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Problems of Formation of Professional Competence in Future Teachers

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Abstract – Competence is a relative concept: the system is developing - the requirements for the competence of employees are changing. In this regard, competency management should be considered as a powerful factor in increasing the competitiveness of the enterprise.

Keywords – Competence, Competence, Education, Subject, Function, Structure.

The analysis of various lists of competencies shows their creative (creative) orientation. Creative competencies include the following: “be able to benefit from experience”, “be able to solve problems”, “reveal the relationship of past and present events”, “be able to find new solutions”. At the same time, indications of these skills are still not enough to comprehensively present the entire range of knowledge, skills, methods of activity and experience of the student in relation to his creative competencies.

The main functions of competences in education are reduced to a number of provisions [1.2]:

- Reflect the social demand for young citizens prepared to participate in everyday life;
- Be a condition for the realization of the learner’s personal meanings in learning, a means of overcoming his alienation from education;
- Set real objects of the surrounding reality for the target integrated application of knowledge, skills and methods of activity;
- Set the experience of the subject activity of the student, necessary for the formation of his ability and practical preparedness in relation to real objects of reality;
- To be part of the content of various subjects and educational areas as meta-subject elements of the content of education;
- Combine theoretical knowledge with their practical use to solve specific problems;
- Represent the integral characteristics of the quality of training of students and serve as the means of organizing integrated personal and socially significant educational control.

To determine the content of each of the competencies, a structure is necessary due to their common functions and role in education. A similar structure includes the following competency components:

- Name of competency;
- Type of competence in their general hierarchy (key, general, subject competence);
- A circle of real objects of reality in relation to which competence is introduced;

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- Socio-practical conditioning and the importance of competence (for which it is necessary in society);
- Semantic orientation of the student in relation to these objects, the personal importance of competence (in what and why the student needs to be competent);
- Knowledge of this circle of real objects;
- Skills related to this circle of real objects;
- Methods of activity in relation to this circle of real objects;
- The minimum necessary experience of the student in the field of this competency (on the levels of training);
- Assignments to determine the degree (level) of the learner's competence (according to the learning levels).

Researchers of competency problems somehow bypass the influence of the creativity category on the level of competence. But without this component, the implementation of the acquired competencies is very difficult.

The key to education are technologies of independent work, assessment of learning outcomes and information.

Moreover, the latter serve as the technological basis of the modern educational process. They allow you to work effectively in conditions of mass education, providing a basis for conducting classroom studies and independent student work, a variety of pedagogical technologies for teaching and evaluating, providing information on the results of each student's training at all stages and types of training [2].

The practice of vocational education on the basis of a competent approach shows that the training of a "knowledgeable" specialist is related to turning to his professional field (knowledge, skills) and to the cognitive-personal component (memory, perception, thinking). The training of a "competent" specialist additionally requires the development of personal and psychological qualities (motivation, interest in the results of educational and professional activities, professional self-awareness, organization, etc.).

Competencies (competencies) cannot be taught, they can only be formed in students on the basis of their acquisition of knowledge, skills, and development of personal qualities. The transition to competency-based learning requires the creation of an appropriate educational environment of the university, including, first of all, a new formulation of goals and learning outcomes, new teaching technologies, teaching, assessment, as well as new ways of interaction between the teacher and the student and between students themselves, stimulating their personal development.

If we consider the achievement of a guaranteed result as the task of learning, we inevitably come to the model of "learning as a technological process", where the entire sequence of processes is predefined and regulated. Any technological process for achieving guaranteed success - production of products of a given quality - must be provided with technological documentation that governs all intermediate stages of achieving a given product quality. An obligatory component of the process is an intermediate control, carried out both in the process of performing each stage and after its completion.

It is also necessary to revise the existing system of expert assessment on the basis of a four-point scale and consider introducing into the control and evaluation sphere pedagogical measurements that provide a multidimensional assessment of the quality of expected educational achievements. In addition, it should be taken into account that the effectiveness of diagnosis depends on the technology for describing the results of the study of the module (discipline), expressed in the required level of assimilation of educational material. Evaluation tools should allow to measure the degree of achievement (excess) of the established results and be an element containing the norm of the quality of education.

Based on the analysis of the currently developed models and technologies for the formation of competencies proposed by various Russian universities, the planning function of the formation of a competent specialist should include the following criteria [3]:

- A modular approach to the content of disciplines;
- Training components;
- The share of labor in the performance of functions;
- The dynamics of the movement of students from academic to professional;
- Block-modular approach to the content of the curriculum;
- Process of building competencies;
- Structuring competencies for educational elements at hierarchical levels;

- Structuring knowledge into educational elements at hierarchical levels;
- Sequence of implementation of programs by years of study, including types and forms of training, practice, holidays;
- The objectives of mastering the discipline (or module, practice) in a competent form;
- The content of the discipline (module), structured by type of training session with an indication of their volumes in credit units;
- Recommended training technologies;
- Forms of organization of independent work (homework, consultations, essays, term papers, projects, etc.);
- Forms of current and intermediate control.

The scale for measuring competencies should contain all possible levels of manifestation of competencies: from the educational level to the highest possible level of professional activity. Further, the university determines the "plug" (lower and upper level) of the possible development of each specific competency when studying at this university.

The competence of the specialist should include issues related to overcoming production and interpersonal conflict situations. The ability of a person to establish and effectively implement interpersonal contacts seems to be an important condition for achieving success in professional activity and adaptation in the work team.

In the structure of such competence, three main levels can be distinguished, each of which includes components:

1) cognitive level (knowledge and creative components);

2) motivational level (motivational-need component and component of personal characteristics);

3) the regulatory level (emotional, volitional and communicative components).

The competency-based approach to organizing the educational process by a university, developed today by many researchers, opens up fundamentally new pedagogical opportunities in solving the problem of improving the quality of training of specialists. Essential in this approach is the refusal to focus mainly on the subject preparation of a future specialist. One of the most promising pedagogical technologies that implement the basic ideas of a comprehensive approach is the technology of profiling teaching courses.

The pedagogical essence of the profiling of teaching university courses is revealed by the corresponding system of principles [4], which also includes the following:

• the principle of complexity - work on profiling the course should cover all the relationships of this course with the relevant subjects of the curriculum;

• the principle of integrity - profiling the course should not violate its logical harmony and scientific integrity;

• principle of scientific relevance - the content of leading topics should as much as possible meet the achievements of the relevant fields of science;

• The principle of priority of applied tasks - in training sessions, first of all, applied problems should be offered for solving, which have a very definite value in terms of the formation of individual components of the corresponding competence.

As one of the leading factors in the effective management of an educational institution from the standpoint of a competency-based approach, motivation can be distinguished. By motivation we mean the formation of motives that ensure the activity of teachers in a given direction. Understanding these provisions in the context of our study allowed us to identify ways of developing motivation for stimulating teachers.

The competency model consists of a number of blocks (for example, analytics, self-management, performing skills and interpersonal skills) and constitutes a competency cluster implemented using the Balanced Score Card. All of these blocks reflect the systemic opposites of internal and external influences.

Competencies are only a part, one of the four elements of the personnel management system that cannot replace the other three: corporate culture, organizational order and business procedures for personnel management. However, only in combination do these four elements provide the personnel management system with the maximum effect and effectiveness in implementing the strategy and achieving goals.

Any of the clusters of competencies can be considered as a management process that includes an object, a subject and the relationship between them in the form of motivation and joint actions.

Without the strong support of the leadership of the university, this very immature competency-based approach

cannot be mechanically integrated into the tradition of explanatory and illustrative teaching that has deep historical roots. There are fears that he might be absorbed in this tradition, since more than once or twice has happened - it is enough to recall the programmed training or the experience of innovative teachers. In this case, the loss of the educational system can become irreparable.

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