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Название публикации: «PEDAGOGICAL COMPETENCE AS ABILITY EFFECTIVELY PERFORM PROFESSIONAL TASKS»

Abstract: the article highlights professional competence as characteristics that reflect business and personal qualities a teacher with a sufficient level of knowledge, skills and experience to achieve the goal in professional activity.

Key words: teacher, competence, profession, knowledge, skills, experience

Competence - or competence literally translated from Latin means "relevant, appropriate". Typically, this term refers to the terms of reference of a person or institution.

Professional competence is a characteristic that reflects the business and personal qualities of a specialist, reflects the level of knowledge, skills, experience sufficient to achieve the goal in a certain type of professional activity, as well as the moral position of a specialist [1].

Pedagogical competence is understood as an integral professional and personal characteristic that determines the readiness and ability to perform pedagogical functions in accordance with the norms, standards and requirements adopted at a specific historical moment. Pedagogical competence assumes that a person who professionally works in the field of pedagogy is able to rationally use the entire totality of civilized experience in education and training, which means that he has sufficient knowledge of the methods and forms of expedient pedagogical activity and relations. The initial indicator of professional and pedagogical competence is a personal and humane orientation.

Research by L.S.Vygotsky, S.L. Rubinstein, A.N. Leontiev show that professionalism, the formation of a professional personality includes not only the assimilation of a certain amount of knowledge, skills and abilities, but also the formation of complex mental systems for the regulation of social behavior of a person

characteristic of representatives of this profession, the accumulation of professional experience and the formation of the ability to further deepen and develop. This psychological process is somewhat similar to the dichotomy of language and speech defined by F. de Saussure: on the one hand, professional competence is an emerging and developing personality trait, but on the other hand, the development of professional aptitude invariably affects the development of the personality. [2].

Professor V.D. Shadrikov, examines the relationship between the basic competencies of educational activities and the overall indicator of the teacher's success. The competence of an employee is understood as the qualities of the subject of activity, which allow him to successfully perform labor functions. Competencies characterize the qualifications of the work, competence - the qualifications of the subject of activity in relation to a specific job.

On the basis of theoretical ideas about the psychological functional system of activity, a model of the basic competencies of a teacher was developed, presented below. The highlighted competencies of activities must correspond to the corresponding competencies of the teacher:

- competence in motivating student learning activities;
- competence in goal-setting of educational activities;
- competence in disclosing the personal meaning of a specific training course and teaching material for a specific lesson;
- competence in understanding the student, what is needed to implement an individual approach to training;
- competence in the subject of instruction (subject competence);
- competence in making decisions related to solving pedagogical problems;
- competence in the development of programs of activities and behavior;
- competence in organizing educational activities, which, in turn, presupposes:

- competence in organizing the conditions of activity, primarily informational, adequate to the set educational task;
- competence in achieving an understanding by the student of the educational task and methods of solving it (methods of activity);
- competence in assessing current and final performance results.

The presented model can be concretized according to the levels of education, in accordance with the age characteristics of the student, the type and type of educational institution, the peculiarities of the pedagogical theory underlying the organization of the educational process in a particular educational institution. [3].

Of course, competence is about experience. Volitional efforts in professional and pedagogical activity are supported by the awareness of previous experience, the conscious nature of self-organized activity aimed at the planned specific result. However, this connection is ambiguous: there is no reason to assert that the more experience the teacher has, the higher the competence. As K.D Ushinsky taught in his time, it is not the experience itself that is important, but the thought derived from the experience. Figuratively speaking, “you cannot become competent, you can only always become”, for which you need to have the will to overcome the temptation to repeat the existing experience, think over alternative solutions, thoughtfully choose the optimal one based on the forecast of the process. All these properties characterize the sustainability of the teacher's professional activity. [4].

Thus, the pedagogical competence of a teacher can be defined as his ability to effectively implement the system of socially approved value attitudes in educational practice and achieve the best pedagogical results through professional and personal self-development.