

METHODOLOGICAL APPROACHES TO FORMING PROFESSIONAL AND PEDAGOGICAL COMPETENCY OF HIGHER EDUCATION INSTITUTE

The analysis of domestic and foreign approaches to the professional-pedagogical competence of future teachers is carried out. A coherent picture of their implementation during the practical work of a teacher in ZOO is received. In general, different approaches to the formation of pedagogical skills of future teachers, most scholars generally agree that the way to training these professionals is to develop their vocational and pedagogical competence.

The results of the analysis of modern methodological approaches demonstrate their significant scientific capacity for studying and improving the professional training of the future teacher. All of them reflect the versatility, complexity of the process of forming the vocational and pedagogical competence of the professor of economics.

The necessity of comprehensive theoretical analysis of the problem of formation of teacher's professional and pedagogical competence has led to the use of research in the relationship and interaction of such scientific approaches: competency, activity, functional, integrative, innovative, creative, personally oriented.

The complementary implementation of certain scientific approaches in institutions of higher education will contribute to the formation of professional competence of professors.

The analysis of recent researches and publications shows that, summarizing different approaches to the formation of pedagogical skills of future teachers, most scholars mostly agree that the development of their professional and pedagogical competence is preconditioned by the training of these specialists.

As a result of the analysis of methodological approaches to the problem of formation and development of vocational and pedagogical competence of future teachers of technical institutions of higher education, we have established that in the study of this problem we should highlight the following approaches proposed by leading scholars:

1) procedural (Kuzmina NV): study of the quality of preparation for the educational process (gnostic and constructive components); research of the teacher's activity in the educational process (communicative and organizational components); research of control and diagnostic activity of the teacher (reflexive component);

2) personal (Shuvalov VS, Rogov EI, Ananiev B.K., Shcherbakov OI), which includes: assessment of the teacher's knowledge and abilities; motivational component; professionally significant personal qualities of a teacher;

3) protsesualno-osobystisnyy (kompleksnyy) pidkhid (Markova A.K.), shcho vklyuchaye doslidzhennya: pedahohichnykh (protsesualnykh) umin vykladacha; rezulativ pratsi vykladacha (navchenist i vykhovanist studentiv);

4) rezulativnyy pidkhid – doslidzhennya rezulativnosti navchalno-vykhovnoho protsesu (Lerner I.YA., Skatkin M.M., Rayevskyy V.V.), shcho skladayet sya iz stupinya zasvoyennya uchnyamy zmistu navchalnykh prohran; nabuttya nymy dosvidu reproduktyvnoyi i tvorchoyi diyalnosti v mezhakh konkretnoho navchalnoho predmetu; zminy emotsiyno-tsinnisnoho stavlennya studentiv do zmistu navchalnoho predmetu i diyalnosti v pevniy haluzi.

However, previously unsolved parts of the general problem, which is devoted to the article, is a synthesis of scientific approaches as methodological benchmarks of research, which should be used in the formation of vocational and pedagogical competence of a teacher of a higher education establishment.

The main goals of the article are to specify the scientific approaches to the formation of professional competence of professors.

The results of the analysis of modern methodological approaches demonstrate their significant scientific capacity for studying and improving the professional training of the future teacher. All of them reflect the versatility, complexity of the process of forming the vocational and pedagogical competence of the professor of economics.

To summarize, in determining the main methodological approaches to the process of formation and development of vocational and pedagogical competence of teachers it is necessary to take into account not only the world experience, but also first of all to study, creatively rethink from the new methodological positions the best achievements of the national pedagogical thought. At the same time, it should be noted that the analysis of domestic and foreign approaches to the professional and pedagogical competence of future teachers is necessary, since it gives an opportunity to obtain a coherent picture of their implementation during the practical activity of the teacher in the ZVO.

However, despite the large number of works in world and national pedagogical science, it is important in our opinion, to continue work on the definition of the main approaches and their content content, which today must meet the modern requirements of international educational practice in the process of formation and development of vocational and pedagogical the competence of teachers of higher educational institutions.