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FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE LECTURERS

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Abstract. At the present stage, the development and formation of the professional competence of a specialist is taking place, ready and able to solve not only professional tasks, but also go beyond the limits of normative activity and carry out innovative processes. The technology of teaching students is based on the design of a holistic didactic process. If the subject of the teacher's pedagogical activity is the student, then the object of the university is the pedagogical process, organized as a system of consistently put forward and solved interrelated professional tasks. Therefore, the highest component of personality is professional competence.

Keywords: lecturer, student, professional competence, professional activity, pedagogical practice.

抽象的。在现阶段，专家的专业能力正在发展和形成，不仅准备好并能够解决专业任务，而且要超越规范活动的限制并进行创新过程。教授学生的技术基于整体教学过程的设计。如果教师教学活动的主体是学生，那么大学的对象就是教学过程，它被组织成一个系统，不断提出和解决相互关联的专业任务。因此，人格的最高组成部分是专业能力。

关键词：讲师，学生，专业能力，专业活动，教学实践。

Introduction.

The relevance of the study of the problem of forming the professional competence of a future teacher is determined by the objective need for training an educational worker who is able to actively participate in the development of highly educated, cultured youth.

To achieve a new quality of teaching and upbringing of students, new approaches to the professional training of teachers, taking into account social, economic and pedagogical factors are required.

Qualitative changes in the social structure of society, the development of democratic principles in the work of educational institutions

revealed a contradiction between the requirements of society for the personality of a citizen and the state, efficiency of preparing the young generation for life and work in a new situation.

By now, the problem of studying the professional competence of a future teacher has become clear, since the result of education and upbringing of a new generation largely depends on its solution in the theory and practice of higher pedagogical education. However, the pedagogical foundations of the formation of the professional competence of the future teacher as his personal characteristic have not yet been developed.

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Fragmentation in solving this problem leads in practice to one-sidedness in the formation of the future teacher. So, in particular, a decrease in general didactic training and an emphasis on private methodological training leads to a narrowing of the potential of the future teacher for his personal pedagogical creativity, mastering the skills to carry out the pedagogical search himself in solving educational problems and teach this to students. And without a readiness to make decisions, he develops a lack of confidence in his abilities, an inability to navigate the ever-increasing flow of scientific information, to be ready to understand and accept the changes that systematically occur both in the social and in the professional pedagogical environment.

David McLeland, an American psychologist and human motivation researcher, states at the beginning of a competent approach to an organization, institution, or company, must be developed by the institution or company administration within the law

Competent approach to working with staff focuses on staff selection, evaluation, training and development. This determines whether the employee has the appropriate professional competence and level.

The term "professional competence" is defined as: "it is the ability of an employee to work in accordance with job requirements": Professional competencies can be described as personal characteristics, such as "stress tolerant", 27 "teamwork", "creative" competencies, and similar skills, such as "negotiation" and "business planning" competencies.

The following two rules should be kept in mind when compiling the list of job competencies:

- character (directly visible);

- specific aspects (basis for determining the level of competence)
Here are some examples of professional competence:
"Convincing" competence.
Identification: Influence on others
- showing and persuading them of their own decisions and actions.

Competence is able to initiate action and make an effective impact on an event with personal positive aspects.

Methods of research.

The teaching profession is both transformative and managerial. And in order to manage the process of personality development, you need to be competent. The concept of a teacher's professional competence, therefore, expresses the unity of his theoretical and practical readiness in the integral structure of the personality and characterizes his professionalism.

The professional activity of a teacher as a kind of his labor activity is pedagogical activity. The term "pedagogical" reveals the belonging of an individual to a pedagogical profession that serves pedagogical activity. Thus, the terms "professional activity of a teacher" and "pedagogical activity" carry the same semantic load. Based on this, the terms "professional competence" and "pedagogical competence" can be used as synonyms. Professional competence is a key concept for characterizing pedagogical activity.

Typically, 5-10 core professional competencies are identified for each position. They are described. In such cases, the goal is appropriate if test questions are formulated by the supervisor. Each of the test questions given is tailored to a specific competency. The test shows

how well employees have mastered these competencies. The test results determine the level of competence of employees, for example:

Competent approach allows you to:

- Assessing the suitability of employees for the position;
- selection of staff for the implementation of a new project, the selection of a candidate for a vacant position;
- Timely attestation of employees, additional training in case of deficiencies.

In addition, working with competence as an evaluation factor allows the assessment of real characteristics and qualifications of employees on the basis of uniformly approved standards of the enterprise for all. Assessing an employee's work experience, as well as conducting an oral interview, is often one-sided and not always accurate. The test for the required competencies should be able to fully answer the following questions, for example: "Can an employee perform the tasks in our organization, institution or company to the extent we require?" "Does he have enough experience, the necessary training, special skills and so on?"

In general, a competent approach is a key factor for the development and prosperity of an organization, institution or company. If the work process is organized in the above order, we can make a worthy contribution to the development of society.

Competency standards are a basic function based on curriculum competence because they are an important tool for training requirements, career identification, and staffing. Competency standards can be divided into three types, i.e., industry standards, cross-industry standards, and enterprise standards. Field

standards focus on certain competencies required in the field of jobs.

Enterprise standards are developed and implemented at the individual company level, and are usually a hallmark of industry standards because different aspects have been added or modified.

However, it is important to develop enterprise-level standards to focus on individual requirements, national structure, and knowledge from industries. Therefore, before the approval of enterprise standards, representatives of educational institutions approve such standards. Industry organizations with an interest in managers, industry trainers, and experts are developing three types of standards. In order to create a curriculum based on teaching and learning competencies, it is necessary to analyze the legal, political, theoretical and practical aspects of the competency standards that must be approved before applying the method.

The format of the competency standard consists of elements representing individual competencies and guests. In addition, the system serves as a variable proof for the reader. Competence units The element of competency groups consists of sequences and linked criteria. The units use the competencies of models and sub-specialties that are in demand in the labor market. Thus, while national specializations have not been fully addressed, they specialize in individual employment competencies. Elements of competence, one of the smallest competencies that make up industry competencies and standards, represent the interpretation of specific knowledge based on job demand and the criteria used.

The criteria used define a degree or standard for the competent use of a task, function, or activity in order to make effective

use of specific elements. Variable ranges have been added when setting the area of use for the competency element. They represent the scope of activities in specific or general terms

In the broadest sense, competence is the ability to apply knowledge and skills based on practical experience in successfully solving a problem, as well as the essence of a particular field of knowledge.

Competent approach to education directs students to acquire a variety of skills and to act effectively in their future social, professional and personal lives. The types of competencies are as follows:

- Competence - the activity carried out to achieve the desired (desired) result.
- practical competence - a product of knowledge and the ability to apply in practice.

Also, competence, unlike knowledge, cannot be demonstrated without practical activity and cannot be evaluated.

Results. The specific content of the training of specialists is determined by the educational program of the university, indicating the content and volume of knowledge, skills, and abilities for each academic discipline; as well as standard curricula. At the same time, it should be noted that a significant place in the formation of professional competence is occupied by basic and major academic disciplines. However, in our opinion, this is not enough. Practice shows that the majority of graduates who graduate from a university are not prepared for professional activity; as a rule, their professional competence is poorly formed. Consequently, the university requires purposeful systematic work to form the professional competence of educational psychologists.

The process of forming the professional competence of educational psychologists at a university should be built on the principles of a personality-oriented approach.

In addition, in the process of forming the professional competence of educational psychologists, innovative teaching technologies should be used, in our opinion, also contributing to the formation of professional competence.

The foregoing allows us to state that innovative teaching technologies involve design, implementation, assessment, correction and activity, emphasizes that pedagogical practice increases the effectiveness of teaching staff training.

Based on the foregoing, it can be concluded that the comprehensive implementation of the above pedagogical measures will contribute to the formation of the professional competence of educational psychologists, which, in turn, is the basis for the effectiveness and success of professional activities.

The performance-criterion block includes criteria, indicators and levels of formation of each component of professional competence. Each component, in turn, presupposes a component composition (motivational, gnostic, procedural and evaluative-reflexive components), which served as the basis for determining the criteria, indicators of the formation of special, individual-personal competence and competence in communication. In accordance with the selected criteria and indicators, four levels of formation of each component of professional competence were conditionally determined: low, medium, sufficient and high.

We believe that sufficient and high levels of formation of special, individual-personal

competencies and competence in communication allow us to speak about the preparedness of educational psychologists for professional activities. Such a specialist will quickly and easily adapt to psychological and pedagogical activities, and the work he performs will be distinguished by efficiency and success. For the formation of a high and sufficient level of formation of each component of the professional competence of educational psychologists, specially organized work at the university is required.

Summing up the above, we state that the model we have proposed for the formation of professional competence of educational psychologists is considered by us in the context of training these specialists at a university. In the course of studying the problem of the formation of professional competence, we drew attention to the fact that professional competence arises in educational and professional activities at a university and receives its improvement in the course of mastering professional activities. To speed up the process of developing professional competence of specialists, special purposeful, systematic work on its formation is required.

Conclusion. The essence of the concept of "professional competence" makes it possible to present it as the integration of knowledge, experience and professionally significant personal qualities, which reflect the teacher's ability to effectively carry out professional activities and include the professionalism and pedagogical skill of the teacher.

The profession of a teacher is creative. The teacher works on the development of the student's personality, but each time he deals with (a single copy) a child, unique in its individual properties and qualities. Each student needs his

own approach, each time he has to use the existing knowledge and skills in a new version. Pedagogical situations are unique - the participants, their number, conditions change. Therefore, it is so important to have information about the level of development of students, their interests, abilities, desires, in order to look for new means of activity, methods, techniques in order to increase the effectiveness of pedagogical activity. But for this, in order to "create", a sufficiently high level of knowledge is needed - after all, it is known that an empty head does not reason.

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