



Psychological Factors of Development of Teacher's Professional Competence

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Annotation: Interest in researching the issue of psychological competence of specialists has become much more intense in later times. The diversity of views and opinions on this issue does not allow us to create a systematized, unified conceptual model for the time being. Of course, the understanding of psychological competence is determined by the parsing of various manifestations of personality activity. The main focus of the article is on the issue of the development of professional competence of the teacher, reflecting on the psychological factors of the development of professional competence in the listeners of educational institutions specializing in retraining and professional development.

Keywords: Competence, professional competence, qualification, pedagogical, pedagogical activity, object, subject, pedagogical practice, concept.

The professional pedagogical activity of the teacher is carried out on the basis of "teacher-student" interaction, in this process educational, educational, correctional, developmental and formative goals are realized. Therefore, it is appropriate to pay attention to the communicative (dialogue) competence when studying the professional-psychological competence of the teacher. In modern psychology, there are several approaches to the study of communicative competence and the conditions and factors of its formation. For example, representatives of the behaviorist direction define communicative competence as the ability of a person to demonstrate appropriate behavior in certain situations, to rationally assess the situation and to act accordingly.

Supporters of the direction of cognitive psychology believe that communicative competence is formed directly depending on the level of the subject's cognitive (mental) sphere, his knowledge of human psychology, as well as his social thinking, imagination and perception. Representatives of humanitarian psychology prioritize the features of the individual's value system and emphasize that communicative competence depends primarily on the sincerity, openness, and acquisition of communication skills that allow the person to develop. Some representatives of modern psychology, which is aimed at increasing the psychological potential of a person by using various positive psychological practice models, consider communication as a space for the approval, testing and presentation of subjective models of managing one's own behavior in the process of activity. . In this case, communicative competence is manifested in the development of subjective control skills in a person, the formation of a positive form of worldview, the desire for success, the formation of guidelines, and the presence of the ability to establish relationships in accordance with the purpose. Improving the internal mental environment of the individual is considered as a guarantee of ensuring communicative competence.



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Communicative competence is also related to the correct understanding of a person's behavior by others. The correct delivery of the content of human behavior to others in the process of communication awakens a sense of satisfaction in a person as a subject of social partnership. Ultimately, a high level of communicative competence ensures success in society, which, accordingly, affects the level of self-esteem of a person. The lower level of communicative competence causes stress, anxiety, and fear. Communicative competence is manifested in supporting communication with the interlocutor, respecting his "I". The teacher's psychological encouragement and support to the student as a communication partner in his professional activity is one of the important factors of pedagogical success in class and extracurricular time.

Therefore, we believe that at present, it is necessary to pay serious attention to ensuring the effectiveness of practical courses aimed at the formation of communicative competence in educational institutions specializing in the training, retraining and upgrading of pedagogic personnel. The analysis of pedagogical practice showed that there are communicative problems of the following nature faced by teachers during their activities:

- the difficulty of forming goals and guidelines for students to work in mutual cooperation in the organization of spiritual-educational, educational activities;
- insufficient content of socio-perceptive skills and abilities;
- lack of ability to adapt immediately to various situations that arise in the process of pedagogical communication;
- the presence of problems related to the person's ability to control their communicative behavior;
- lack of competences for correct problem solving in conflict situations;
- lack of cognitive skills in feeling the student's situation.

Another important component of the general structure of professional psychological competence in pedagogical activities is social competence, because a modern teacher not only provides knowledge, information, and information to students, but also acts as a mediator between a developing person and society. The appropriateness of "child-society" relations and interaction also depends on how competent and influential the teacher is in social life.

Among the main functions of social competence, it is possible to include concepts such as adaptation, social orientation, and the combination of personal and social experiences. The level of social competence of a person is important in the process of establishing mutual communication and activities. At the same time, according to the results of research conducted by psychologists, the formation of the level of social competence in people is of special importance in the process of adaptation of citizens to new social and globalization conditions. Environmental, political, ideological, and social changes not only determine the development of social thinking, but also affect people's self-awareness, life values, and personal problems. This puts before the science of psychology the task of creating programs aimed at improving the level of competence of a person in solving problems related to socialization and social adaptation.

In our opinion, this task is particularly relevant to the work of pedagogues, who are responsible for the formation of not only themselves, but also their students as well-rounded individuals. Social competence occupies an important place among the various forms of psychological competence studied by modern psychology. It also reflects the creative features of a person as a subject of social mutual partnership and cooperation. Interest in the mechanisms of the subject's competence social



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behavior formation, manifestation tendencies, motivation, and content is characterized, first of all, by the influence of the character of "human-society" interaction on social progress and development.

Since competence is a unique structural characteristic of a person, psychologists emphasize another component of this structure - self-competence. In modern psychology, self-competence is a category that means that the subject is ready to change his/her personal characteristics and behavioral skills in accordance with the purpose, to use the reserves of his/her psychic abilities rationally, and to have the potential for this. Auto-competence includes effective assimilation of new knowledge, information, high-level self-control skills and competencies, and independent formation of voluntary guidelines for success. At the same time, the ability of an individual to create a comfortable, acceptable situation and conditions by changing his internal state when extreme, unforeseen situations arise in the course of his life is an example of auto-competence.

Thus, auto-competence is a quality of a person, which is formed in certain periods of a person's life and allows to effectively engage in a certain type of activity. The following sociogenic, socially significant needs also play a role in the subject's professional and personal development: self-expression, self-activation, creative growth, professional guidance, as well as internal and extrinsic activity motives. These needs serve as a unique motivational background in the process of personal professionalization. According to the leading psychologists who have conducted research on this problem, self-improvement and the subject's need for self-expression in the professional field are among the most important needs.

In the development of competence, it is necessary to emphasize the role of mechanisms such as modeling, imitation, identification, which arise as a result of observing the behavior of others. In this way, it is appropriate for the teacher, as a person with certain competence, to play the role of a catalyst and cause for the activation of the above-mentioned mechanisms in students. As a result, the number of students who strive to be like a person who demonstrates competence increases, their activity increases.

The process of competence development is individual and unique to each person. Some people pay attention to content components, they are primarily interested in theoretical psychological data. This ensures that they are psychologically literate, but does not allow them to have competent behavior. The same people try hard to learn psychological methods, tools, secrets of interaction, but they do not pay attention to their theoretical foundations. This is like a person who knows how to drive a car superficially, but is not fully aware of its structure, management rules and principles, is not considered a good driver. There is another group of people who know how to use their psychological knowledge, which they have carefully acquired, in any situation as appropriate as possible, and constantly develop their psychological professional competence.

In conclusion, competence as a broad concept is the theoretical and practical readiness of a pedagogue, a teacher to perform his professional and professional tasks, and as a subject to correctly manage his relations with the outside world and people. means that determining this feature in the educational process is one of the important tasks before us.

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