

Formation of Professional Competence of Future Vocational Education Teachers in Higher Education Institutions

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Abstract: In the process of preparing future teachers, several issues arise, such as the formation of their professional competence, the creation of necessary pedagogical conditions in higher education institutions to ensure their professional and personal development, the development of pedagogical foundations for shaping the professional competence of vocational education teachers, the identification of psychological and pedagogical conditions, and the justification of criteria for determining the level of their professional competence.

Keywords: Methodological, scientific, teachers, development, higher education, competence, pedagogical, professional.

Introduction: In the process of preparing future teachers, several issues arise, such as the formation of their professional competence, the creation of necessary pedagogical conditions in higher education institutions to ensure their professional and personal development, the development of pedagogical foundations for shaping the professional competence of vocational education teachers, the identification of psychological and pedagogical conditions, and the justification of criteria for determining the level of their professional competence.

Based on the modernized content, there is a lack of sufficient educational-methodological complexes that enable the integration of theoretical knowledge—acquired by each future vocational education teacher through the subjects included in their academic curriculum—into practice, as well as the development of professional competence related to educating a well-rounded younger generation, both within and beyond the classroom. Therefore, it is advisable to develop the scientific and practical foundations for forming the professional competence of vocational education teachers through the effective use of modern educational technologies.

METHOD

Radically improving the quality of professional and pedagogical training of vocational education teachers is directly related to the content of this training. To

significantly enhance the quality of pedagogical staff preparation, it is necessary to ensure a synthesis of pedagogical and technical knowledge. The professional formation of a vocational education teacher through the integration of pedagogical and technical knowledge—based on changes in science, education, engineering, technology, and the economics of production—serves to increase the effectiveness of the educational process. This process necessitates certain changes in justifying the content of vocational teacher training and in developing the technology for forming their professional competence [1].

A number of scientific studies have been devoted to the investigation of the issue of forming the professional competence of future vocational education teachers. However, scholars' interest in various aspects and dimensions of this problem remains high, which testifies to its particular importance and relevance in the current stage of modernization and development of the continuous education system.

Familiarization with the content of theoretical sources, the study of the activities of higher education institutions, and the analysis of evidence have revealed a number of contradictions in the formation of professional competence of vocational education teachers, in particular:

-between the qualification level of a higher education institution graduate as a competent specialist and the

normative requirements of the modernized content and scope of the State Educational Standards, as well as the degree to which the graduate can realize their personal potential;

- between traditional and innovative methods used in the process of forming the professional competence of vocational education teachers in higher education institutions.

- between the activities of higher education institutions aimed at pedagogical support for shaping the teacher's personality and professional competence, and the mechanisms and regularities of developing the student as a future teacher;

- between the potential for integration of pedagogical disciplines with general professional and specialized subjects in forming the personal and professional competence of vocational education teachers, and the insufficient utilization of this potential;

- between the increasing demands of scientific and technological progress and the evolving society for highly skilled pedagogical professionals, and the unpreparedness of vocational education teachers to work under conditions that require continuous self-development [1].

One of the ways to eliminate such contradictions is to develop the professional competencies of future teachers. The formation of professional competence in future vocational education teachers defines the main goal of professional training—creating the necessary pedagogical conditions in higher education institutions to ensure their professional and personal development; modernizing the content and structure of vocational teacher training; identifying psychological and pedagogical conditions; and developing mechanisms for monitoring and assessing the quality of professional competence formation.

An important factor in improving the educational process is closely linked to the high-level formation of professional competence of vocational education teachers within the higher education system. Therefore, the creation of theoretical and practical foundations for the process of developing vocational education teachers' professional competence—based on effective use of modern educational technologies and newly developed teaching-methodological complexes—is considered one of the urgent tasks [2].

In this regard, the scientific justification of new approaches that ensure the required level of professional competence during the training period of vocational education teachers in higher education institutions has become a pressing issue.

A direct study of the educational content used in the

professional training of specialists in foreign countries shows that, in Western countries, the main emphasis is placed on the specialist's level of competence. In contrast, the essence of the national education system of our Republic is based on minimal requirements for knowledge, skills, and qualifications.

If we examine the etymological analysis of the concepts "competent" and "competence," it becomes clear that they did not emerge by chance.

Competence does not refer to the acquisition of separate knowledge and skills by the student, but rather to the assimilation of integrated knowledge and actions within each specific field.

Competence does not imply the acquisition of individual knowledge and skills by the student, but rather the mastery of integrated knowledge and actions within each independent field of study.

From the perspective of the requirements for graduates' level of professional training, competence refers to the ability of students to purposefully apply a set of knowledge, skills, and methods of activity in specific situations [2].

RESULTS AND DISCUSSIONS

According to V.A. Slastenin, teacher training involves the development of the following competencies necessary for fulfilling professional tasks: analytical-reflexive, constructive-prognostic, organizational, evaluative-informational, and corrective-adjustive. In our view, the author's perspective largely reflects the established understanding of the structure of a teacher's professional activity.

At the same time, studying the structure of a future specialist's professional competence requires a thorough analysis of pedagogical work and an identification of the requirements placed on the level of teacher preparation by the higher and secondary specialized vocational education systems. This is particularly relevant in the context of the ongoing modernization and implementation of the concept of continuous pedagogical education [3].

The consistent implementation of the activity-based approach, grounded in the works of psychologists such as L.S. Vygotsky, A.N. Leontiev, and P.Ya. Galperin, envisions the development of professional training in students as a goal of higher education, through engaging the learner in specific types of activity. In this case, the primary outcome of teaching in higher education institutions is the formation of students' knowledge and skills required to perform professional tasks and solve activity-related problems [4, 5, 6].

Such a formulation of the issue also necessitates a different approach to the tools, methods, and the

teacher's own knowledge who is responsible for fostering specific types of student activity. B. Juraeva's viewpoint closely aligns with the implementation of the activity-based approach. She identifies the following types of teacher activities: gnostic, educational-methodological, creative, communicative-organizational. The structural elements of pedagogical activity include the following:

1. Integrating the body of knowledge specific to the subject into the structure of typical tasks within the specialist's professional activity. Developing and classifying the learning objectives of the academic subject.
2. Selecting the educational-methodological content of the subject and organizing the teaching program based on elements of students' cognitive activity.
3. Creative activity – developing educational-methodological materials in accordance with the curriculum for all selected topics.
4. Developing the communicative-organizational aspects of interaction between student and teacher during student-led activities. Organizing formative assessment.

The constructive and design components of activity are included by the author within the structure of the gnostic element. At the same time, it is proposed to consider the creative and communicative-organizational components of the teacher's activity as independent components.

This approach emphasizes the necessity of organizing the interaction between teacher and students during student-managed learning activities. These types of activities are fully and independently carried out by the teacher when designing, structuring, and implementing professionally oriented teaching technologies [7].

The approach proposed by the author does not claim to fully encompass all its elements, as pedagogical culture has not yet clearly revealed all aspects and fields of activity. For example, the implementation of a scientific approach to pedagogical phenomena requires the teacher to possess heuristic inquiry skills, knowledge of scientific-pedagogical research methods, and the ability to analyze both personal experience and the experiences of others. This, in turn, implies the need for knowledge related to conducting research, reflection, and performing other professional tasks.

Teachers' professional competence is manifested in all aspects of pedagogical work: in professional activities, daily interactions, personal development, and the overall outcome of labor. It requires the full formation of all its components.

It should be emphasized that one of the most

important tasks of a higher education institution teacher is to create the necessary psycho-pedagogical conditions for gradually developing students' ability to manage mechanisms for stabilizing, enhancing, and transferring professional competencies.

The stages of implementing these mechanisms are as follows: the teacher manages the student's activity; the mechanisms of professional competence development are jointly managed by both teacher and student; the future specialist independently manages their own professional self-development.

Y. G. Tatur defines professional competence as the main goal of higher education as follows: "The competence of a highly educated specialist is their aspiration and ability (readiness) to apply their capabilities (knowledge, skills, experience, personal qualities, etc.) effectively and creatively in professional and social activities. "It also includes qualities such as understanding the social significance of their activity, taking personal responsibility for its outcomes, and continuously striving for self-improvement.

While analyzing the concept of professional competence, Y.G. Tatur explains it as the ability to achieve effectiveness in activity, success of the subject, and the capacity to attain goals and accomplishments.

Many scholars emphasize that the generalized personal qualities included in professional competence are extremely important for all graduates of higher education institutions [8].

CONCLUSION

The reforms being carried out in the system of pedagogical higher education make it possible to update the content of educational activities and to raise the level of knowledge and professional qualifications of pedagogical staff responsible for shaping the moral and ethical outlook of the younger generation. Forming the professional competence of future teachers in pedagogical higher education institutions is a crucial step in the process of training competitive specialists. Based on the content and outcomes of the project work presented in this monograph written in this direction, the following conclusions can be drawn:

1. The review of theoretical sources and analysis of scientific research has shown that the main goal in forming the professional competence of future vocational education teachers is to create the necessary pedagogical and psychological conditions in higher education institutions to ensure their personal and professional development. This also includes modernizing the content and structure of education, as well as developing mechanisms for monitoring and

assessing the quality of education.

2. Solving the problem of forming the professional competence of future teachers being trained in higher education institutions depends on the application of advanced achievements in pedagogical and professional sciences in the process of training highly qualified specialists. In particular, this involves the use of computer technologies, technological approaches, and the planned management of students' cognitive activities. It was determined that the integration of modern teaching and national education technologies into the educational practice of higher education institutions, along with the creation of psycho-pedagogical conditions that contribute to increased efficiency, plays a crucial role in achieving this goal.

3. The analysis of the pedagogical activity of future teachers and the content of specialist training in higher education institutions made it possible to determine the current state of their professional competence development. This competence is defined by the goals, tasks, and nature of professional pedagogical activity and consists of the theoretical, practical, and motivational unity of the future teacher's readiness and ability to carry out this activity.

4. The formation of professional competence in a vocational education teacher is based on the integration of pedagogical and technical knowledge with changes in the fields of science, education, technology, and the economics of production, which serves to ensure the effectiveness of the educational process. This process has created the need to implement specific changes in justifying the content of vocational teacher training and in developing the technology for forming their professional competence.

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