

THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF A NATIVE LANGUAGE TEACHER

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ABSTRACT

Analysis of the current state of theoretical and methodological foundations and improvement of modern approaches to improving the professional competence of a native language teacher, as well as clarifying and justifying their pedagogical conditions.

KEYWORDS: *Competence, Complex, Activity, Approach, Credibility, Analysis, Integration, Qualification, Technology, Development, Management, Didactics, Result.*

INTRODUCTION

Based on the relevance and necessity of the topic of the article, the degree of development of the problem is described, the goals and objectives, the object and subject of the study are defined, the scientific novelty and practical results of the study are presented, the reliability of the results obtained is substantiated by the theoretical and practical significance of practical implementation, as well as the reliability of the research results, presented information about published works and dissertation structure.

On the basis of a comparative analysis of scientific and theoretical literature related to the research problem, the scientific and pedagogical foundations, conceptual approaches to the development of professional competence of a teacher of the native language, modern requirements for the development of professional competence in the conditions of education modernization are analyzed, the mutual integrative relationship of factors (activity, competency-based, and personality-oriented approaches) that affect the development of professional competence, and (qualification) requirements for activities.

As acquaintance with the content of theoretical sources shows, the problem of professional competence and its development has been studied in scientific research in various aspects. In most of the psychological and pedagogical literature, competence, competence, and professional competence is explained as a feature manifested in professional activity, formed based on the socio-professional orientation of the individual, which serves to ensure the effective solution of professional functional tasks.

It is argued that a teacher acting following state educational standards should move from traditional technologies to developing technologies, use technologies for distinguishing the level of personality-oriented education, move on to teaching a competency-based approach, “learning

situations”, design and research activities, information and communication technologies, interactive methods and active learning methods. An integral part of the professional skill and professionalism of the teacher is his professional competence.

The professional competence of a teacher of a secondary educational institution lies in an integral complex necessary for the implementation of the main directions of his activity, namely: participation in educational, methodological, scientific, and educational processes, management of the department, and educational institution.

Competence is a specific feature not of a person, but of a place, a parameter of a person's social role. The professional competence of a teacher is a system of knowledge, skills, and abilities that form the basis of a person's professional activity as a teacher and scientist.

The structure of a teacher's professional competence can be determined through his pedagogical skills. The model of a teacher's professional competence performs the task of unity of his theoretical and practical preparedness.

The development of professional competence is the development of a creative personality, the formation of receptivity to pedagogical innovations, and the ability to adapt to changing pedagogical conditions. The changes taking place in the modern education system imply continuous improvement of qualifications and professionalism, that is, the professional skills of a teacher. The main goal of modern education is to satisfy the present and future needs of the individual, society, and the state, to prepare a multifaceted personality capable of social adaptation in society, the proper organization of one's work, self-education, and self-improvement.

In this study, in the process of developing the content, quality of advanced training, and training of students in the organization of activities aimed at ensuring the integration of science and production in the educational process of the direction "Techniques and technologies of cotton production" in the system of advanced training, and the qualification requirements for competence, we proposed own approach to the concept of professional competence as an integral part of the main (supporting) competencies.

Professional competence is an interactive method that provides an effective solution of professional pedagogical problems and tasks encountered in real situations of pedagogical activity, modern educational technologies, pedagogical diagnostic technologies (survey, individual, group and mass interviews), psychological and pedagogical correction, the ability to apply and constantly improve didactic tools; assimilation and application in practice of creative ideas, modern foreign experience, new literature, as well as other information related to modern educational and innovative technologies aimed at organizing training sessions with students.

The professional competence of a native language teacher in a general education institution from a humanitarian point of view is a complex, multifaceted phenomenon, an integral system that cannot exist without each of its components, since the effectiveness of the teacher's activity is ensured by their mutual influence.

Professional competence does not provide for the mastery of special knowledge and skills by a specialist, but for the mastery of integrative knowledge and actions in each independent direction.

The concept of "competence" in the development of skills and competencies entered the field of education as a result of psychological research. Therefore, competence means "a specialist's knowledge of how to behave in non-traditional situations, unexpected circumstances, starting to communicate, choosing a new path in relationships with competitors, having a plan of action in performing uncertain tasks, using conflicting data, in sequentially developing and complex processes. "

Special competence - is a preparation for the organization of professional and pedagogical activities, a rational solution of professional and pedagogical tasks, a real assessment of the results of activities, this competence is based on psychological, methodological, didactic, informational, creative, innovative and communicative competence.

Based on the foregoing, we have defined the process of developing professional competence in advanced training courses - this is a dynamic process of assimilation and modernization of professional experience, leading to the accumulation of professional skills, including the development of individual experience, continuous development and self-improvement.

Advanced training courses create opportunities for developing the professional competence of a teacher, improving his qualifications and professional skills, creativity, ensuring his integrative approach to the process of education and upbringing. In the development of professional competence, along with the development of the above professional properties among students of advanced training courses, the choice of didactic and methodological support of the educational process, individual approaches to the implementation of the educational process, based on the requirement of advanced training, is important.

In developing the structure for improving the mechanism for developing the professional competence of a native language teacher in advanced training courses, the following was used:

- Readiness to perform specific duties in labor activity by qualification requirements, mastering the necessary competencies;
- Competence - the ability to apply in specific situations the knowledge, skills and abilities necessary in labor activity;
- Choice of approaches (systemic, activity-based, person-oriented) in the development of professional competence;
- Implementation of the development of professional competence in the educational process with the help of innovative forms (reflexive observation, active practice, worldly learning, creative report);
- By improving the didactic and methodological support of the educational process, based on the development of professional competence, it is possible to develop the professional competence of a native language teacher.

The development of the methodology of professional competence, psychological and pedagogical aspects, the role of principles and technologies in the approach to the activity of the individual and the place in professional maturity, as well as conceptual tasks for self-improvement, were studied by scientists from the CIS countries, such as: T. Bazarov [1], A. Derkach [2], I. Zimnyaya [3], E. Zeer [4], N. Kuzmina [5], E. Kudryavtseva [6], A. Markova [7], V. Slastenin, G. Kalkova, N. Ilyina, G. Zhirkova, E. Ezhak and others made an invaluable contribution to the development of education and upbringing.

Foreign authors R. Boyatzis, D. Bartram [8], A. Maslow, J. Rawen [9], W. Hutmacher [10] have extensively studied such tasks as: the introduction of modern pedagogical technologies in education, the structure of the professional competence of the teacher, competence approach to the process of professional development.

Even though the issues of developing professional competence of teaching staff have been studied by many researchers, it should be noted that there were no special studies in such areas as: the development of the structure of professional competence in a native language teacher, based on the characteristics of educational areas, the development of psychological and pedagogical, organizational and communicative, emotional-volitional activities of a mother tongue teacher.

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