

DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS IN THE SYSTEM OF CONTINUING EDUCATION

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results of the educational process at a university. The need to improve the professional and pedagogical culture of a higher school teacher is due to the increasing requirements for the level of general cultural and special training of university graduates; changing general educational paradigms, preparing future specialists for professional, competent entry into the labor market.

THE INITIAL PRESUPPOSITIONS

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

METHODS

Recognition of professional and pedagogical culture as a complex socio-pedagogical phenomenon leads to an appeal to the analysis of its various aspects. The study of the professional and pedagogical culture of a higher school teacher in the axiological aspect reveals its content, which is based on pedagogical values. The totality of pedagogical values as

INTRODUCTION

The development of higher education is impossible without realizing the huge role of culture and education, personal and creative self-realization of the teacher and student. Changes characteristic of modern society in all spheres of human life and activity, the active development of cultural values objectively require the transformation of higher education into an institution of reproduction and the creation of a pedagogical culture. But no matter what changes take place in higher education, they all necessarily relate to the university teacher, teacher and scientist as carriers of scientific knowledge, cultural and pedagogical experience of society.

In the general and professional - pedagogical culture, the sociocultural, intellectual, moral potential of the teacher is manifested. This potential constitutes national wealth and must be promptly claimed and rationally used.

Unfortunately, the available scientific and pedagogical research, advanced pedagogical experience lead only to partial improvements in the professional pedagogical culture, in its fundamental basis it remains unchanged. This is explained, in our opinion, by insufficient awareness and theoretical underdevelopment of the very essence of the professional and pedagogical culture of a university teacher as a factor in the formation of a specialist's personality, an underestimation of transformations in the content, technology and

norms governing the professional and pedagogical activity of a teacher is holistic in nature and acts as a cognitively acting system that determines the relationship between the prevailing views on the problems of vocational education and the professional pedagogical activity of a higher schoolteacher. Pedagogical values are objective, since they are formed historically in the course of the development of society and the education system and are recorded in pedagogical science as a form of social consciousness in the form of ideas, concepts, and theories. In the process of preparing and implementing pedagogical activities, the teacher masters pedagogical values, subjectivizes them. The level of subjectivation of pedagogical values is the degree of realization of the ideal value, the transformation of the potential into the actual. It is an indicator of the personal and professional development of the teacher, his pedagogical culture.

Pedagogical values act as relatively stable benchmarks with which teachers relate their lives and pedagogical activities. The interweaving of universal human values - goodness and beauty, justice and duty, equality and honor - into the palette of pedagogical values and mastering them creates the basis on which the content of pedagogical education is developed.

The teacher's subjective perception and appropriation of universal cultural and pedagogical values is determined by his personal qualities, the focus of professional activity, professional pedagogical self-awareness, personal pedagogical system and thus reflects his inner world (BOGOMOLOV, 2007). The degree of a person's appropriation of pedagogical values depends on the activity of his pedagogical consciousness, since the establishment of the value of a particular pedagogical idea, a pedagogical phenomenon occurs in the process of assessment.

The evaluation criterion is a generalized image formed on the basis of psychological and pedagogical knowledge, the results of one's own activity and comparing it with the activities of others. The images of individual pedagogical consciousness may or may not coincide with the ideas about the goals, content, subject and object of pedagogical activity developed and recognized in society or a professional group, i.e. about everything that provides pedagogical competence and the appropriateness of the teacher's activities.

The variety of activities of a higher school teacher stimulates the development of his personality. Each teacher actualizes only that part of his professional activity and those pedagogical values that are vital and professionally necessary for him. Individualized professional and pedagogical experience and related experiences, beliefs, professional connections and relationships make up his professional self.

Professional consciousness is aimed at analyzing different aspects of the self of the teacher's personality, his professional activities and is designed to determine the boundaries and prospects of personal meaning, i.e. intrinsically motivated meaning for the subject of this or that action, deed.

Scientists have proposed the following classification of narrowly professional pedagogical values:

- values that reveal the professional status of a teacher;
- values showing the degree of involvement of a person in the teaching profession;
- values that reflect the goals of pedagogical activity. In this case, pedagogical values are grouped based on the teacher's satisfaction with pedagogical work and his ability; self-realization in it, which, in our opinion, does not reflect the whole diversity of the teacher's professional activity.

Taking into account the fact that pedagogical values, being a condition and result of the corresponding activity, have different levels of existence, we divide them into the following groups: socio-pedagogical, professional-group and individual-personal.

Social and pedagogical values function on the scale of the whole society and are concentrated in public consciousness in the form of morality, religion, philosophy. These are ideas, ideas,

norms and rules that regulate educational activities and communication within the framework of the whole society.

Professional group values are a set of ideas, concepts, norms that regulate the professional and pedagogical activities of certain groups of specialists (teachers of schools, colleges, lyceums, university teachers). This aggregate is holistic in nature and acts as a cognitive - activity system with relative stability and repeatability. The degree of a person's appropriation of pedagogical values depends on the activity of his pedagogical consciousness, since the establishment of the value of a particular pedagogical idea, a pedagogical phenomenon occurs in the process of assessment.

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Individual-personal values are a system of value orientation of an individual, a complex social and psychological education that reflects its target and motivational orientation.

Each teacher, assimilating social - pedagogical and professional - group values, builds his own personal value system, the elements of which take the form of axiological functions. (a concept associated with the formation of a specialist's personality, ideas about the technology of building the educational process in higher education, about the specifics of interaction with students, about oneself as a professional, etc.).

We associate the integrative axiological function with the individual concept of the meaning of professional pedagogical activity as a strategy of the teacher's activity and life.

The criterion for the development of a teacher's personality as a professional, an indicator of his pedagogical culture, is the formation of values - goals (IASECHKO, IASECHKO, SMYRNOVA, 2021).

The goals of pedagogical education are determined by the motives that concretize the needs that occupy a dominant position in the hierarchy of the needs of a given activity and constitute the "core" of the teacher's personality as a professional master. We refer to such needs as the needs of self-development, self-realization and the development of others. In the mind of the teacher, the concepts of "personality of the future specialist" and "professional" acquire a teleological character, and the corresponding concepts are associated with axiological functions that determine the state of all other axiological functions.

The basis for the construction of individual and personal concepts of the goals of professional and pedagogical activity is a scientifically grounded qualitative and descriptive model of the activity of a professional specialist, developed on the basis of state vocational and educational standards.

RESULTS AND DISCUSSION

The pedagogical activity of a university teacher is a creative activity for the professional training of future specialists and self-creation. She acts as a means of self-realization and professional self-affirmation. The need for self-expression, for personal self-realization and the process of professional and pedagogical activity is gradually becoming the dominant value orientation of the teacher's personality.

Revealing the personal meaning of self-realization, it is important to note the role of the inner need of the individual in active development. Self-realization is carried out in adaptive, reproductive, heuristic and creative forms.

The modern situation in higher education stimulates the teacher to re-breed from an adaptive, present-oriented, to a creative, future-oriented form of activity, to "the ways of activity set by external conditions and goals should be combined with a free, internally determined disclosure of personality traits and talents (IASECHKO, KHARLAMOV, SKRYPCHUK, FADYEYEVA, GONTARENKO, SVIATNAIA, 2021). Technological and pedagogical readiness presupposes:

knowledge of the methods of solving analytical-reflexive, constructive-prognostic, organizational-activity, evaluative-informational and correctional-regulating pedagogical tasks and the ability to use these methods. The quality of problem solving was determined through a set of skills that reflect the level of development of the teacher's personality as a subject of activity.

The measurement of skills was carried out using a map-scheme on a 4-point scale, which made it possible to establish the level of formation of skills, as well as the nature of internal correlations between individual skills. The creative activity of the teacher's personality is manifested in intellectual activity, pedagogical intuition and improvisation. In addition to the above methods for measuring this criterion, the methods of self-assessment, observation, solution of pedagogical situations in the conditions of specially organized training (seminars, schools, organizational-activity games) were widely used.

The degree of development of pedagogical thinking as a criterion of professional pedagogical culture contains the following indicators: the formation of pedagogical reflection, a positive attitude towards ordinary pedagogical consciousness, the problem-seeking nature of activity, flexibility and variability of thinking, independence in decision-making. In a mass survey, this criterion is studied using questionnaires, observation, conversations; in the conditions of specially organized training, the degree of development of pedagogical thinking is recorded according to a special program based on the data of solving pedagogical problems, participation in business games, and the use of active methods.

the desire for professional and pedagogical improvement of a university teacher is made up of the following indicators: an orientation towards professional and pedagogical improvement, the presence of a personal pedagogical system, an interested attitude to the experience of their colleagues, mastering the methods of self-improvement. When determining this criterion,

along with the above methods, the teacher's reading circle in the field of psychological and pedagogical disciplines is studied, his participation in the work of methodological and theoretical seminars of the department, subject commissions, scientific and practical conferences, articles written by him on the methodology, the teacher's desire to use all kinds of methods is noted. Intra-university advanced training. The teacher, having set a goal for himself and built a program of action in accordance with it, can predict the main conditions, stages of personality formation, create situations for the development and self-development of a personality.

Awareness of the personal meaning of professional activity requires from the teacher a sufficiently high degree of activity, the ability to control his behavior in accordance with the arisen or specially set pedagogical tasks (IASECHKO, SHELUKHIN, MARANOV, 2021).

CONCLUSION

The professional and pedagogical culture of a higher school teacher as a social and pedagogical phenomenon is considered by us as a measure and method of creative self-realization of an individual in various types of pedagogical activity and communication, aimed at mastering and creating pedagogical values, technologies and personality abilities. This understanding of professional and pedagogical culture allows us to write it into two categories:

- professional culture, pedagogical culture (as a specific concept), the culture of pedagogical activity, the culture of pedagogical communication, the culture of the teacher's personality (as a generic concept).

When studying the essence of professional pedagogical culture, the main groups of contradictions were identified and analyzed:

- socio - pedagogical - between socio - cultural processes, conditions of the surrounding social reality and the functioning of professional - pedagogical culture;
- general pedagogical - between the diversity of the values of pedagogical culture and the degree of their development, involvement in the teacher's activities;
- personal and creative - between the social form of existence of professional - pedagogical culture and the individual - creative form of its appropriation and development, overcoming pedagogy, stereotypes in the assessments and actions of students and their own activities.

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Development of professional competence of teachers in the system of continuing education

Desenvolvimento da competência profissional dos professores no sistema de educação continuada

Desarrollo de la competencia profesional de los docentes en el sistema de educación continua

Resumo

O artigo discute o conceito da natureza criativa da atividade pedagógica, que forma a atitude dos professores em relação à expectativa e a introdução de coisas novas no processo pedagógico, e uma atitude criativa para a atividade profissional garante a máxima compreensão da autorealização pessoal do professor. Assim, a atividade pedagógica, a criatividade pedagógica e a autorealização de um professor de ensino superior estão interligados, complementam e desenvolvem-se mutuamente. Para resolver as tarefas definidas, foram utilizados os seguintes métodos de pesquisa: análise teórica da literatura psicológica e pedagógica, estudo e análise de documentos normativos, observação pedagógica, professores universitários, métodos de diagnóstico e autoatendimento. estudar. Todos os métodos de pesquisa, complementando uns aos outros, garantiram a confiabilidade das informações recebidas. Os resultados do estudo mostraram que o desenvolvimento de competências profissionais ocorre em cada uma das etapas identificadas. Uma das áreas importantes da pesquisa tornou-se o estabelecimento da relação entre competências e conhecimentos fundamentais, habilidades, habilidades, qualidades pessoais.

Palavras-chave: Competência profissional. Ensino superior. Tecnologia de ensino.

Abstract

The article discusses the concept of the creative nature of pedagogical activity, which forms teachers' attitude to expectation and introducing new things into the pedagogical process, and a creative attitude to professional activity ensures the maximum completeness of the teacher's personal self-realization. Thus, pedagogical activity, pedagogical creativity and self-realization of a higher schoolteacher are interconnected, complement and develop each other. To solve the set tasks, the following research methods were used: theoretical analysis of psychological and pedagogical literature, study and analysis of normative documents, pedagogical observation, university teachers, methods of diagnosis and self-study. study. All research methods, complementing each other, ensured the reliability of the information received. The results of the study showed that the development of professional competencies occurs at each of the identified stages. One of the important areas of research has become the establishment of the relationship between key competencies and knowledge, skills, abilities, personal qualities.

Keywords: Professional competence. Higher education. Teaching technology.

Resumen

El artículo discute el concepto de la naturaleza creativa de la actividad pedagógica, que forma la actitud de los maestros en relación con la expectativa y la introducción de cosas nuevas en el proceso pedagógico, y una actitud creativa hacia la actividad profesional garantiza la máxima comprensión de la autorrealización personal del maestro. Así, la actividad pedagógica, la creatividad pedagógica y la autorrealización de un docente de educación superior están interconectadas, se complementan y se desarrollan mutuamente. Para resolver las tareas definidas, se utilizaron los siguientes métodos de investigación: análisis teórico de la literatura psicológica y pedagógica, estudio y análisis de documentos normativos, observación pedagógica, profesores universitarios, métodos de diagnóstico y autoservicio. estudiar. Todos los métodos de búsqueda, complementándose entre sí, garantizaron la fiabilidad de la información recibida. Los resultados del estudio mostraron que el desarrollo de las habilidades profesionales se produce en cada una de las etapas identificadas. Una de las áreas importantes de investigación se ha convertido en el establecimiento de la relación entre las habilidades fundamentales y el conocimiento, las habilidades, las habilidades, las cualidades personales.

Palabras-clave: Competencia profesional. Educación superior. Enseñanza de la tecnología.