

ABSTRACTS

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PSYCHO-PEDAGOGICAL UNDERSTANDING OF THE TERMS «PROFESSIONAL» AND «PROFESSIONAL-PEDAGOGICAL COMPETENCE»

Structuring the system of professional and professional-pedagogical competence development of university students requires the elaboration of new pedagogical techniques. Fragmental and narrow focus of research on various methods of teaching a particular branch of science, certain isolated methods, applied techniques and tools do not create the necessary conditions for the systematic development of professional and professional-pedagogical competence of pedagogical university's graduates without creating a joint technique of training, designed not only for a particular subject but for a cycle of disciplines.

Recent research and publications analysis shows that the term "competence" is widely used by domestic as well as foreign scientists in pedagogy and psychology. The aim of the article is the consideration of professional and professional-pedagogical competence formation implemented in the process of students' training in the conditions of higher pedagogical educational institution.

It has been determined that the objective factors contributing to the development of professional and professional-pedagogical competence (as well as the didactic competence as its component) of the student in the conditions of higher pedagogical educational institutions are the following: organization of educational process aimed at interdisciplinary ties; engaging students in the educational process management; the introduction of innovative technologies; implementation of monitoring system of education quality; various forms of work organization (individual, group, team work, etc.); creation and implementation of strategic methods of educational process management; creation of didactic competence-oriented environment. Subjective factors integrating elements of the models of competence and ensuring the productivity of professional and professional-pedagogical activities of specialists in an innovative environment are the following: professionally and professionally-pedagogically significant qualities reflecting the activities, the quality that characterizes the style of behavior and activities, qualities related to professional and professional-pedagogical activities, emotional and volitional qualities and socio-psychological qualities.

We consider professional and professional-pedagogical competence of a specialist to be a determining factor in the efficiency of his or her professional and professional-pedagogical activities, natural potentials, motives and capacities from the perspective of developing the subject of professional and professional-pedagogical activities.

Key words: professional competence, professional-pedagogical competence, objective factors, subjective factors, professional-pedagogical competence formation.