

Research of The Professional Competence of A Future It Teacher

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Abstract

This article presents an analysis of the study of the professional competence of a future computer science teacher.

Keywords: *teaching informatics, self-searching activity, professional competence, analysis.*

It should be noted that the professional competence of a future computer science teacher has been studied by many authors and can be considered from different positions. According to G. V. Igonina, it is also possible to analyze the socio-psychological aspects of the professional competence of a teacher from the point of view of value, technological and personal-creative [4]. The teacher's value system is primarily one of the subjects of philosophy. It explores all sorts of questions about the content of the concept of value. Essentially, values determine the direction and motivation of human life and activity. Each teacher has his own system of values, which may be incomprehensible for some, but clear and understandable for others.

What is valuable for a person is that which has a special value or even benefit for him. You can act effectively with healthy values in any area: it can be a thing or an object, a situation or an event, an action or a word, feelings, emotions, and even the person himself.

Yu. A. Mislavsky said that the valuable part of pedagogical activity is that "teaching a person in the conditions of education" is the most important value in life [5]. Knowledge, ideas, concepts, theories that are important for society today are pedagogical values. Teachers become good specialists only when they master pedagogical activity and develop it, contribute to the field, and recognize the values of this field.

If a person wants to become a teacher and become a qualified specialist in this field, then his life views, plans and goals must correspond to the general values of pedagogical activity. If such values are in last place for him, then he will not achieve positive results in this area. Without such abilities, a teacher cannot introduce new ideas or views into his profession that contribute to the improvement of the pedagogical process, and cannot competently conduct lessons. In this pedagogical situation, ill-mannered, uneducated students become the product of the teacher's work.

In the case of studying the characteristics of the professional competence of teachers, the technological aspect of pedagogical culture is analyzed. Technology is understood as a set of methods and tools used to achieve the desired result. This is the knowledge, skills and abilities used by a person to achieve the final result in a particular profession. According to N.M. Lebedeva, this knowledge is specific to each type of activity and is called professional knowledge [1].

According to the conclusions of Yu.P. Povarenkov, the works of the following scientists are devoted to the technological approach to the activities of teachers: V.P. Bespalko, V.I. Klarin, A. Ya. Saveliev, G. K. Selevko and others [2]. According to these approaches, the technological competence of a teacher is manifested in such qualities as the ability to use pedagogical technologies in teaching and raising children, the ability to apply their knowledge in practice in the learning process.

According to I. O. Mezentsev, there are "levels of development of technological competence of the teacher." They are as follows [3]:

- special actions of the teacher - in this case they consist of separate operations that do not have a logical connection inherent in the educational process. Such activity of the teacher is not of a creative nature, such a situation complicates the process of mastering the material by students;

- the level of theoretical knowledge - qualities that provide technologies used by the teacher in the pedagogical process, and unique professional skills. Usually teachers are interested in certain methods of pedagogical activity. He may well know the theoretical knowledge of his profession, but is unlikely to apply it in practice. The best option for him is the ability to copy and model the actions of another teacher;

- the level of algorithmic knowledge - the ability to theoretically know the content of pedagogical technologies and apply them in practice. Also, according to this criterion, the teacher can master various methods and innovative technologies and competently use them in practice. But it is difficult to choose a specific technique for him. Such a teacher is distinguished by the ability to creatively change the sequence of actions in relation to the topic and the adequacy of the assessment of the results.

- the level of creative knowledge - this level is characterized by the presence of high-quality theoretical and practical knowledge in various technological aspects and areas. In this case, the teacher, as one of the most effective methods of technological approaches in pedagogical science, can put into practice his creative abilities, change technological methods and techniques, start acquiring copyright for teaching or education.

From the foregoing, it can be seen that a teacher who has passed all the stages and is able to competently build a pedagogical process can be considered a specialist in his field. Such teachers can be role models for their peers. With regard to empirical or theoretical degrees, these include inexperienced teachers or recent graduates. To achieve a creative level, you need to be interested in your professional activities, try to get as much knowledge as possible in this area, it is especially necessary to develop your practical and creative thinking.

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