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## Structural-Information and Communication Components of Professional Competence Teachers

**Key words:** *professional, competence, teacher, quality, personality, structure, elements.*

**Annotation:** *the present article examines what expertise-professional quality of personality, the ability to apply knowledge and implement appropriate action to address the problem of ownership, the possession of a person the relevant competencies.*

Changes in the education system, make the need for refresher training and professionalism of teachers, i.e. his professional competence. The main objective of modern education-line current and prospective needs of individuals, society and the State, preparation of social personality, able to adapt to the society, self-education and self-improvement. And free thinking, prediction results and modeling education educator is a guarantee of goals. Why currently is that has dramatically increased the demand for skilled, creative, competitive teachers capable of nurturing personality in a modern, rapidly changing world. Competence to meet the requirements of the "floating" professional boundaries, the dynamics of the professions, their globalization, destruction of professional isolation. However, this does not preclude the requirement of professional in specific subject areas (1).

Before modern teacher is methodical task is to achieve a new educational results, the development of personal qualities and the formation of their students to apply knowledge and skills and ways of practice. For this modern learning process should be directed at developing students learning, information and communication, regulatory, reflexive and other activities. Therefore, the mission of the teacher cannot change.

The question arises-what competencies must have a teacher in the performance of modern pedagogical mission? Thus, it is necessary to specify the notion of professional competence to examine its structure. Under the professional competence of the teacher refers to the combination of professional and personal qualities required for successful teaching. Therefore, professionally competent, you can call the teacher at a high enough level carries out pedagogical activities, achieving consistently high results in training and educating students, organized and decides independently on tasks and challenges, as well as independently evaluates the results of their activities (1).

In the composition of the professional competence of many scientists produce psycho-pedagogical and methodological competence. Currently, there is a need for the country to teachers, able to take personal and humanitarian stance towards pupils and to yourself: modern school requires a teacher with valuable installation on personality development of the learner, able to innovate, striving for self-development and professional self-education. Therefore, this

makes relevant the problem of improving the psychological and pedagogical competence of the teacher. For today among scientists did not have a single point of view concerning the structure of this competence. I take the above term is allocated three components: vocational and educational, vocational and personal and professional activity (2).

Despite the difference in terminology, the authors agree on the structure of competence of these three components or levels (theoretical, practical, personal). But the personal characteristics of the component calls raznorechivost the opinions of specialists.

The main criterion of professional competence is the ability of a teacher independently allow pedagogical situation, contributing to the personal development of pupils. Tool teachers becomes the interaction with the child. Therefore, the basis for teachers professional should be considered as it is psychological and pedagogical competence.

Possession of psycho-pedagogical competence implies knowledge of the age of psychology, possession of pedagogical diagnostics, the ability to build a pedagogically appropriate relationships with students, to carry out individual work based on results of pedagogical diagnostics, ability to awaken and develop the trainees have sustained interest in teaching. Psycho-pedagogical competence in teacher's activity is only possible if there are personal qualities.

From this it follows: if we are talking about improving the psychological and pedagogical competence of teachers, we must first identify and develop meaningful personal qualities in it, without which no professional does not emerge, despite any knowledge and experience. The nature of competence is that she, being a product of learning, not directly derived from it, and is a consequence of the self-development of the individual, his personal growth, the result of self-organization and synthesis activity and personal experience.

Methodical competence includes knowledge of the psychological mechanisms of learning and skills in learning, knowledge of a variety of teaching methods, techniques, and ability to apply them in the learning process. However, most teachers competency profiled in a scientific discipline, napraleny under taught them. Their formation and perfection, he devotes most of his time. Methodological competence of teachers is the result of methodical preparation of teachers, representing the aggregate of methodological competences defined by the functional structure of methodical thinking.

Structurally, the methodical competence represents the unity of four components: motivational-personal, domain-meaningful, theoretical-methodological and operational activity, i.e. the unity of theoretical and practical components. The theoretical component correlated with advanced professional ability to think methodically, i.e. with methodical thinking. Practical component means formed instructional competence: gnosiology, design, training, diagnostic, reflection and research. The following is a characteristic of these competences.

Gnosiology competence involves not only knowledge of the contents taught the subject for teacher professional knowledge is always united. They turned on the one hand, to science,

foundations of which he teaches, with other students. In any case, the teacher should not stay away from topical issues, challenges and discoveries of modern science.

Design competence implies the design of teacher educational process. It is expressed in the ability to plan the learning process. Of course, that competence is not limited to the ability to write a working programme on specified form based on the selected education program. It should also be noted that the educational and methodical complex usually includes ready-made task based planning. The preparation of the work programme is always creative process, because you have to take into account the particularities of classes that will be taught, staffing training, etc. Moreover, it is necessary to be able to adjust the work programme depending on the circumstances.

Learning competence involves directly the process of learning, its practical implementation. This requires the ability to correct choice of methods, techniques, training tools. No one has the right to impose teacher forms, methods, techniques of pedagogical activity, he is free to choose them myself. However, the thoughtless use of those or other, even the most effective, techniques, methods, means, capable of producing formalism (4).

Freedom of choice does not recognize the arbitrariness, spontaneity, so like any method, the use of any means of instruction should be, above all, desirable.

Diagnostic competence includes not only the ability to evaluate the performance of students on a five-point scale. Requires constant analysis of training situation in the classroom, as well as an assessment of the results of the training activities that relate these results with regulatory requirements to the training set out in standards of education and chosen program. Unfortunately, until recently, there was a situation that some teachers could not answer a question on what program they're working, and instead of the author of the program called the author of the textbook. The main requirement to the diagnosis-this is her consistency that you can see not only the result but also the process of labor. Only by studying the labor process, its components, you can make the necessary amendments in a timely manner, improve the result of labour. It is clear that the evaluation and analysis of the results of the training activities are closely linked to introspect, self-esteem, diagnostic competence is closely related to the reflexive. If labour does not match the expected result, the teacher must be at least roughly to imagine possible reasons.

Research competence implies ownership of the methods of scientific research. Research in the school is different from the sphere of activity of higher educational institutions, which deal with true scientific work, the creation of new knowledge. Of course, the average teacher is difficult, even impossible to make opening in pedagogical science. The main feature of pedagogical research in the school is that they are applied, are aimed at developing and mastering innovation, improving and increasing the effectiveness of the educational process. Every teacher, carrying out practical work in the field of pedagogy, simultaneously spontaneous-an empirical study (3).

However, most teachers do not develop programmes of research, creative growth prospects because they believe it is a spontaneous process and unmanaged and it depends mainly on the ability of a teacher. Indeed, this process remains natural until the teacher determines the

objectives of the study is to formulate a plan, do not proceed to its implementation. The teacher should act as an experimenter, with all-new, progressive, checking theory training and education in their practice, combining theory with practice.

Thus, making analysis special professional competences, you can define the following ways the formation of professional competence:

- synthesis and distribution of their own experience :participation in the work of methodical associations, creative groups, seminars, workshops, conferences;
- participation in various teaching competitions;
- research and experimental activities, including associated with the development of new educational technologies;
- use of information and communication technologies, including the formation of Internet content.

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