

Pedagogical And Psychological Characteristics Of Professional Competence Development In Future Primary Class Teachers

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Annotation. This article discusses the pedagogical and psychological features of the development of professional competence of a primary school teacher.

Key words: information management, competence, mentality, Gnostic, demonstration, professional competence, educational process, development trend.

The development of a person in his professional activity is the ability to acquire special professional skills at a sufficiently high level, to correctly plan their further professional activities. Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the acquisition of integrative knowledge and actions in each independent direction. The methods and rules of psychology will not be enough to apply the teacher's professional competence to educational processes. From the trends of development in the education period of the young generation, to the study of how the learner's assimilation of new teaching technologies affects his mental and intellectual abilities, and to combine the methods of psychology with didactic methods. requires updating. for this, the future teacher is required to have a high level of methodological competence, especially competence related to the psychology of the learner and teacher in different conditions.

In her work, N.A. Morozova emphasizes the need to form different basic competencies at different age periods of personality development (for example, in the preschool period - primarily personal and communicative; in the school period - learning and communication; in the period of professional training - the content of values, social - labor, informational, communicative, political and social, competences for living in a multicultural society, competences that realize the ability and desire to learn throughout life, examples of social, psychological, methodical, creative, informational, special professional competences during professional activity we can make it) [20].

It is important to use multimedia projectors to increase the demonstration process in the lessons and to increase the demonstration effect of the lesson. Presentations make it possible to enliven the educational process, reveal the brief content of the studied resource in an interesting way, and increase educational motivation. teachers should be trained to distinguish students' abilities, motivation, age and psychological characteristics. It is necessary to fill in and show what is discussed in the information and communication technologies lesson. In order for the use of modern technologies in the classroom to give positive results, it is necessary to properly organize the educational process in accordance with the state educational standards established for primary schools.

The concept of professional competence is not considered to be clearly defined and consolidated today. The authors put different emphasis on the interpretation of this concept. Currently, there are a number of works that are used under the term "professional culture", which, in our opinion, refers to professional competence. Some researchers use the terms "information competence" and "information culture" as synonyms.

But these concepts should be distinguished. In the work of B. S. Gershunsky, the educational results are defined by the steps of the levels, which look as follows: literacy - education - professional competence - culture - mentality. Culture is "the highest expression of human education and professional competence. It is at the level of culture that a person's individuality can be fully expressed [21].

There are many approaches to defining the concept of "professional culture" in the literature. The analysis of the literature allows us to come to a conclusion about the versatility of this concept. From the point of view of the cultural approach, culture is considered as an organizer of the general culture of a person, as a way of

life of a person in the information society, as a process of harmonizing the inner world of a person during the assimilation of the entire volume of socially significant information.

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

As we mentioned earlier, in recent years, the graduate's readiness for professional activity is connected with the future specialist's understanding of general professional competence. The main directions of the development of professional education are determined by the Bologna process, which examines the indicators of the quality of professional education based on a competent approach. In the context of the modernization of education, it is necessary to understand professional competence as an integral indicator of the quality of training a future teacher, which is not determined by a set of specific knowledge and skills, but by the ability to implement knowledge and experience acquired by a person in a specific situation. expressed his skills. Professional skills of a teacher include various competencies, including professional competence. In modern conditions, it is known that the teacher's professional skills determine his general professional pedagogical competence.

O.G. Smolyaninova, in the structure of professional competence of a teacher, determines the level of preparation for independent work in open educational conditions, distinguishes the following competencies: Cultural-valued (introducing to education such views as the acquisition of cultural and intellectual values that serve to implement the principles of civic education);

Communicative (supporting socialization, development of communication skills, effective communication, cooperation, self-education in an open educational environment, tolerance for living in a multicultural society);

Control-assessment, gnostic (qualitative and quantitative assessments, self-assessment, "portfolio" approach);

Informational (as universal methods of searching, receiving, processing, presenting and transmitting information, summarizing, systematizing and turning information into knowledge);

Mobile (as management, organization); [22]

A teacher should know how to use new information and communication technologies in order to increase the effectiveness of the educational process while teaching.

V.A.Slastenin, I.F.Isayev, A.I.Mishenko and E.N.Shyanov distinguish information skills in the structure of professional competence of the teacher, and it is not only the skills of presenting educational information, the skills of obtaining information from other sources and didactic re-assimilation, or They emphasized that it is the skills of interpreting information and adapting it to educational and educational tasks. [24]

According to the authors, at the stage of communication with students, the skills related to the teacher's pedagogical competence are manifested in the following abilities:

Explaining the educational material in an understandable and clear way, taking into account the uniqueness of the subject, the level of preparation of students, their life experiences and youth;

The structure of the professional competence of the future primary teacher is explained by his pedagogical skills (knowledge based on theoretical knowledge and oriented towards solving pedagogical problems) through gradually developing actions. Researchers consider teacher competence as a quality of professional competence, which indicates that the teacher's professional competence should include at least professional knowledge, professional skills and professionally important personal characteristics. At the same time, some researchers believe that a teacher should have general and special knowledge, others should acquire professional skills, and others should have certain psychological characteristics, the necessary knowledge and skills, and become a professionally competent teacher. emphasized the importance of personal characteristics.

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