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PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL ABILITIES OF FUTURE TEACHERS

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ANNOTATION: The article describes features of the development of professional abilities of future teachers. Different views of scientists on the definition of "professional abilities" are considered, the development of which, in turn, affects the effectiveness of professional pedagogical activity. The role of the educational process in higher education as a platform for the development of professional and pedagogical abilities is noted. The pedagogical conditions that contribute to the effectiveness of the development of students' professional abilities are highlighted and substantiated. The article describes the results of experimental work to identify the current level of development of professional abilities of future teachers.

KEY WORDS: professional competence, factors, skill, qualification, training.

INTRODUCTION

A drastic reform of the Russian society, accompanied by radical changes in all spheres life, requires the renewal of all social institutions and systems, including the educationa one. The system of Russian education at the present stage of development is undergoin significant changes associated, first of all, with the change of educational paradigms, the transition from the level of knowledge to the level of competencies.In modern conditions, there is a high demand for a socially active, creative person who is able to independently make decisions and personally be responsible for their implementation. As a result, professional requirements for the performer of the tasks set by modernization - a teacher - also increase, namely, there is a shift in emphasis from professional knowledge to the level of professional competencies and the subject position of the teacher in the implementation of professional activities. It should also be noted that the current situation increases the complexity of a teacher's professional and pedagogical activity, associated, first of all, with constant intellectual and emotional stress, overcoming psychological difficulties.

Professional abilities of a teacher provide a high level of general development and the fact that other special abilities are included in the sphere of pedagogical activity only if there is a pedagogical orientation and pedagogical abilities in the context of their further development. Pedagogical abilities provide the accumulation of useful information about

pupils, which allows the use of "creative" proposals, stimulating the formation of selfcontrol and self-regulation, thus guaranteeing the student's needs for self-development and self-affirmation.

Professional abilities of a teacher are an important prerequisite for the successful mastery of the teaching profession and reflect the quality of the personality, expressed in the inclination to work with pupils, love for them and the pleasure of communicating with them. Suitability (predisposition) is determined by the anatomical, physiological, psychophysiological and psychological characteristics of a person, which allows him to perform actions such as "Human-Human" interaction. A person's suitability for pedagogical activity is based on normal intellectual development, empathy, scenic emotions, a normal level of development of communicative and cognitive activity.

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The professional abilities of a teacher include: didactic, academic, perceptual, verbal, communicative, organizational, authoritarian, predictive, as well as the ability to distribute attention.In the problem of the professional abilities of a teacher, much attention is paid to their development. Any modern teacher will be able to fully realize their professional potential, depending on the depth of understanding of the essence of education. Training of a future teacher in higher education is determined by many factors, and not only by the degree of his preparedness in the field of the foundations of science. Higher school of pedagogical orientation is designed to form the foundations of pedagogical skills during the period of student training, to provide a minimum of skills that would allow the majority of graduates to become masters of pedagogical work without undue delay. A training system for a future teacher of an educational organization should give students a deep understanding of the specifics of this activity and the requirements that it imposes on the personal qualities of a teacher; to provide a fairly high degree of training of all pedagogical components in future teachers.

The tasks of improving the training of teachers in a pedagogical educational organization determine the need to pay special attention to the training of pedagogical skills among students precisely during the period of vocational and pedagogical education.The analysis of the work reveals the main methods and conditions for the development of the professional abilities of future teachers of the educational organization during professional training:

- the formation within the boundaries of educational work of the coordinated cooperation of the entire teaching staff, which is associated with the implementation of the task of purposeful formation and development of pedagogical abilities;

- the introduction of extra-curricular forms of work, for example, special electives, courses aimed at developing the necessary components of pedagogical abilities;

- building a system of self-development of students' pedagogical abilities and managing it by analyzing and assessing the level of development of individual components of pedagogical abilities; as well as drawing up individual self-education programs, monitoring and evaluating the self-education process.

We can say that the entire pedagogical process should be aimed at developing the professional abilities of future teachers. The educational process here acts as a kind of pedagogical practice, during which students can analyze it not only from the standpoint of an ordinary person, but also from the professional side: they not only pass exams, but learn to take them; not only attend lectures, but also learn to deliver them; not only communicate with other students of higher education, but also learn to build relationships in a team.

Students have every opportunity to analyze the teaching styles, techniques and methods of their teachers; to develop reflective skills.

The development of professional abilities is one of the most important conditions for improving a professional activity of a specialist; in the training of future teachers, it can be applied in the following conditions:

- ensuring the subjective position of a student in the educational process, which creates conditions for independent determination and awareness of the reasons, tasks, choice of means and conditions of their activity, awareness of the results obtained;

- translation of educational and professional problems into vital problems of students, which require updating and transformation of their subjective holistic experience;

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- building a system of relationships between a teacher and students on the basis of openness, trust, dialogue, creating conditions for self-disclosure of creative potential and their self-realization.

Thus, the psychological and pedagogical conditions for the development of the professional abilities of future teachers of an educational organization can be presented as a unity of content, organizational and motivational components.

Based on the topic of our research, when choosing components of the development of professional abilities of future teachers of an educational organization and their formation in the psychological and pedagogical conditions of higher education, we relied on the classification of professional pedagogical abilities by E. Enns [15], D. Matukhin [16] and P. Mihaela [17], N.Yu. Belikova [18], E.A. Shereshkova [19], E. Urunbassarova [20], B.S. Haug [21] since they are based on a system-activity approach to learning and a personalityoriented approach.

A systematic psychological and pedagogical assessment of the development level of professional abilities helps students to obtain objective information about features of the development of their abilities, as for future teachers - to correctly develop a program for self-development of professional abilities, for current teachers - to adequately build an educational process in higher education. During the development of abilities, it is necessary to take into account the motivation of a person, since the development process is impossible without one's own active work.

It is thanks to abilities that a person becomes a subject of activity in society, thanks to development – that he reaches the top in a professional and personal sense, becomes competent in a certain area of professional activity.

The criteria for assessing the professional abilities of future teachers of an educational organization were determined: communicative, organizational, gnostic, didactic, reflexive, constructive. Further, to assess the development level of professional abilities of future teachers in psychological and pedagogical conditions, at the beginning of the experiment, monitoring was carried out in the control and experimental groups. In the experimental work, diagnostic tools were used, which included methods tested in psychological and pedagogical research.

The purpose of the formative stage is to check the effectiveness of the complex of psychological and pedagogical conditions for the development of professional abilities of future teachers.At this stage of the work, a pedagogical experiment was purposefully carried out to organize psychological and pedagogical conditions for the development of the professional abilities of future teachers in the direction of training pedagogical education.

We have identified the following conditions as conducive to an effective development of professional abilities of future teachers:

1. taking into account basic principles of the development of professional abilities;

2. development of educational and methodological complexes;

3. mastering by future teachers of methods of working with educational and methodological complexes.

These conditions were implemented by us in the framework of the disciplines of the pedagogical module with the students of the higher school of the 4th year of pedagogical profile.

The proposed psychological and pedagogical conditions for the development of professional abilities of future teachers include a number of interrelated components: approaches

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to the professional training of future specialists, educational and methodological complexes, active forms and methods of teaching. One of the most important components of psychological and pedagogical conditions, in our opinion, are educational and methodological complexes.

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