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IMPROVING PEDAGOGICAL COMPETENCE OF FUTURE SPECIALISTS

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ABSTRACT
The formation of a modern teacher is a fully developed, well-educated person, capable of using modern techniques and technologies. The role of educators in society and their role in educating future generations poses important requirements for the process of training teachers for higher education.
Therefore, one of the most important ideas of technology is the notion that the result is guaranteed. Y.A.Komensky called the result-learning mechanism, the learning process a "didactic machine". In shaping the learning process for the full performance of a "didactic machine" with high results in education, it is necessary to create the following:

KEYWORDS: pedagogy, approaches, aptitude, competence, professional training, professional qualification, educational progress.

INTRODUCTION

As a result, based on the specific goals and means of use, a module is being developed that is now widely used in education?
- Educational objectives;
- The tools needed to achieve these goals;
- Rules of use of existing means.

Present-day employers pay great attention to the following qualities when hiring teachers;
- Independent thinking, that is, the ability to apply the acquired knowledge in the process of solving various social problems,
- Creative thinking,
- High vocabulary based on deep knowledge of social events.

It is important to note that the following qualities must be present in order for a graduate of today's university to have a place and social status in society;
- Be able to quickly and painlessly adapt to changing life situations, independently acquire the knowledge they need and apply them effectively to solve various problems;
- To think independently and critically, to foresee possible problems in real life and to effectively solve problems using modern technologies and techniques, to generate new ideas and to present ideas, creative thinking;
- Be able to quickly communicate with members of different social groups, work in different areas of life, and prevent or avoid harmful situations;
- To work continuously on their own to enhance their intellectual, professional, spiritual and educational potential.

MAIN PART

As we consider the formation of technological competence of future professional education teachers, we must first focus on the essence of the terms 'technological' and 'competence'. Since the concept of technology comes from the word technology, but nowadays there is no single definition in education, the following definitions are often used:
-Technology (Greek techno-skill + logos- learning) skill-a set of knowledge, including production tools and methods to change the quality of the processed object,
- In the pedagogical dictionary-reference is a set of methods used in technology, in any field, culture or in any business,

- Technology-oriented system for obtaining products with definite qualitative parameters, which results in predetermined results using algorithms, methods and tools proposed by science.

The analysis of the pedagogical and psychological literature shows that the concepts of competence and professionalism are combined through the concepts of technological skills and competence.

First of all it is necessary to clarify the essence of the categories that define the meaning of "competence" and “jurisdiction" and answer the following questions:

1. How does a competent approach differ from a science-based approach to knowledge, skills and competencies?
2. What changes should be made to the organization of the learning process (its forms and methods) to help identify and reveal the competence of learners?

The word “competence” (its roots are Latin competens - that is, compliant) has two meanings in its semantics: 1) profound knowledge; 2) competent, aware of news in a particular area.

In pedagogy, the word competence (Latin competere - achievement, conformity) is defined as the range of issues that the individual possesses, experience, and is enshrined in job descriptions or other normative documents.

First of all it is necessary to clarify the essence of the categories that define the meaning of "competence" and "competens" and answer the following questions:

3. How does a competent approach differ from a science-based approach to knowledge, skills and competencies?
4. What changes should be made to the organization of the learning process (its forms and methods) to help identify and reveal the competence of learners?

There are two options for interpreting the proportions of the terms 'competence' and 'competens': they are either identified or differentiated. Under the first option, “competence” and “competens” are defined as follows: “1. knowing something is good and effective. 2. Compliance with job requirements. 3. Ability to perform specific job duties”. In this case, the term “competence” is often used to describe it. In the context of such identification, it is noted that the practical orientation of the competence approach is much broader - "competence is an area of relationship between knowledge and action in human practice."

The second option of interpreting the proportions of “competence " , competence- is to use competencies as a system that influences the use of thinking, knowledge, skills, and abilities , as well as the processes that underlie human experience.

The notions of "competence" and “jurisdiction” and the term "competence" were widely used in the middle of the 20th century.

Competence as a scientific category has been applied to professional education since the 1990s and has been the subject of special comprehensive research. At the same time, professional competence refers to the integral nature of a small professional, that is, a set of knowledge, skills, and abilities that determine the effectiveness of work, a set of professional qualities of a professional, theoretical and practical preparation for work.

Thus, the term "competence" refers to skills, competencies, abilities, and skills that are closer to the meaning of "I knew" than to "I know". Consequently, a competency-based approach to teaching emphasizes, first and foremost, practical aspects of teaching, enhances the practical orientation of teaching. At the same time, the approach based on the notion of "competence", including personal qualities (motivation, ethical norms, etc.), are more broadly defined in a manner comparable to the humanistic values of education.

Clearly, competence includes not only the learning outcomes - knowledge, skills and competencies, but also the need-motivation field and the focus on the values of the individual, its ethical, social and behavioral constituents.

Educational function – formation of students’ professional knowledge, skills and abilities, improvement of their level of professional education. In general, formation of experience of successful implementation of their future professional activity;

The process of professional education is a holistic pedagogical phenomenon, with all its components interconnected: the goals of education are reflected in the content of education; and the content of education determines the methods, forms and means of implementing it.

The following features of the aforementioned professional education process have been identified:

1) Orientation of students to acquisition of specific professions and specialties;
2) Orientation to students to develop practical skills;
3) Teachers of special disciplines and managers of practice are simultaneously considered as students, teachers and educators of professional education;
4)As a part of educational process professional education has specific purposes and objectives, as well as content, means, methods and forms as part of the educational process;
5) An important means of professional education is production which solves the problems of professional education;
6) Availability and unity of education in specially created (including modeled) and production settings.
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The theoretical foundations of professional education are based on a number of principles: humanism and democratization; professional-polytechnic orientation according to modern production requirements; linking theory with practical labor, theory to practice; professional agility; depletion (variability); awareness, activity and motivation; accessibility and instruction; professional competence; purposefulness, consistency, consistency of education, etc.
From the analysis of the principles of professional education and the peculiarities of the process of professional education, it is clear that practical orientation of professional education and its connection with production has a special role. In this regard, the process of integrated professional education in professional colleges has two aspects: theoretical and practical.

CONCLUSION

Any workflow, any type of activity, has a complex hierarchical structure (gradual subordination of the lower parts to the upper ones). Often the following hierarchical levels are distinguished: operation - method - behavior. Therefore, the ability to perform certain types of activities cannot be associated with any other level of the hierarchy and the rest. In other words, the ability to perform certain types of activities is formed only when all subordinate skills, such as "operation, method and behavior," are mastered.

We rely on the opinion of most expert scientists and understand competence as a level of skill formation, that is, a category related to the notion of qualifications.

Practical professional education is a practical learning process aimed at developing the basics of professional skills, qualifications, mental and physical activities.

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