



Special Competence In The Structure Of Professional Competence Of A Teacher

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ARTICLE INFO ABSTRACT

Annotation:

The purpose of the article is to substantiate the need for the formation of special competence in the training of teachers in the field of Russian language and literature. The relevance of the article is determined by the need to develop special competencies of future teachers of Russian language and literature and to identify didactic conditions that contribute to their effective implementation. The need for the formation of special competence in the preparation of future teachers of the Russian language and literature has been identified and justified, the structure of the special training process has been determined, the content of special training has been adjusted and supplemented, and educational and methodological support for the special training process has been developed.

Key words: concepts of “competence” and “competence”, scientific approach, professional competence, “education”, “professionalism”, educational system, Russian language and literature, special competence of the future vocational training teacher, professional pedagogical competence, model of the process of forming a special competencies, didactic conditions.

The content of teacher training for a particular specialty was also presented in a qualification characteristic - a normative model of a teacher's professional qualities (professiogram), reflecting the scientifically based composition of professional knowledge, skills and abilities.

A qualification characteristic is essentially a set of generalized requirements for a teacher at the level of his theoretical and practical experience. Currently, changes in society associated with the acceleration of the pace of its development have influenced the situation in the field of education. According to O.E. Lebedev, in a changing world, the education system should form such a quality as professional universalism, which presupposes the need to move from a good specialist to a good employee.

The professional competence of a teacher includes the following competencies in order of importance: special (80%), pedagogical (68%), social-communicative (61%), didactic-technological (48%), information-analytical (36%), innovative (31%).

Today, a modern teacher must have the following professional and personal qualities: possession of the skills and abilities necessary for professional activities, developed pedagogical thinking, communication skills, the need for self-education and self-education, organizational skills. To develop the above competencies in future teachers, it is necessary to improve the didactic training of teachers of the Russian language and literature at the university. Therefore, modern goals of training teachers of the Russian language and literature require strengthening the psychological, pedagogical, didactic training of teachers of the Russian language and literature. In pedagogical universities, teachers have higher pedagogical education and are highly qualified philologists, but have almost no experience of practical work in school. Our practical experience of working with students shows that during the period of students' teaching practice, weak didactic preparation of future teachers of the Russian language and literature for teaching activities in secondary schools is evident. Therefore, when preparing future teachers of the Russian language and literature, it is necessary to pay special attention to their didactic training.

Didactic preparation is a deep knowledge of one's subject, the formation of professional thinking, the formation of teaching skills, mastery of teaching methods, the ability to carry out interdisciplinary connections, the ability to conduct special classes in the course of the subject taught, knowledge of the psychological characteristics of the age development of students and the ability to use them in their practical activities, ability to organize extracurricular work on the subject, etc.

The set of specialist competencies is "set," on the one hand, by the main customers of the higher professional education system - employers, the state and society, and on the other hand, by the student himself, as a future specialist, and the educational system. Employers, society, and the state are external to the educational system, but they, ultimately, assess the quality of specialist training, especially practical training. What is important for the employer is a high level of professional competence of a specialist, which implies the ability to effectively perform professional functions and practically solve certain classes of tasks and problems.

One of the main special competencies of a future teacher of Russian language and literature is the ability to work with literary text and the ability to analyze it. A literary text allows for various methods of analyzing its structure. The analysis and interpretation of works with linguostylistic, literary, linguocultural and general philological dominants are highlighted. Each of them requires special consideration in separate articles. We believe that the principle of a general philological approach is more optimal when developing general professional and special competencies among future teachers of the Russian language and literature. However, special attention is paid not only to the student's correct understanding of the text, but also to the analysis of the work itself from a literary point of view, using appropriate terminology and syntactic structures.

In professional pedagogy, the concepts of "education" and "competence" are increasingly used instead of the concept of "professionalism". "Professionalism," first of all, implies the level of mastery of technology by a specialist. And, the higher the level, the more specific the scope of application and the more familiar the connection with the adjective "narrow". "Education", on the contrary, the higher it is, the wider it is. The formation of a future teacher, along with the acquisition of knowledge, skills and abilities, is associated with the formation of his professional competence, including beliefs, ideals, aspirations, interests and abilities.

The term "competence" (from the Latin *competo* – jointly achieve, achieve, comply) is interpreted in dictionaries with many meanings: both as "possession of knowledge that allows one to judge something", and as "awareness, competence", and as "authority, full rights". In scientific publications, the categories "competence" and "competence" are distinguished. If the definitions of "competence" are close to each other, then for "competence" there is no single interpretation. On the one hand, "competence" is "possessing the knowledge to judge something," and on the other, "the area of issues in which someone is knowledgeable." "Competence", therefore, contains functional qualities, and "competence" – knowledge and experience of creative activity, which form the basis of professionalism.

Competencies and competencies are the main units of updating the content of vocational education and its modernization. In the report of the UNESCO International Commission on Education for the 21st Century, Jacques Delors formulated the "four pillars" on which education is based: learning to know, learning to do, learning to live together and learning to live. To learn to do means to "acquire not only a professional qualification, but also, in a broader sense, the competence to cope with various situations and work in a group."

The categorical field of the concept of "competence" certainly includes professional qualities necessary for the acquisition of special knowledge, development of abilities and achievement of socially acceptable efficiency in professional work. Important personality traits of A.A. Dergach and N.V. Kuzmin is considered: a) intellectual (manifested in thinking), b) volitional (in the ability to self-govern), c) organizational (in the mechanism of activity), d) moral (in behavior), e) emotional (in feelings).

As for the situation in teacher education, it is such that teaching staff are required to have the ability to work in the changing conditions of the state's educational system: to develop innovative projects and programs for the development of education, to predict and create individualized models of student education, to conduct independent pedagogical research, etc. . This means that it is not employers, but already at the level of educational institutions, who must prepare future specialists for changes, developing in them such qualities as mobility, entrepreneurship, dynamism, and adaptability.

What comes to the fore is not formal membership in the teaching profession, but professional pedagogical competence, that is, the teacher's compliance with the multidimensional competence requirements of professional activity. In this regard, the problem of training professionally competent teachers arises, the formation of which occurs throughout the entire educational process - at school, at university. Thus, changes occurring in the world and changes in the field of educational goals, correlated, in particular, with the global task of ensuring a person's entry into the social world, his productive adaptation in this world, have caused the need to raise the issue of ensuring a more complete personally and socially integrated result of education. The concepts of "competence" and "competence" were used as a general definition of such an integral social-personal-behavioral phenomenon as a result of education.

At this stage of development of the humanities, there are many definitions of the concepts of "competence" and "competence". Various scientists put forward their hypotheses on this issue. For this reason, there is still no unity in understanding the essence of these terms. Since in modern social and humanitarian literature

there is a rather contradictory situation regarding the content of the concepts of competence and competency, let us first try to understand these key concepts of the competency-based approach, relying on various dictionaries and numerous sources and scientific works.

The relationship between the concepts of “competence” and “competency”.

Currently, in domestic pedagogy it is customary to distinguish between the concepts of “competence” as a characteristic of a workplace (position, position) and “competency” as a characteristic of an employee (specialist). We can say that competence is a concept related to a person. Consequently, competence is a predetermined requirement for the educational preparation of a student, a characteristic of his professional role, competence is a measure of compliance with this requirement, the degree of mastery of competence, and a person's personal characteristics. The concept of competence takes on the meaning “I know how”, in contrast to the previously accepted guideline in pedagogy “I know what”. Competence is knowledge that allows you to judge something.

Consequently, competencies are internal psychological new formations of the individual: systems of values and relationships, knowledge, experience, ideas, programs (algorithms) of activity, creative abilities that allow the implementation of competencies.

K. D. Ushinsky noted that it is not the experience itself that is important, but the thought derived from the experience. To become competent, it is not enough to have extensive work experience. To do this, it is necessary for a person to make transitions - from information and knowledge (“I know that”) to thought, and from it to action and deed (“I know how”), and from them to a purposeful and motivated system of actions - activity. And in activity he gets the opportunity to change himself, develop abilities, acquire new qualities, incl. social, become competent.

Professional competence integrates only three aspects:

cognitive (scientific, subject knowledge in the field of one's profession) operational and technological (methods of professional activity, decision-making skills);

axiological (experience of emotional and personal relationship to nature, society, person)

Zagvyazinsky identifies professional competencies in the pedagogical field in accordance with the functions performed by teachers.

All his roles (functions) are implemented in a single activity that requires appropriate competencies. Let's reveal their contents.

Subject competence - in the field of teaching specialty, i.e. special and professional competence in the field of the taught discipline; achievements, ways of understanding the future, methodology of science.

Methodological competence in the field of pedagogical methods of developing knowledge and skills of students; approaches, methods of designing the educational process and monitoring its results.

Educational competence. It includes social-communicative value-worldview, personal axiological competence; (the educational potential of the subject of science and the field of activity are in this case a means of realizing these competencies).

Research competence is mandatory for a university teacher, but is increasingly included in the orbit of the activities of a creative teacher involved in the processes of renewal of preschool, school and higher education. Includes mastery of methodological culture, research methods and techniques.

Psychological competence - understanding the internal mechanisms of persuasion, age-related and individual patterns of personality development; knowledge of methods of their formation and regulation, methods of productive communication, and work in a team.

Managerial competence is the ability to anticipate, design and manage the process of training and education, achieving mutual understanding and interaction between subjects of education.

In addition, professional competence presupposes a whole range of personal qualities. The concept of competence includes not only cognitive and operational-technological components, but also motivational, emotional, ethical, social and behavioral. Consequently, it is always personally colored by the qualities of a particular person.

By now, major scientific-theoretical and scientific-methodological works have already appeared, which analyze the essence of the competency-based approach and the problems of forming key competencies. For example, the monograph by A.V. Khutorskoy “Didactic heuristics. Theory and technology of creative learning”; works of Verbitsky A.A., Larionova O.G. “Personal and competency-based approaches in education. Problems of integration”; Tatur Yu.G. “Competency-based approach to describing results and designing standards of higher professional education”; Zimnyaya I.A. “Key competencies as a result-target basis of a competency-based approach in education”; Ravena J. “Competence in modern society. Identification, development and implementation.”

The competency-based approach is a set of general principles for determining the goals of education, selecting the content of education, organizing the educational process (teaching and learning) and assessing educational results. These principles include the following:

- the purpose and meaning of vocational education is to develop in future specialists the ability to independently solve problems in their field of activity based on the use of existing social experience;
- the content of vocational education is a didactically adapted social experience in solving cognitive, ideological, moral, political and other problems;

- the meaning of organizing the educational process is to create humanistic conditions for the formation of future professionals' experience of independently solving cognitive, communicative, organizational, moral and other problems of professional education;

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- the meaning of organizing the educational process is to create humanistic conditions for the formation of future professionals' experience of independently solving cognitive, communicative, organizational, moral and other problems of professional education;
- assessment of educational results is based on an analysis of the levels of education achieved by students at a certain stage of training.

The competency-based approach, reflecting the principle of multidimensionality in education, opposes the following inhumane provisions that existed in the higher school of teacher training:

traditional subject reproductive "training", which is based on the idea of transferring and assimilating knowledge (information);

compulsory forms of organizing training sessions;

a vertical, hierarchically organized system of administrative management of the educational process;

selective and subjective marking system for assessing educational results ("residual" knowledge).

The competency-based approach involves the transition:

- from subject teaching and learning to integrative learning, a holistic educational process and continuous self-education;

- from recording "residual" knowledge to determining the level of competence, readiness and further continuous education, the level of professionalism, readiness for activity (value-oriented, psychological-pedagogical, practical), for self-realization, competitiveness in the educational sphere, the degree of social and professional mobility.

When planning the organization of the educational process and methods for implementing the competency-based approach as a fundamental principle of education in higher education, one should always remember that we remember 20% of what we hear, 40% of what we see, 60% of what we see + hear, 80% of what we see + hear + what we ourselves do.

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