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SOCIO-PSYCHOLOGICAL FEATURES OF PROFESSIONAL COMPETENCE FORMATION PEDAGOGICAL PRACTITIONERS

Summary. *The article considers the professional competence of pedagogical practitioners is an integral multi-level professionally significant characteristic of the personality and activities of a specialist, based on effective professional experience; reflecting the systemic level of functioning of methodological, methodological and research knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in professional activity, presupposes an optimal combination of methods of professional scientific-pedagogical and pedagogical activity. The development of professional competence is the development of a creative individuality, susceptibility to the pedagogical innovations, the ability to adapt to changes in the pedagogical environment.*

Key words: *professional competence, socio-psychological competence, pedagogical activity.*

Changes taking place in the modern education system are determined by the need for increased teachers' professional development and professionalism, their professional competence. The competence-based education model arises from education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range

of social functions. As a result, there is a shift in the assessment of educational outcomes from the concepts of «education», «good breeding», «preparedness» to the ideas of «competence» and «competency». One of the most important components of professional and pedagogical competence is socio-psychological competence covering the field of knowledge and skill set formation methods and determining the dependence of this competence development on the quality of professional activity.

The competence-based education model in defining educational goals and its content is not a completely new phenomenon. The competence-based approach as a subject of scientific research in the education system was in the scope of interests of the following scholars: N. Bibik, O. Gluzman, O. Lokshyna, O. Ovcharuk, O. Pometun, O. Savchenko and others. The competence-based approach to consist in shifting the emphasis from the accumulation of normative knowledge, skills, and abilities to the cultivation and development in of the ability to act pragmatically, to apply individual techniques and experience of successful activity in job-related situations and social practices [2]. The general idea behind the competence-based approach is competence-oriented education aimed at the complex acquisition of knowledge and practical activity methods through which a person successfully realizes their potential in different life spheres [5].

Pedagogical personnel's basic qualification characteristics are determined according to the staffing requirements. A pedagogical practitioners qualification should reflect universal cultural, general professional and professional competence.

In psychological and pedagogical sources there are several approaches to the definition of the professional competence phenomenon, such as pragmatic and functional, axiological, universal, personal and pragmatic.

Within the pragmatic and functional approach, competence is described as the unity of theoretical and practical preparedness for teaching activity, the

fulfillment of professional functions in which basic parameters are set by the functional structure of teaching activity. The axiological approach enables to consider professional competence as an educational value implying the introduction of a person into the universal cultural world of values where an individual realizes him-or herself as a specialist and a professional. According to the universal approach, professional competence is connected, on the one hand, with a specialist`s basic qualification, on the other – it allows individuals to orient themselves in a wide range of issues not limited to specialization. It provides individuals' social and professional mobility, openness to changes and creative pursuit, the ability to fulfill their potential, self-creation, and self-education. Within the framework of the personal and pragmatic approach, the pedagogical practitioners personality and activity as a person in the profession are considered through the specifics of teaching involving interaction with and influence on other people.

The psychological analysis is required for the compilation of psychological characteristics, as well as the understanding of mental processes in conjunction with pedagogy, since the goals of education are also formulated in the language psychology as a characteristic of the qualities of the personality of an educated person [4].

The competence-based model attempts to enrich an educational process with personal sense. It is about the education emphasis on education outcomes. The result is not the amount of information learned, but a person's ability to act in problematic situations. It is possible to distinguish the following principles of this model: 1) the principle of knowledge subordination to skills and practical needs; 2) adaptation of educational objectives to preparation for life; 3) focus on lifelong and self-education.

A necessary component of an individual's professionalism is professional competence. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and

improve one's skills [6]. Since the teaching profession is both transformative and managerial, the concept of the teacher's professional competence implies the unity of their theoretical and practical preparedness to carry out pedagogical activity characterizing their professionalism. In this regard, professional competence is determined by the level of professional readiness for work [1].

There are seven key educational competences: axiological, cultural, learning and cognitive, information, communicative, social-labor and self-improvement. They do not conflict with the core competences singled out by the Council of Europe and can be implemented in the practice of education.

In particular, social and interpersonal competence implies a critical review of some social development aspect, determination of the connection between contemporary and past events, awareness of the importance of political and economic contexts, educational and professional situations, assessment of social events related to health, consumption and the environment, art work and literature understanding; communicative competence involves listening and taking into account other peoples' views; speech perception and ability to speak, read and write in several languages; to speak in public, to discuss.

The pedagogical practitioners professional competence is the ability to solve professional problems, tasks in professional activity conditions; the amount of knowledge and skills that determine work effectiveness and efficiency. It is a combination of personal and professional qualities. This competence is determined by a motivated desire for continuing education and self-improvement, a creative and responsible attitude to the occupation. The success of pedagogical activity depends on each pedagogical practitioners ability and skills to mobilize their efforts for systematic mental work, rationally build their activity, manage their emotional and psychological state, unlock their potential, and be creative. Thus, the pedagogical practitionerss professional competence includes subject (special), psychological and pedagogical, differentiated pedagogical, socio-psychological, and reflexive components. In

particular, socio-psychological competence it shapes pedagogical practitioners value orientations, as well as readiness for creative self-fulfillment in pedagogical activity. Such competence involves the capacity for self-analysis, the ability to critically evaluate and review the quality of activities, to analyze. Psychological and pedagogical competence is considered as the availability of basic psychological and pedagogical knowledge and skills that determine the success in the fulfillment of a wide range of educational objectives; ability to organize an educational process; ability to establish pedagogically appropriate relationships with participants in the educational process, ability to create a favorable microclimate for teaching staff. Pedagogical activity reflection or autopsychological competence includes the ability to be aware of the level of one's own activity, abilities, the knowledge of professional improvement methods, the ability to identify the causes of weak points in performed activity, and the desire to perfect one self. Pedagogical communication is a holistic system of social and psychological interaction, which includes the exchange of information, educational influence and the organization of relationships through communicative means. The task of pedagogical activity is to create conditions for an individual's harmonious development. It is achieved by the organization of the environment, the management of various activities and the construction of proper interaction. The process of professionalism development should be considered through internal and external factors. External factors are socio-cultural environment and the education system where it is necessary to take into account the current educational situation. Internal factors include the following: pedagogical practitioners' self-cultivation, self-education and self-development. The objectives of socio-psychological competence development in pedagogical practitioners are achieved in the process of professional training and retraining, the improvement of socio-psychological tools for professional educational activity.

Thus, the above-mentioned makes it possible to conclude that in the pedagogical practitioners professional and pedagogical competence structure a key role is played by socio-psychological competence, since its formation allows to solve professional problems in the process of realization of education, upbringing and development goals. The main objectives of organizing professional activity pedagogical' practitioners' are the following: boosting pedagogical practitioners' professional and cultural level; improvement of the methods and styles of interaction based on the principles of humanization and democratization; upgrading educators'. It also has to be taken into account educational process outcomes, pedagogical practitioners' qualification and staff morale. The professional competence essence is determined by the structure of the pedagogical' practitioner's activity which allows considering it as a functional component. Socio-psychological competence is considered as a component of preschool teachers' professional and pedagogical competence. Thus, the concepts of «professional competence» and « socio-psychological competence» correlate as general and singular respectively. It ensures the learning process effectiveness, because it enables to scientifically implement professional training principles, content, and forms involving the capacity for self-analysis, the ability to critically evaluate and review the quality of learning activities, to analyze used techniques and exercises in terms of their relevance and effectiveness.

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