

MAIN FEATURE PROFESSIONAL COMPETENCE OF THE TEACHER

Abstract: This article analyzes the main feature of the teacher's professional competence.

Key words: pedagogical activity, mastery, skill, competence

In the general structure of the pedagogical process in higher education, the main, key figure is the teacher. It is he who plays a strategic role in ensuring the personal development of the student in the course of his professional training. The Pedagogical Encyclopedia gives the following definition of the teaching profession: “A teacher — in the broad sense of the word — is an employee of a higher, secondary specialized or general education school who teaches an academic subject, in the narrow sense of the word — a full-time position in universities and secondary specialized educational institutions”.

University teachers are divided into the following five categories: teacher (assistant), senior teacher, associate professor, professor and head of the department. The academic title of associate professor is awarded, as a rule, to persons who have a scientific degree of candidate of sciences, printed scientific and educational-methodical works or inventions, elected by competition and working in the position of associate professor for at least one year. The academic title of professor is awarded to the most qualified teachers of higher educational institutions who have a doctorate degree or highly qualified specialists who have great merits in the field of science and technology and many years of pedagogical activity, are the authors of printed scientific works, textbooks and teaching aids, carry out scientific supervision of graduate students.

The main content of the teacher's professional activity includes the implementation of an integral set of interrelated and interdependent functions. The main ones are teaching, educating, organizing and research functions (Fig. 9). They should be perceived in their unity, although in reality, for many teachers, some functions may prevail over others.

Depending on the prevailing focus on the performance of a particular function, all university teachers can be conditionally divided into the following three main groups:

1. Teachers with a predominantly pedagogical focus of their professional activities.
2. Teachers with a noticeable predominance of scientific research orientation of their professional activities.
3. Teachers with approximately the same opportunities for both pedagogical and research orientation.

The most specific for a teacher of higher education is the combination of teaching and scientific, research activities. It is scientific research that allows him to constantly maintain a high level of his professional competence in the field to which the discipline he is teaching belongs. Based on the results of his research activities, he can prepare and defend a candidate's, and then a doctoral dissertation, gets the opportunity to publish scientific articles and monographs. If the pedagogical activity of a teacher is not supported by active scientific work, his professional pedagogical skill also fades rather quickly.

One of the characteristic features of today is a certain decrease in the role of the teacher as the only source and "holder" of scientific knowledge for students. Indeed, by accessing the Internet, they can, in principle, find any information they are interested in. However, they have practically no experience in its systematization, methodological analysis and reliability assessment. Therefore, today the role of the teacher as an expert and consultant is

significantly increasing, capable of helping the student to orientate correctly in the world of scientific information.

At the same time, the range of psychological and pedagogical influence of the teacher on the students is expanding. In modern conditions, as V.G. Flint, “the functions of higher education are being put in a new way. Today it is not only the training of specialists, as they used to say, for the national economy. More and more, higher education is becoming an obligatory stage in the development of the individual. It becomes more widespread over time. And this creates the preconditions for innovative development, for the transition to scientific and information technologies ”. Therefore, today a teacher can no longer be only a specialist in a certain field of science and technology, a conductor of relevant knowledge and information, he must be a teacher, a psychologist. The success of his teaching activities and personal authority largely depend on this.

The authority of a teacher is an integral characteristic of his professional, pedagogical and personal position in the team, which manifests itself in the course of relationships with colleagues and with students and has a decisive influence on the success of the educational process carried out by him.

As evidenced by the results of numerous studies and surveys of students, the main indicators of the authority of the teacher's personality should be considered:

- the ratio of the teacher's personal self-esteem with the assessment of his personality by students and colleagues;
- the ability to perceive and process contradictory and complex information, find a decent way out of difficult problem situations, which abound in life and teaching;
- the presence of a clear life position, moral principles and beliefs and strict adherence to them;

- respect for the personality of each student, for his right to his own views, life goals and ideals and tactful, without pressure and authoritarianism, attitude in the choice and implementation of educational influences.

Reputable teachers have high pedagogical observation, respect for students, stimulation of their activity and intellectual activity, flexibility and non-standard in making pedagogical decisions, satisfaction from the process of communication with students. Unauthorized teachers are dominated by rigid, authoritarian methods in pedagogical communication, the presence of communicative stereotypes in the teaching process, the monologue of communication, the inability to respect students regardless of their academic success.

Usually, students first of all value in a teacher his personal qualities and attitude towards them, and only then - intellectual qualities: outlook and liveliness of mind, resourcefulness and knowledge of the subject.

The authority of the teacher consists of two components: the authority of the role and the authority of the individual. If a few years ago in the practice of higher education in the relationship of students to a teacher, the role's authority most often prevailed, now it is the authority of his personality, his bright, unique individuality, general and professional culture. It is the personality of the teacher that has a powerful upbringing (pedagogical) and psychotherapeutic effect on students.

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