Professional Competence of Teachers in Training Scientific Criteria of Educational Technologies Theoretical and Pedagogical Foundations

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Abstract. In this article, the scientific, theoretical and pedagogical foundation sof training the criteria of professional competence of teachers in training, the opinions and views of pedagogues regarding the technologies of training teachers' professional competence, the theoretical basis of using initiative games, game technologies and interactive methods in training the professional competence of teachers in training are discussed.

Keywords: teacher, "technology", "teaching technology", "modular technology", game technologies, pedagogical heuristics, business games, professional reflection, training, reflexive competence, module.

Today, most of the reforms carried out in our country are focused on the training of qualified personnel in the field of education andthe formation of their professional competence at a high level. The teacher's readiness to manage their personal career, their ability to determine the trajectory of their personal and professional growth, their ability to use their knowledge, skills and abilities, and the methods of influence in other professional environments are among the priorities of the teacher's professional competence.

Educating the criteria of professional competence of teachers in advanced training – this first of all implies the development of the teacher's creative abilities, which motivate their to effectively carry out their pedagogical activities, to quickly adapt to the modern and competitive environment. Today, in the modern educational conditions of ourcountry, a teacher must constantly improve their professional competence. Education of the professional competence of the teacher in the educational process requires the activation of pedagogical processes and the improvement of the quality of these processes. In one word, this can be called the technologization of education. In the science of pedagogy, the concept of "technology" corresponds to the concepts of "pedagogical technology", "educational technology", "teaching technology". The general met a subject interpretation of this concept is that technologyis a scientific and practical to used to change the human environment, to develop material and spiritual values.

In the scientific interpretationof G.K.Selevko, the concept of pedagogical technology is used in the following areas:

- pedagogical technology as a means of producing methodological devices or educational devices;
- pedagogical technology as a model, method and technique for performing educational tasks;

- Pedagogical technology as a broad field of knowledge based on the data of social, management and natural sciences, as a scientific direction;
- pedagogic technology is a multifaceted process.

According to M. Kornilova, pedagogical technology is a continuous, inter connected activity of a teacher, directed to solving pedagogical tasks. Pedagogical technology-practiceis a reflection of the pedagogical process designed in advance.

According to V.M.Monakhov, pedagogical technology is a model of cooperative activity in which pedagogical activity is thought out in all details to organize, design and carry out the educational process while providing comfortable conditions between the student and the teacher.

It is also important to use teaching technologies that all ow teachers to show their individuality in the process of training the professional competence of teachers. The technology of individualization of education has a dynamic system that covers the goal, content, methods and tools of the educational process. Module technology can be used as a technology of individualization of education. According to G.V. Lavrentev and N.B. Lavrentev, the concept of a module is at the center of the theory of modular education, which is a complete block of in formation and combines a methodical management and targeted program of actions that ensure the achievement of didactic goals.

T.I.Shamova and P.A.Yutsyavichens see the content of modular teaching as the student's independent or with the help of a pedagogue to achieve the goal of learning activity in the process of working with the module. Here, the module is considered by the authors as a target functional node, the educational content and the technology of it sacquisitionare combined to a high level of unity.

T.I.Shamova considers the module as a training program that is individualized according to the method and content of teaching, according to the pace of the students' learning activity and the level of independence.

I.S. Yakimanskaya connects the term "modular technology" with the concept of "module" or "functional node" and divides the teaching process based on this technology into the system of "functional node" and professionally important behaviors and actions performed by the student to a greater or lesser extent.is understood as implementation with. G. V. Lavrentev, N. B. Lavrentev, O. L. Nazarova suggest using the following methods in education: 1) informational methods of education (lecture, consultation, conversation, demonstration, etc.); 2) operational methods of education (design method, laboratory practices, etc.); 3) research methods of education (discussion, business games, brainstorming); 4) methods of independent education (independent education based on textbooks and literature). A.A.Verbitsky, N.V.Borisova, A.A.Solovev lectures in various forms (errors pre-planned lecture, lecture-visualization, two-person lecture, press-conference lecture, etc.) in education of one or another type of professional competence of teachersthey emphasize that it solves specific tasks.

S.I. Arkhangelsky emphasizes that the didactically correct organization of practical training fulfills the following tasks: 1) teaches teachers to think logically and creatively; 2) teaches to analyze things and events and summarize evidence; 3) encourages independent work; 4) increases the effectiveness of educational activities; 5) gives a positive socio-intellectual tone to educational activities. According to A.A. Verbitsky, the use of business games in practical training allows the emergence of professional motivation, the development of theoretical and practical thinking skills of specialists, and the formation of professional skills and qualifications.In business games, teachers analyze the situation (students, student groups, colleagues), identify a problem, develop methods and tools for solving this problem, perform appropriate actions, adjust these actions in

accordance with the obtained results.Implementing a contextual approach to the organization and conducting of business games in training is one of the important conditions for the formation of professional competence, meaning the integration of professional-practical and educational activities of specialists. S.L. Shmakova believes that game technologies as a phenomenon of pedagogical culture perform the following main functions in training the professional competence of teachers: 1. Socialization function.Play is a powerful tool for teachers to enter into a system of collective relations and to assimilate cultural values. 2. International communication function.The game allows teachers to learn universal values, the culture of representatives of different nationalities, because "the game is not only national, but also international and universal." 3. The function of self-realization of the person in the game is as a "polygon in the practice of humanity".On the one hand, the game allows the teacher to build and check a project to overcome specific life difficulties in his practical activity, and on the other hand, it allows to identify the shortcomings of his experience. 4. The communicative function of the game is that the game is a communicative activity that allows the teacher to enter the real context of the complex communication system of the individual. 5. Diagnostic function of the game. The game is a field of "Self-expression", where the teacher checks his strength, the possibility of free actions and expresses himself. 6. The therapeutic function of the game is that it is used by teachers as a means of overcoming various difficulties that arise in communication, professional activity and behavior. 7. The corrective function of the game is reflected in the introduction of positive changes in the indicators of the teacher's professional qualities. O.G.Trinitatskaya stated that "increasing the qualifications of teachers using interactive methods allows to organize educational activities in such a way that as a result, almost all participants are involved in the learning process and have the opportunity to reflect on what they think and know.

The use of initiative (imitation) games in education of professional competence criteria of teachers in advanced training is used to solve complex tasks in training.These games enable teachers to master information, strengthen, develop creative abilities, and educate general educational skills, allowing teachers to study educational materials in a comprehensive way. A.A.Verbitsky distinguishes the following 6 pedagogical and psychological principles of initiative games: 1. The principle of imitative modeling of the exact dynamics and conditions of production; 2. The principle of playful modeling of the form and content of professional activity; 3. The principle of cooperation; 4. The principle of dialogic communication; 5. The binary principle of game activity; 6. The principle of the problematic content of the imitation model and the process of its application in game activity. The basis of the projecting method is the development of the knowledge skills of teachers, the independent design of their own knowledge, the ability to be oriented to the informational environment, and the training of critical thinking. The projecting method is based on the pedagogical concepts of Dj. Dewey.Dj. Dewey believes that the entire activity of the school should be directed to the development of the student's thinking based on the teacher's experience.Dj. Dewey's practical pedagogical technologies, combined with the study of information technologies and the modern information environment, provide an active approach to education.This allows the higher tasks - the teacher to go into the mode of self-education.In self-education in the organized learning process: the teacher chooses an educational trajectory adapted to a carefully designed and rationally organized learning environment.During his participation in the process of developing a group project in small groups, the teacher not only forms the experience of social influence in the creative team and his ideas about the principle of cooperation and scientific organization of work, but also applies the acquired knowledge in his professional activities, internalizes (assimilates) them, and thereby forms himself as a subject of knowledge,

selfeducates the qualities of control and analysis. This form of teaching organized with teachers increases the quality of education.It provides an effective feedback system and thereby allows the teacher to deepen pedagogical cooperation aimed at developing new opportunities for understanding his personal experience, realizing his professional skills, strengthening interdisciplinary communication and developing the unity of requirements.This accelerates the educational process due to information. Pedagogical heuristics - answers questions about how heuristics can be taught.Pedagogical heuristics also examines the principle issues of organizing cognitive activities in the educational process, that is, it studies the processes of assimilation of educational materials that organize the system of professional knowledge of teachers. The prototype of heuristic teaching in education is the Socratic method, the essence of this method is to bring the interlocutor to a conflict with himself with the help of consistently and systematically asked questions, and the interlocutor to admit his illiteracy, and then come to real knowledge through discussions together. Ideas on heuristic education A.V. Khutorsky, M.M.Developed by Levina, V.A. Krutetsky, D. Poya, L.M. Friedman, E.N. Turetsky. According to A.V. Khutorsky, the heuristic method of education is the creative development of students by mastering new, more rational options for acting in new situations., is a method of organizing effective thought processes. Today, a number of developmental teaching technologies have been developed in education.Among them, G.S. Altshuller's technologies for solving research tasks (TVET), embodying the development of creative qualities of a person, can be singled out.TVET is aimed at forming the right thinking and educating a creative person who is ready to solve complex problems in various fields of activity.Technologies for solving research tasks use world experience in creating methods for solving inventive problems.In the process of education, this technology implies the maximum use of students' capabilities, knowledge, and interests in order to increase the efficiency of education and reduce costs.

Research Task Solving Technologies (TVET) is a unique tool for: - Search for irrelevant ideas; - Identifying and solving many creative problems; - Selection of prospective directions of technical and technological development and reduction of their production costs; - Development of creative thinking; - Formation of creative individuals and teams; The use of interactive technologies in education develops communicative competence in teachers.Also, interactive technologies provide teachers with educational motivation, inquiry activities, and participation in collaborative problem solving.Interactive teaching methods make it possible to create the conditions for success in education to think outside the box, to see the problem situation and how to get out of it.One of the interactive methods used in education is training methods.The use of training technologies in the training sessions with teachers in the training of the participants in creating an atmosphere of acceptance of each other, mutual respect, communication skills, positive self-acceptance skills in teachers, the correct distribution of mental energy, a range of effective self-management methods.is important in expansion. According to Kenneth Fee, training is a pre-planned process, the purpose of which is to change the attitude, knowledge or behavior of participants through a learning experience, aimed at forming skills to perform a specific activity or several types of activities. E. V. Pakhalyan considers training to be a combination of various techniques and methods aimed at forming skills and competencies in a person. V.A. Sarukhanova said that training is an activity aimed at acquiring, correcting and forming the knowledge, skills and abilities necessary for the successful implementation of professional activities. In the professional experience of every teacher, he faces the problem of realizing his professional (pedagogical) and personal potential.Reflection is one of the most convenient and purposeful methods of self-improvement in a teacher's professional activity.According to V. Z. Wolf and V.

N. Harkin, "Professional reflection is humanity (methods of self-study, analysis of cause-and-effect relationships, suspicions, realization of value criteria, work on oneself) and professionalism, i.e., applying this ability to the complex conditions of professional lifeembodies the unity of application". According to V.A.Metaeva, V.A.Slastyonin, S.Yu.Stepanov, encouraging teachers to reflexive activity in the educational process is to educate them in the "reflexive competence" of professional competence, and this competence allows the teacher to effectively perform reflexive activities, self-development, teacher's activityis important in achieving efficiency and effectiveness. The professional reflection of teachers in professional development shows their professional success and the effectiveness of teachers' interactions with each other and with the speaker (teacher) or as a diagnostic technology as a means of responding to the pedagogical situation and life situation.

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