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TEACHER PROFESSIONAL COMPETENCE AND STAGES OF ITS FORMATION IN THE EDUCATIONAL INSTITUTION

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ABSTRACT

The main part of the article is covered in detail about the stages of professional competence and their formation in qualification practice from future teachers in the field of pedagogy, as a result of the study of the subject, it was found that in this process there are several stages, and each of them has its own specific peculiarities.

KEYWORDS

Business practice, professional competence, competence, stage, practice, training.

INTRODUCTION

Today, pedagogical education is not limited to the acquisition of knowledge, but points are being highlighted on the elimination of the barrier between local and practical training on the issue of teacher

training. The role of qualification practice is considered very important in this. In the course of professional practice, it is required to create sufficient conditions for the formation of professional competence in the

teacher who will be divided.

From the above points,
three main groups of competence are distinguished:

1. Competencies that treat oneself, as a person, as a subject of life activity.
2. Competencies that relate to the interaction of a person with other people.
3. Competencies that apply to the activities of a person of all types and forms. For the formation of professional competence of the teacher, his place in society, pedagogy will depend on his obligations and duties in the educational institution and on his individual abilities. The creative individuality of the teacher is determined by the level of development of his individual characteristics. The psychological and pedagogical conditions for the development and improvement of the creative individuality of the future professional science teacher are manifested in the content of such professional qualities as originality and purposefulness, and in order to find their solution.

A modern creative teacher realizes not only his own, but also his life goals when choosing one of the reproductive (to describe what is remembered) methods of pedagogical activity and creativity. He qualitatively changes himself, overcoming psychological barriers, looking for opportunities to develop professionally significant qualities, develops his own pedagogical concept. In general, for the pedagogical activity of the teacher, such characteristics as, firstly, innovative orientation, secondly, a creative approach to his work, individuality are very important. A creative teacher correctly realizes that it is impossible to achieve a high position in professional activities without self-improvement,

without developing individuality and forming professional competence. That is why it is impossible to master new technologies without developing qualities that are a professional necessity as a life goal. It is the creative individuality of the Educator of these two directions.

In the individuality of the teacher, a psychological and personal aspect can be distinguished. Their pedagogical activity is determined by the degree of manifestation of general and professional abilities, as well as professional motivation-siya. The wider the range of sufficiently developed abilities, goals, needs, the higher the level of professional skill of the teacher.

The main conflict that ensures development in the professional activity of the teacher is determined by the discrepancy between human abilities and the requirements of pedagogical activity. Conflicts that arise in the pedagogical process are solved by each teacher at the level of his capabilities and abilities. This activity determines the individual style of the teacher.

Self-control in the teacher, determination, courage, courage, respect and attention to the people around him, confidence in his capabilities with the feeling of his shortcomings, honesty in assessing his activities, strong will, being able to purposefully direct his strength, concentrate his capabilities on the path of activity and the implementation of the established tasks, being able to properly manage his activities, it has been found that being able to adapt to mental activity and changing conditions, able to achieve a high level of professional skill only if it has the qualities of being able to compare its capabilities with the force that drives the individual and with the social world.

As can be seen from the form, since the formation of professional competence of the future teacher is influenced by the following factors, these are:

1) the motivational factor is the desire to carry out educational and professional actions without old views, to be prepared for creative difficulties and to strive for achievements, creative processes in this regard, to be satisfied with the solutions found. In this, the leading motives are the interest in finding new solutions, the desire to organize creative activity, that is, the motives of creativity and striving for innovation are formed in teachers;

2) the intellectual factor is the acquisition of problematic educational skills (ability to see the problem, formulate it, find ways to solve the problem, etc.), creativeness of thinking (Botanic ability of a non – standard solution recipient), flexibility and systemativeness, creative imagination, modeling, design, tendency to predict, find new ideas. In the correct solution of problems arising from the point of view of science, it is felt to creatively visualize from the knowledge given to the teacher, as well as strive to find new ideas;

3) volitional factor – to demonstrate the qualities of Will in the course of research, modeling and creating its own path of activity for solving educational and professional tasks. When performing individual tasks assigned in the subjects, the volitional qualities and research activities of the teacher are formed;

4) emotional factor – the manifestation of emotions inherent in the realization of explorations, discoveries and inventions, being elegant on the way to finding creative solutions in educational and professional

activities. In this, the emotional factor in the teacher is formed;

5) practical-subject factor – to be the owner of behavior that is unusual for those around him (to be able to find a quick direction within new information, to look for unconventional solutions, thinking, movement and actions to change in an unexpected direction for those around him). In this, individuality in the teacher is manifested;

6) self – control factor-the ability to reflexively in the creative process, to be able to control one's thoughts in the necessary direction, to strive for resources that allow you to find new solutions, ideas, to be able to independently create conditions for ensuring one's own creative activity. Shows the creativity of the teacher, that he can work independently in finding new solutions and ideas.

One of the psychological and pedagogical components in teachers engaged in the future teaching profession, it is assumed that the personal quality of "memorization " will be at a certain level higher. In addition, according to the structure of the work being carried out, it includes the methodology for the integration, interaction and use of several knowledge. Professor T.R.Tolaganov stated in his research, "the teacher always participates in a dialogue in which the teaching material is theoretically and practically interrelated, because in order to draw conclusions in accordance with the teaching material, he often refers to his block of knowledge".

Each teacher will have his own information space according to his capacity, mainly his desire for knowledge. According to the structure of knowledge,

it is a set of knowledge of technical and technological content, psychological-pedagogical, philosophical, physical-mathematical and other manifestations, which, relying on which direction the teacher needs appropriate knowledge, separates knowledge of this content from the information field. It tries to deepen knowledge and use it for the desired purpose.

For this reason, the level of its assimilation in relation to the content of knowledge that must be studied for each teacher is of a professional nature. In the initial state is the sequence and correlation of knowledge.

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