

PROFESSIONAL COMPETENCE OF MODERN TEACHER

The article generalizes theoretical positions regarding the essence of the concept of «professional competence», which is considered as an integrated property of a person possessing a complex of professionally meaningful qualities for a teacher, has a high level of scientific-theoretical and practical training for creative pedagogical activity and effective interaction with students in the process of pedagogical cooperation on the basis of introduction of modern technologies for achievement of high results. The stages of professional development of the teacher are described. The structural components of the teacher's professional competence are determined and analyzed and the conditions aimed at improving the professional competence are determined.

Key words: *teacher, professional competence, criteria of professionalism of teachers, the structural components of professional competence of the teacher.*

Formulation of the problem. Over the past decades, the views of the professional have changed more than once. For example, in the 60s of the twentieth century, the concept of human resources became widespread, the emergence of which was preceded by the awareness that the efficiency of the technical side of the technologies used is relatively easy to calculate, and the effectiveness of their «human component» is in fact not taken into account when determining the efficiency of production. [6]

In the 70 years to replace this concept the concept of human resources arose, which marked the change in organizational paradigm. The imagination of a person as an «indifferent factor of production», which not only must be considered, but also calculated, changed the imagination of it as a central element of production, which connects all other elements to its activity, largely defining the overall production efficiency [4, p. 57].

Until recently, a specialist was assessed according to their level of qualification. Today it is not enough to have a certain qualification, today it is necessary to be professionally competent, to have the ability and ability to solve the problems that are constantly arising in the process of production.

Analysis of recent research on the problem. In psychological and pedagogical literature, considerable experience has been accumulated on the issue of competence, which was covered in scientific works by N. Bibik, O. Bilyakovskaya, E. Bondarevskaya, B. Gershunsky, A. Khutorskogo, A. Shchecaturnova, N. Rozova, N. Zaprodsky and others. In the works of these authors, competence corresponds to the level of education and its general cultural competence, and is also considered as a complex system, which includes knowledge, skills, and professional qualities.

The aim of the article is to substantiate the components of the teacher's professional competence, to determine the conditions that stimulate the professional growth.

Presentation of the main research material. The acquisition of professional competence begins with the mastery of the pedagogical profession and covers several stages of professional development of a specialist, during which life and career plans change, restructuring of a person's structure takes place, leading activities, social situation are defined.

In the dynamics of modern educational processes, the fundamental importance of pedagogical professional competence is highly recognized. It is seen as a systematic, integrative unity, and synthesis of intellectual and practical skills. This professional

competence includes cognitive, functional and cultural unity in the content of a teacher's education. It also includes the personal characteristics of a teacher, such as value orientation, abilities, character traits, willingness to interact with children and exercise of practical activities, allowing a person to use its potential, to carry out complex culturological types of activity, and to adapt quickly and successfully to a constantly changing society and professional activity. This definition covers all the structural elements of personal and professional, theoretical and practical components of the educational activities that are the measure and the way of creative self-realization of teachers in dealing with various pedagogical situations, aimed at creating pedagogical values and technology [6].

The term «professional competence of the teacher» expresses the personal capabilities of the teacher, which allows him to independently and effectively solve pedagogical tasks, formulated by him or the administration of an educational institution. To carry out this activity, the teacher needs to know the pedagogical theory, be able and ready to apply it in practice. Thus, under the pedagogical competence one can understand the unity of the theoretical and practical readiness of a specialist to carry out his professional activity.

According to I. Demura, competence – the category is an estimated, it characterizes a person as a subject of specialized activity in the system of social development of employment, bearing in mind the level of development of their ability to make qualified judgments, to take adequate responsible decisions in problematic situations, to plan and perform actions, leading to a rational and successful achievement of the goals [2, p. 66]. A slightly different approach to the interpretation of the concept of «competence» in scientific works N. Sergienko, according to whom «competence» expresses the significance of the traditional triad «knowledge, skills, abilities» and serves as a connecting link between its components. Competence in the broad sense can be defined as profound knowledge of the subject or mastered skills. Hence – «formula of competence»: competence – mobility of knowledge plus the flexibility of the method plus the critical thinking» [5].

V. Sinenko, believes that it is necessary to distinguish between vocational training of the teacher and their professional competence. The first concept reflects the process of mastering the necessary knowledge and skills, and secondly – the result of this process, qualitative characteristics. Competence is also a certain perspective that is, to a certain extent, available to a particular specialist because of their individual capabilities and various objective factors. The term «pedagogical competence», is considered as category of pedagogical science and interprets as the integration of the appropriate level of professional knowledge, skills and abilities of the teacher, their personal qualities that manifest themselves as a result of activity (level of education and education of students). The researcher determines the criteria for the teacher's professionalism: profound professional knowledge and theoretical skills, a set of practical skills and skills, skillfully applied in practice of education and upbringing. V.O. Sinenko concludes that the professional competence of the teacher is a high level of his psycho-pedagogical and scientific subjects knowledge and skills in conjunction with the corresponding cultural and moral image, which in practice provides a socially-required preparation of the younger generation for life [3, p. 93]. The acquisition of a teacher's professional competence is that professional knowledge must be formed at the same time at all levels: methodological, theoretical, methodological, and technological. It requires the development of professional thinking, the ability to select, analyze and synthesize the acquired knowledge in achieving the pedagogical goal, holistically imagine the technology of their application. We accept on the components of professional competence proposed by O. Blyakovsky [1].

Conclusions and perspectives of further research. Professional competence of the teacher – is the result of creative professional activity, integrated indicator of personality and activity essence of the teacher. Professionally competent teachers successfully solve the tasks of education and upbringing, prepare for society with desirable psychological qualities; satisfied with the profession; achieve the desired results in the development of the personality of the students; are aware of the prospect of their professional development; open to continuing vocational training; Enrich the experience of the profession through personal creative input; socially active in society; devoted to the pedagogical profession. Taking into account the relevance and importance of the problem under study, we believe that further scientific and theoretical understanding and practical implementation require ways, forms and methods of forming the professional competence of the future teacher in the period of studying in higher education.

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DEVELOPING PROSPECTIVE ENGLISH TEACHERS' READING SKILLS

The article deals with the viewpoints of the scientists on peculiarities of the selection of literary works for teaching the students of the foreign languages department. Views on the principles of selecting literary texts for teaching reading are analyzed. The stages of teaching reading competence and the conceivable exercises to be implemented in the class are determined.

Key words: *Teaching the competence in reading, literary works, reading comprehension, reading stages, teaching methods.*

Constant modernization and globalization processes make the knowledge of foreign language an inevitable part of people's lives. The Ukrainian integration into European Union requires profound training of the qualified specialists. Modern specialists are expected to possess the advanced level of a foreign language competence for the full exchange of scientific information, acquaintance with new technologies, business discoveries and