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у перспективах розвитку:
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PROFESSIONAL PEDAGOGICAL EDUCATION IN THE FORMATION OF COMPETENCIES OF PERSONAL DEVELOPMENT OF A MODERN TEACHER

Анотація. Тенденцією розвитку освітнього процесу у цивілізованому світі є впровадження у педагогічну практику компетентнісно орієнтованої освіти. Компетентність викладача у межах його педагогічної діяльності проявляється у розвитку життєздатності особистості, її самостійності, відповідальності за власну освіту та професійний розвиток. Така професійно-педагогічна діяльність сучасного викладача стає орієнтованою на конструювання нестандартних форм та моделей його професійної діяльності.

Ключові слова: тенденція, освіта, освітній процес, компетентність, викладач

Abstract. The trend of development of the educational process in the civilized world is the introduction of competency-based education into pedagogical practice. The competence of a teacher within the framework of his pedagogical activity is manifested in the development of the vitality of the individual, his independence, responsibility for his own education and professional development. Such professional and pedagogical activity of a modern teacher becomes oriented towards the construction of non-standard forms and models of his professional activity.

Keywords: trend, education, educational process, competence, teacher

Modern living conditions are now characterized as a situation of uncertainty, therefore, the strategy of education, directed to the future, focused on the development of the individual is becoming increasingly important. The main criterion for such progress is the nature of the comprehensive improvement of a person. Today, the competence of a teacher within the framework of his pedagogical activity is manifested in the development of the vitality of the individual, his independence, responsibility for his own education and professional development.

The pedagogical profession places high demands on the personal qualities of a teacher, primarily the development of certain properties of social intelligence and professional competence. The conditions of pedagogical activity of the personality provide for the presence in teachers of such qualities as social responsibility, the need for communication, developed creative abilities, emotionality and activity in solving various problems, etc.

Such professional and pedagogical activity of a teacher becomes open and heterogeneous, focused on the construction of non-standard forms and models of real professional activity. That is why the construction of professional and pedagogical education in the logic of the context-competence approach is modern [1].

Today, competence, as an integral quality of a person, is understood as the ability to solve tasks based on knowledge, experience, motivation, and value orientations.

Due to this, the competence-based approach asserts the need for task-oriented construction of training content, creation of conditions for selection and construction of an individual educational route, active independent educational activity, combining independent and authentic assessment.

The contextual approach takes into account the sociocultural and professional context of the training of the future specialist and is implemented through the selection of the most productive training technologies:

- research training,
- project training,
- learning by the case method,
- effective learning,
- selection of authentic educational materials for work in these technologies

The competency-based approach as a methodological basis for training a modern specialist in the field of education is increasingly asserting its position. Professional and pedagogical competence is manifested in solving problems in the context of a real professional situation. The competence of a specialist is conventionally divided into key, basic and special competencies.

Key competencies are necessary for any professional activity. They are manifested in the ability to solve professional problems based on the use of:

- information;
- communication;
- social and legal foundations of individual behavior in society.

Basic competencies reflect the specifics of a certain professional activity. For professional pedagogical activity, the basic competencies are those necessary for "building" professional activity in the context of the requirements for the education system at a certain stage of society's development.

Special competencies reflect the specifics of a specific subject or supra-subject sphere of professional work. Special competencies can be considered as the implementation of key and basic competencies in a specific area of activity.

In general, the professional competence of a teacher is understood as an integral characteristic of a specialist, which determines his ability to solve professional problems and typical professional tasks that arise in real situations of pedagogical activity. Professional training of future teachers is built taking into account the formation of an open society, which most researchers of the information society associate with the processes of globalization.

The ever-increasing trends of globalization in our lives show that today those educational models that meet the requirements of globalization and the challenges of the modern era will win and become viable.

In modern professional education, at least two training models are known: an adaptation model aimed at adapting a specialist to the conditions of future work, and a model in professional education focused on activity, the ability to make decisions and take responsibility for the choice made and actions taken. Today, in professional education, the model of professional development is often only an adaptation model, as a result of which education is in a position of "catching up" with the changes that are actually taking place in society and, accordingly, in professional activity [2].

In a situation of free access to any information channels and forms of education, the structure of the teaching profession is changing: teachers are required to master the roles of a tutor, an academic consultant, a developer of educational materials posted on network resources. The main forms of training are group and individualized training.

Group learning involves joint cognitive search, implementation of group project work, research, forms in students the spirit of collectivism, team, understanding of greater productivity of joint activities in modern conditions of education and work.

Individualized learning allows creating conditions for self-realization of each student, which stimulates him to put forward life goals (primarily in terms of obtaining an education) and, in particular, the goals of professional development and growth. With such an organization of the educational process, students develop responsibility for their own education, for the implementation of professional and life plans.

In our country, the number of teaching staff of educational institutions that choose a personally oriented focus as the main priority in their work on teaching and educating students and students is gradually growing. The concepts of personality-oriented education are the prototype of pedagogical theories and systems of modernity.

The person-centered approach in education belongs to the famous American psychotherapist Carl Rogers, one of the founders of humanistic psychology. K. Rogers has great confidence in a person and believes that the source and driving forces of development and personal growth are in the person himself. In this regard, K. Rogers

distinguishes two types of training: informational, providing simple knowledge of facts, and meaningful learning, giving students the effective knowledge they need for self-change and self-development.

Training that helps develop an adequate and flexible, healthy self-concept, helping a person to be a person, is personality-oriented training, or, according to Rogers, "meaningful learning" [3].

A psychological and didactic concept based on the principle of subjectivity is proposed by I. S. Yakimanskaya, for whom the student is not a subject of life, unlike K. Rogers, but only a subject of cognitive and subject-matter activity. Therefore, the author does not consider the integral life activity, but only the spheres of knowledge and educational activity. For the disclosure, development and self-realization of the individual, I.S. Yakimanskaya believes, a diverse educational environment is needed, in the bosom of which the teacher makes a characteristic of the personal development of the student, identifies the type of thinking, and then designs his personal development [4].

The idea of S. A. Rubinstein that the essence of the personality is manifested in its ability to take a certain position is the basis for the model of personality-oriented education developed by V. V. Serikov. According to his positional-didactic concept, personality-oriented education is an education that creates conditions for the manifestation of the personal functions of the student: motivation, choice, meaning-making, self-realization, reflection. The author believes that the main condition is the creation of a personality-oriented situation (educational, cognitive, life), which requires the student to search for meaning, think about himself, build an image and model of his life, choose a creative solution to the problem. Such situations form his subjective experience, develop the ability to become a person, that is, to show his attitude to the world and himself [5]. Personally oriented learning is a special type of pedagogical activity, therefore, when designing the content and organizing this type of training, the teacher must take into account:

- the type of mental development of students;
- their personal capabilities and characteristics;
- psychologically adequate presentation of the specifics of the subject for students.

Despite the various foundations of the existing conceptual provisions of personality-oriented education, their technologies are distinguished by their identity and similar requirements for the personality of the teacher and his activities. The content of personality-oriented education is filled with life problems of students, maximum use of subjective experience, enrichment of it with scientific content, filling it with cultural meanings and meanings of designing the image and "model" of one's life, personalization, search "I - in the world"[6].

Personally-oriented education is a natural stage in the development of the humanistic and humanitarian direction in world pedagogy. Here we can assume such future new formations - education in this regard will increasingly open up to external expertise, built on a diagnostic basis. The "teaching" teacher will increasingly be replaced by the "accompanying", whose most important functions will be diagnostics and consulting. The humanization of education will organically coexist with the increase in its technological effectiveness, and the project approach will not only enter the practice of teaching, but will also become the leading method with all its inherent aspects:

- criteria,
- expertise,
- alternativeness,
- knowledge intensity

This will ensure the continuity of innovation processes in the preparation of future teachers and in education in general. Step by step, humanity is moving towards the fact that a person will be engaged in his own education at any point in space and at any time in his life [7].

The genesis of educational technologies in the preparation of future teachers is such that from the technologies of creating reference foundations for the main types of activities and systems of educational tasks with increasing independence and productivity, there will be a transition to problematic, interactive, research technologies that require the acquisition of creative experience. To actualize personal experience, a more complex, so-called personality-developing situation is needed, which requires contextual, dialogic, free choice technologies. Competency-based experience requires simulation and modeling, design technologies, and "life practices".

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