

Trends in the Formation and Development of Professional Competences of a Future History Teacher

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ABSTRACT

The article deals with the actual problem of modern higher pedagogical education, connected with the formation and development of professional competencies of the future history teacher. Various interpretations of the concept of "professional qualification of a teacher" are presented on the basis of an analysis of pedagogical experience necessary to determine the professional competencies of a future history teacher in the process of educational and extracurricular work at a university, necessary to improve the quality of teacher training.

Today, the modern education system is undergoing important changes related to its modernization, one of its main tasks is to improve the quality of education and teacher training. The modernization of higher education is connected with the society's need for competitive, qualified teachers and the desire for continuous personal improvement and professional growth. Improving the quality of education is one of the main tasks of modernizing the system of education and teacher education. Today, society expects from the system of higher pedagogical education not only specialists, but also innovative teachers. Deeply spiritual and moral teachers with their own system are able to think critically, creatively, independently create and implement new ideas and technologies of education and upbringing. The main task of higher pedagogical education is the formation of a comprehensively developed personality, as well as the formation of:

- ✓ professional qualification of the teacher, since a qualified teacher can achieve the best results in his pedagogical activity;
- ✓ a qualified teacher has a positive effect on the formation of a developed, creatively thinking student in the process of carrying out educational work;
- ✓ professional competence helps to realize personal, socio-psychological and didactic.

The formation and development of the teacher's professional competence takes place in the course of his professional activity, at the same time in the higher pedagogical system. The formation of the professional competence of the future teacher is considered as its formation at the stage of mastery. The transition to the paradigm of competence in education involves the formation of a teacher who is able to successfully adapt to the constantly changing socio-cultural

conditions of life, who is engaged in self-education throughout his career, who shows independence and creativity. In this regard, it is important to form the professional competencies of a student-future teacher in the system of higher pedagogical education. Issues of professional competence of the teacher E.V. Bondarenko, I.S. Gavrilova, Z.Yu. Zavzanova, T.A. Zotova, I.A. Patronova, N.A. Checheva, Yu.A. Shuplesova and others [1]. E.V. Bondarenko "Professional competencies of a future teacher are interconnected by French researchers G. Labruno, F. Neumann, P. Tutin [2]. The authors consider the concept of "professional competence of a teacher" as a synthesis of scientific and psychological and pedagogical knowledge, pedagogical skills and abilities that determine the success of a teacher. Some researchers understand the professional competencies of a teacher as a set of knowledge, skills and abilities, as well as the ability to use them in teaching; others consider it an indispensable quality of a teacher who combines the knowledge, skills and experience necessary to solve pedagogical problems [3]. The content of the concept of "professional competencies" is a system in which the scientific (professional) competencies of the teacher are pedagogically adapted: scientific knowledge, methods of activity; they consider it an experience of creative activity in the form of the ability to make effective decisions in problem situations. The inability to systematically implement the stage of "application" within the framework of bachelor's training, which is an important condition for the formation of any competence, allows us to speak about the need to form the professional competence of a teacher of history and social studies. Sciences. L. I. Zharikova believes that "the essence of continuity lies in the preservation of the elements of the system of continuous education or its individual characteristics during the transition to a new state" [4]. Limiting professional training to only the stage of teaching science means ignoring such important components of a teacher's professional competence as general and functional literacy and, most importantly, the general level of mental and spiritual culture, which requires us to create conditions. The vocational education system is an autonomous subsystem of education and cannot solve the problems of developing professional competencies in isolation from other subsystems, except for vocational education. The ability to apply knowledge in the process of pedagogical activity is an indicator of a competency-based approach to the organization of professional training within the framework of a holistic system, first at the stage of bachelor's practice, and then at the initial stage [5]. "History" as a science should educate patriotism and civic qualities.

- the study of the science of "History" allows you to master the analytical approach to assessing reality, determine the trends of historical development and, accordingly, evaluate the consequences of decisions made in various spheres of life;
- the main task of a history teacher in the process of teaching his subject is to develop the historical consciousness of the younger generation;
- In the process of studying "History", the student "learns to evaluate the present day from the point of view of the past and learns to make a conscious choice between good and evil, honor and shame" [6];

The brightest, terrible, tragic, great moments in the history of their people and country;

- the teacher must not only master the methodology of teaching his subject, but also carry out innovative activities. The process of teaching history: the use of various technologies (developing, student-oriented, modular, character-contextual, computer. History is not only chronology, cartography, biographical materials, historical concepts, national and general history should work with facts, etc. Teaching students, in turn, requires more High-quality training of history teachers is not only the implementation of the educational process at a high level, but also the non-historical work of students, professional competence The future history of teachers of "history teachers" as a structural education consists of three components, which in turn include includes a number of competencies:

- socio-psychological (social-psychological knowledge, the ability to use skills and readiness for social interaction, socio-psychological competencies, consisting of socio-psychological adaptation and mobility, abilities in the field of professional activity);
- didactic (didactic competencies are activities in the form of a synthesis of scientific knowledge and skills acquired by the student, methods of activity);
- personal (stimulating personal competencies for the personal and professional growth of the student). The teacher in the classroom is the subject of independent psychological (educational) activity, which, as a rule, is not recognized as significant in social pedagogical practice and is not considered as an independent object of study in pedagogical theory. The teacher works with the developing personality of the student, works as a "creator of elements of the personality of another person" (using new teaching methods, including case studies), "contributes" to his personality. The concepts of "competence-based approach" and "key competencies" are gaining popularity in connection with the discussion about the problems and methods of modernizing education. Khutorskoy A.V. in his study, he singled out the following groups of core competencies of local education:

Value-semantic competence.

General cultural competence.

Education and cognitive competence.

Information powers.

Communication skills.

Social and labor competence.

The power of personal improvement.

Basic competencies are formed only in the experience of their activities, so the educational environment should be built in such a way that the child finds himself in situations that contribute to their formation. In conclusion, in order to prepare a teacher who is engaged in the formation of educational competencies, it is not enough for a teacher to be competent in this area, it is necessary to clearly express the result of his final and intermediate work, it is necessary to think about optimizing the educational process, which allows you to conveniently and effectively organize the work of students. This means that a modern teacher must have a great life experience, scientific knowledge, be an initiative and creative person. This is necessary for the transfer of knowledge to students and the development of sufficiently high skills for implementing the acquired knowledge in a complex life. Self-government of students allows to exercise a number of important powers within the framework of the social and communicative components of the general professional block.

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