

Professional Competence Development of Future Specialists

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Abstract: The given study represent the analysis of the professional development of the competence by itself at the present time and suggests the ways of its effective enhancement. The psychological and pedagogical foundations of the formation of professional competence consist of the introduction of pedagogical innovations and technology of instruction. Pedagogical innovation is a purposeful change in the content and technology of teaching and upbringing, aimed at increasing their effectiveness. Based on the model of the elite specialist of the 21st century, first of all, it is necessary to improve professional competence. Approaches to the formation of professional competence: development of team members due to their constant participation in innovative educational activities, increase of professional competence. The management system of the department, built in accordance with the individual needs and capabilities of each member, guarantees the systematic accumulation of professional competencies required in modern conditions, their balanced distribution in the team. Creation of the organizational and pedagogical basis for the sustainable development of the pedagogical collective. The conditions of competence-oriented training include. Respect and acceptance of the student as a self-valuable personality, possessing diverse needs, interests, striving to achieve life goals, having its own position and the right to realize it.

Key words: Competence, professionalism, students, learners, education

INTRODUCTION

Ensuring personal involvement of students in the learning process: focus on self-knowledge, development of subjective experience, reflective attitude to the studied subjects and phenomena the learning process to oneself, to future professional activity.

Creation of an atmosphere of reflection, analysis, search for new meaningful goals, dialogue of different positions, openness, support, recognition and emphasis on achievements (Gutnik, 2005).

Teaching technology is a set of methods and means for processing, presenting, changing and presenting educational information; it is the science of how teachers act on students in the process of training using the necessary technical or information means. Pedagogical skill of the teacher is to select the necessary content apply the best methods and means of instruction in accordance with the program and the educational objectives set.

The pedagogical task is orientation to a specific profession, the beginning of a career is formed from the

personality. The student's interest coincides with the beginning of awareness, the importance of his future profession (Ermakov, 2004).

An analysis of the existing practice of higher professional education showed that the regulatory framework of the education impose the following requirements on the modern students: professionalism and readiness of graduates of higher educational institutions for successful operation in the troops. The legality of professional activity and its implementation on a strict legal basis. Humanism and respect for the personality of servicemen. Equal opportunities for professional and career growth. Ability to solve complex and professional tasks. Professional competence. The formation of the qualities of a specialist, leader and teacher.

MATERIALS AND METHODS

The study of the historical and pedagogical experience Kazakhstan of the current state of preparation of future specialists in the countries made it possible to

identify, verify and scientifically substantiate the most effective measures to further improve the quality of training in universities. Their implementation is expedient to implement in the following areas:

- To improve the management of the training of future specialists in higher educational institutions
- To optimize the teaching and methodical work in the higher school
- Realize the educational potential of professional education of personnel
- Conduct scientific support of and professional education of students and students of universities

The conducted research makes it possible to formulate practical recommendations, the implementation of which could contribute to further increasing the effectiveness of higher and professional education of future specialists.

RESULTS AND DISCUSSION

One of the most important requirements for the organization of the educational process in higher educational institutions is to ensure the unity of education, science and practice as well as the advanced nature of education, taking into account the high dynamism of development (Dautova, 2006).

The problem posed in the research is solved, first of all, taking into account the intensification of the educational process, its computerization and the improvement of the teaching methodology. Introduction of new methods and methods of teaching in the educational process, incl. And those that are very widely used in training practice quite recently. We mean, first of all, problem training, modeling and game forms. On this and other issues including. And such as “what to teach?” “with the help of what to teach?” We should work more purposefully (Davydov, 1986).

Important importance in the intensification of the entire process of training future specialists has a wide application of computer technology. However, the implementation of these methods is hampered as an insufficient level of training of teachers so, the lack of personal computers. Therefore, increasing the computer literacy of all teachers is a topical task.

As is known, effective training of listeners is largely determined by the availability of a modern educational and material base. Their improvement and renewal in schools is given considerable attention but our limited technical capabilities do not allow us to accomplish this task in a short time.

Thus, in our practical activities, we need to proceed from the fact that the widespread use of the latest techniques and computer technologies is called upon to ensure not only the improvement of the quality and effectiveness of training students and listeners but also the intensification of the entire learning process.

To successfully solve the task of training future specialists, highly trained teachers who have sufficient experience in the army and staffs and the practice of teaching the subject are needed. The main thing is that there should be professionals who are not satisfied with what has been achieved, they are looking for new methods, methods and methods of teaching. It is impossible to find such people somewhere on the side. They must be prepared and raised in educational institutions. The task, of course is complicated and so far that we are not solving it very successfully. Those the problem of “who trains?”. Students and listeners for many years remains not completely resolved. Future teachers should be selected and studied when they are still students then commanders of units and units (students of staffs) and then magistracy and doctoral studies. And all this time they are under the vigilant supervision of the leadership of the departments, educational institutions. Unfortunately this way of solving the problem is still difficult to implement. Today, the main ways to solve the problem of improving the quality of education at the expense of “who trains?” of course is to improve the teacher’s professionalism.

The professional development of the teaching staff is the main form of additional professional education. To improve the skills required to solve the following tasks: creating conditions for the accessibility of additional vocational education, the possibility of students receiving a vocational and educational program for obtaining additional qualifications “Teacher” and “Teacher of higher education” (by specialties). The satisfaction of the needs of servicemen in the continuous acquisition of knowledge about the latest achievements in the relevant branches of science and technology, advanced domestic and Foreign experience. Study, generalization and dissemination of advanced scientific and pedagogical experience. Attracting to the educational process highly qualified Foreign teachers. Using the potential of civilian higher education institutions for training specialists. Application in teaching of modern innovative educational technologies. The direction of the course preparation for Foreign educational institutions of the teaching staff for the purpose of improving the skills and adopting advanced pedagogical experience (Druzhilov, 2010; Dzhurinskiy, 1997). The decision of the specified problems provides realization of a complex of actions on the

maintenance of educational levels: training a specialist of a new formation with broad fundamental knowledge, initiative, capable of adapting to the changing demands of armed struggle and new technologies. Strengthening the motivation of the whole system of higher education to provide quality educational services through the democratization of the educational process. The preparation of universities for the passage of state certification, the creation of objective conditions for the development of universities.

The formation of new principles and practices of university management, the introduction of a system of strategic planning and increasing the autonomy of universities.

CONCLUSION

The study of the problems of training personnel in educational institutions of the countries of the near abroad and the RK made it possible to obtain the following scientific results: the first scientific result is that the training of future specialists in the countries of the near abroad and the RK has been studied and its problematic issues have been identified.

The second scientific result is that ways are proposed for solving the problematic issues of training future. For these purposes it is necessary: to create a education system that meets the real and prospective needs of the country taking into account the development trends of the domestic education system and the experience of leading Foreign educational institutions.

Assessment of competence involves the use not so much of formalized control, the main purpose of which is to identify the volume and quality of acquired knowledge, how many objective diagnostic methods such as monitoring protection and evaluation of decisions taken, assessment of professional performance.

In this regard, the problem of the formation and development of the professional competence of specialists is given sufficient attention, although the task of finding new scientific and pedagogical approaches to its solution remains very relevant to this day.

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