with all participants in the educational process, to receive and transmit information correctly, to communicate in foreign languages, to communicate on the Internet;

technological competence - mastering advanced technologies that enrich professional and pedagogical knowledge, skills, abilities, practical use of modern tools, techniques and technologies.

Professional (special) competence is a set of competencies that must be acquired in their specialty. Professional competence defines the types of competencies depending on the specific type of professional activity.

As a result of the analysis and conclusions, the professional competence of a future teacher of vocational education was defined as follows:

The professional competence of a future teacher of professional education is a set of competencies, important personal qualities and individual psychological characteristics that must be acquired in their specialty, including regular learning, self-improvement, direct application of professional knowledge in practice, knowledge of new innovative technologies. to be able to apply, to take a creative and responsible approach to work, to understand all the problems related to their work in a systematic way, to be able to set tasks and find solutions to specific problems.

A teacher of professional education must possess a number of important competencies and personal qualities within the scope of his / her professional activity.

Personal qualities come in handy in designing the learning process, both individually and as a team. Two aspects need to be emphasized: social (ability to collaborate, resolve conflicts, take initiative, take responsibility, organize group work) and design activities (know how to express one's opinion and work on oneself). They are associated with technical thinking, such as independence and self-confidence, the desire to constantly improve their professional skills.

CONCLUSION

Based on the study of the structure and essence of professional competence of a teacher of vocational education, we came to the following conclusions:

- The professional competence of a teacher of vocational education is a complex structure that determines its activities and is a set of cultural, professional knowledge, skills, abilities, professional creative approach, social orientation of the individual, in general, effective solution of professional tasks;

- In essence, the professional competence of a teacher of vocational education consists of: functional (knowledge of the principles of organization of various disciplines), practical knowledge of the work (methodological and technological). As a result of acquiring this knowledge, the professional, communication skills and abilities of the specialist are formed, there are opportunities to positively solve design, practical, experimental and technological tasks;

- The development of professional competence of a teacher of vocational education depends on the quality of teaching general and specialized subjects and important personal qualities and individual psychological characteristics.

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