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ИНСАНДЫГЫН КАЛЫПТАНДЫРУУ ПЕДАГОГДУН ШАРТЫ КАТАРЫ КЕСИПТИК КОМПЕТЕНТТҮҮЛҮК

ФОРМИРОВАНИЕ ЛИЧНОСТИ ПЕДАГОГА КАК УСЛОВИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ

FORMATION OF THE TEACHER'S PERSONALITY AS A CONDITION OF PROFESSIONAL COMPETENCE

***Аннотациясы:** Бул макалада педагог кесиптик компетенттүүлүгүн, педагогдун кесиптик компетенттүүлүгүн түзүүнүн негиздерин, кесиптик компетенттүүлүгүн адистин келечекте кесиптик компетенттүүлүгүн таасирин изилдөө боюнча жазуучулардын теориялары каралат. Кесиптик компетенттүүлүктү калыптандыруу көйгөйү социалдык өзгөрүүлөрдүн жана реформалардын мезгилинде өзгөчө курч турат. Включенность адамдын кесиптик ишин көз каранды инсандын субъектин ишмердиги, кесиптик даярдыгынын, бар болгон тажрыйбаны жана кесиптик маанилүү сапаттарын.*

***Негизги сөздөр:** компетенттүүлүгү, кесиптик компетенттүүлүгү, педагогикасы, методикалык жөндөм, шык, мугалим-психолог, усулдук компетенттүүлүк.*

***Аннотация:** В данной статье рассматриваются теории авторов по изучению профессиональной компетентности педагога, основ формирования профессиональной компетентности педагога, влияния профессиональной компетентности на будущего специалиста. Проблема формирования профессиональной компетентности особенно остро стоит в период социальных преобразований и реформ. Включенность человека в профессиональную деятельность зависит от личности субъекта деятельности, профессиональной подготовленности, наличия опыта и профессионально важных качеств.*

***Ключевые слова:** Компетентность, профессиональная компетентность, педагогика, методические способности, умения, педагог-психолог, методическая компетентность.*

Abstract: *In this article the theories of authors are examined to the study of professional competence of teacher, basis of forming of professional competence of teacher, influence professional to the competence on a future specialist. The problem of forming of professional competence especially sharply costs during social transformations and reforms. The plugged of man in professional activity depends on personality of subject of activity, professional preparedness, presence of experience and professionally important qualities.*

Keywords: *Competence, professional competence, pedagogic, methodological ability, skills, pedagogic-psychologist, methodological competence.*

Today, one of the priorities of modernization of higher professional pedagogical education system is considered to be the transition to a competence - oriented education, which primarily defines the requirements for teaching human resources according to the needs and demands of today. The stated determines to search for new principles of the organizations of educational process in higher school, which are based on the integration of professional and objective, technological and methodological components of the content of teacher's education. The pedagogic profession is transforming and managing too. And for managing the personality's development, you have to be competent. The concept of teacher's professional competence, therefore, expresses the unity of his theoretical and practical readiness for the implementation of educational activities and characterizes his professionalism.

Currently, professional and pedagogical formation of the future teacher is viewed through the concept of professional or vocational and pedagogical competence. The point of view is adopted in psychology according to which the concept of "competence" includes knowledge, skills, and how to carry out activities (A.P. Zhuravlev, N.F. Talyzina, R.K. Shakurov A.I. Shcherbakov).

Competence in the conventional sense of the word refers to the characteristics and properties of the person giving it the right to decide whether to express a judgment in a particular area of human knowledge and existence. It is not surprising that the principle of competence has arisen within one of the specific sciences and was subsequently extrapolated as the scientific method applicable to various fields of knowledge, including pedagogy.

In theory of pedagogical education the concept of "professional competence" refers to a set of professional requirements due to the teacher and

used with terms such as "job description", "professionogram personality", "professional readiness", "professionalism" (E.I. Rogov, N. Kuzmina, O.M. Shiyan and others.). In general, describing the same problem, called pedagogical categories have particular connotations and are used in different contexts.

The notions of "willingness" and "competence" most are close to each other, but not identical. If the readiness is a characteristic of a potential state, which allows the teacher to enter the professional community and develop in the "professional" attitude, that competence can only test in real activity, incarnate from the inner to the outer. The concept of "pedagogical skills" is close in meaning, is considered by N.V.Kuharevym as "a set of specific qualities of the personality of the teacher, which are caused by the high level of his psychological and educational preparedness, the ability to optimally solve the problem of pedagogical training, education and development of students" [1, p.136-137].

According E.N.Ogareva, competence is a category of evaluation, it characterizes a person as a subject of specialized activities in the system of social labor; It includes: 1) a deep understanding of the essence of the tasks and problems; 2) good knowledge of the expertise available in this area, the active mastery of his best achievements; 3) the ability to choose the means and methods of action appropriate to the particular circumstances of time and place; 4) a sense of responsibility for the achieved results; 5) the ability to learn from mistakes and make adjustments to achieve the objectives of the process [2, p.85-100].

The formula of the competence designed by M.A.Choshanov seems enough interesting. It is as follows: competence is a mobility of knowledge + the flexibility + the critical thinking [1, p.45-56].

Thus, the competence in the general sense, is

understood as personal opportunities officer, his qualifications (knowledge, experience), allowing to take part in the development of a certain range of decisions or to decide for himself thanks to his certain knowledge, skills. We will use the concept of competence, but not professionalism, as "... a set of professionalism should be understood such as psycho-physiological, mental and personality changes that occur in a person in the process of acquisition and long-running operations, providing a new, more effective level of solving complex professional problems in special conditions "[2]. All the more so a professional can be called the prevailing teacher, but not the future one.

The peculiarity of A.K.Markova's concept is that the search for professional competence bases implemented in psychology of teacher's labor, but in fact an analysis of psychological and pedagogical competence is provided (PPC). It considers competence as an objective ratio of the necessary knowledge, skills, psychological qualities possessed by the teacher, and their influence on the process and result of teaching. So, professionally competent is " the teacher's work, in which at a sufficiently high level is pedagogical activity, pedagogical communication, realized the identity of the teacher, which achieved good results in training and education of students ... the teacher's competence is also determined by the ratio of its real labor matter what his professional knowledge and skills, on the one hand, and professional positions, psychological quality, on the other "[2].

A.K.Markova builds a multidimensional model of professional teacher's competence. This model can be called psychological, because there the focus is on assessing of the psychological characteristics of the teacher in carrying out the educational process and qualitative changes in the mental development of the students, which arise as a result of work of the teacher.

L.M.Mitina's professional competence is considered in the same aspect, considering, who writes: "... we understand the professional competence more widely accepted than in the psychological literature, not only in the active context, but also in the context of all the labor of the teacher ... in other words, under the pedagogical competence of the teacher, we understand the orchestration subject knowledge, methodology and didactics

of teaching and skills (culture) of pedagogical dialogue "[2].

This definition makes it possible to introduce the structure of the teacher's pedagogical competence two substructures: the activity (knowledge, skills and methods of implementation of educational activities) and communication (knowledge, skills and methods of pedagogical communication).

In our opinion, psychological conditions of professional competence is, the teacher's understanding of need to improve its universal and special culture and careful organization of communication as a basis for development and learning in the school. The dynamics of development of teacher's professional competence is determined by the change of the reproductive performance of actions and operations creativity, harmonization and complexity of activity-related and communicative components of pedagogical competence.

Using the term professional and pedagogical competence, N.N.Lobanova characterizes it as the system properties of the individual and identifies three elements: professional and educational, professional and pragmatist, professional and personal, or exactly theoretical, practical, personal. The main condition of professional competence is a cognitive activity, which has pedagogical orientation.

Other researchers understand professional competencies (qualities) as a set of personality traits, which are caused by a high level of psychological and pedagogical readiness (N.V.Kuharev) and ensure "a high level of self-organization of professional pedagogical activity (N.N.Tarasevich).

L.N.Zaharova, V.V.Sokolova, V.M.Sokolov give them enough full definition of professional competence : "Under the professional competence it is advisable to understand the ability to effectively solve practical problems by developing the socialization of the individual, ensuring the internal conditions, the activity-integration into society for a person through the development of value orientations, orientation in nature, society, the spiritual experience of the people itself, the formation of practical skills and social activity-a desired, or at least an acceptable self ... ".

V.A.Slastenin thinks that under the pedagogical

ical competence of the teacher can be understood as "the unity of his theoretical and practical preparedness for the implementation of educational activities." The structure of professional competence is seen in his work through a pedagogical skill that our understanding is not entirely true, because the ability to still do not show the degree of professional competence [4, p.45-56].

We will use the term professional and pedagogical competence in this article, and after I.A.Kolesnikova we assume that the PPC is an integrated professional and personal characteristic that defines the willingness and ability to carry out teaching duties in accordance with the accepted in society in a specific historical moment norms, standards and requirements.

V.A.Adolf allocates motivation, goal-setting and content-advancing components. The motivational component of teacher's professional competence is determined by the system of its driving forces, certain consumer claims, rewards.

Goal-setting component of the teacher's professional competence includes its dominant pedagogical mentality and outlook, its system of personal meanings, the content of which is focused on the change in the value of pedagogical activity. Content-operational component in the professional competence characterizes him as the creator, researcher, and designer.

Baselinefactor of professional and pedagogical competence (PPK) is the relationship to the person; the teacher's work is the work of the system "man - a man." That is why such a component, as the personal-humanistic orientation, is presented today in the central structure of the PPC as integrated professional and personal characteristics. A true professional in the field of education is distinguished as the ability to systematically take educational reality and systematically in his work. This property enables a

holistic, structured vision of logic educational system facilitates the design of appropriate activities (I.A.Kolesnikova).

PPC gives free orientation in the subject area, limited in each case for supporting the teaching profession depending on his specialty and specialization. There is no doubt that competence involves knowledge of modern pedagogical technologies, related to at least three factors, it is very important for a teacher: 1) the communication culture in the interaction with the people, 2) the ability to receive information in their subject area, transforming it into the content of training and using self-education, 3) the ability to transfer your information to others.

All these components of the PPC are closely intertwined, forming a complex structure, forming specialist's "ideal model", defining its personality-operation characteristic because competence can only be assessed in the course of activities and only within a specific profession.

The main components of the PPC can be seen three blocks: 1. psychological and pedagogical literacy; 2. psycho-pedagogical skills; 3. professionally personal qualities, i.e. such qualities which are inseparable from the process of pedagogical activity that inevitably arise out of the nature of this activity.

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