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PEDAGOGICAL OBSERVATIONS ANALYSIS OF THE DYNAMICS OF THE PROCESS OF PREPARING CROSS RUNNERS FOR THE COMPETITION

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Annotation: The problems of formation and development of the professional personality of a higher school teacher do not lose their relevance during the entire period of modernization of the education system.

Key words: professional school, professional culture of a specialist, professional development.

Introduction: The concept of a vocational school has undergone significant changes in recent years,change Today it includes all stable structures whose activities are aimed at training, retraining and improving the professional qualifications of specialists at various levels for the field of science and the social sphere,life and industrial production.

The transformation of public and government ideas about the professional School has significantly influenced a range of problems of varying scale and significance, related to its development and improvement.

One of these problems is the staffing of the educational process in a professional school of any type that is adequate to the new realities. As a rule, a teacher working in vocational education institutions is not a teacher in the main specialty, but at the same time performs pedagogical functions – trains, educates, develops representatives of various categories citizens: students, students, workers and engineers in Training Centers of industrial enterprises.

It is impossible not to notice what exists in the real practice of the professional School in its various modifications there is a contradiction between the need to carry out targeted, professionally oriented training of specialists for various fields of science and production and the inability to fully solve this problem outside taking into account the objective laws of the pedagogical process. While this is a contradiction not eliminated, the risks of a decline in the quality of vocational education increase.

The contradiction is resolved or weakens its impact on the pedagogical situation, subject to the creation of a specific training system for a vocational school, built on solid psychological and pedagogical foundations qualified teaching staff with the necessary and sufficient knowledge, skills and competencies in the field of the pedagogical process itself, with all the richness of its features and diversity private and universal, unique and universal [1].

The social, scientific and professional significance of solving the urgent problem of transforming a professional School teacher from a specialist in a narrow field of science and production into a teacher-educator, tutor, accompanying the process of not only professional but also personal development is increasing. “cultural” specialist [2].

In accordance with the purpose of the study, the article solves the following problems:

• determine the content of the concepts of “professional and pedagogical retraining” and “improving professional and pedagogical qualifications” of a vocational school teacher who does not have a basic pedagogical education;

• identify hidden opportunities for the influence of professional pedagogical retraining/advanced training of a professional teacher schools that do not have basic pedagogical education, to improve the quality of the educational process at a university, college, training center of an industrial enterprise;

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• determine the directions, meanings and goals of transforming the activities of a professional School teacher into actual pedagogical activities;

• develop a concept, model and project of activities aimed at improving skills and professional and pedagogical retraining teachers of a professional school who do not have basic pedagogical education.

The authors of studies on the problems of teacher training for a professional school concentrate their attention on the development of methodological recommendations that reflect particular issues in the development of the system of professional teacher education, and, above all, those related to improving ways and means of developing subject-related professional skills in teaching work among students: skills in mastering methodological techniques, conducting specific types of training sessions, etc. (De Farias R. [3], Postholm M. [4], Avalos B. [5], Markova A.K. [6], Schellen A. [7], etc.).

In the works of V.I. Blinova [8], Bakkenes I. [9], Buczynski S. [10] and others are presented options for retraining teaching staff for higher schools and institutions secondary vocational education systems based on additional professional programs, the main feature of which is that they reflect the parameters of the requirements of a regulatory document - the professional standard "Vocational Teacher" training, vocational education and additional vocational education", which allows, with the successful implementation of programs, to prepare teacher of a vocational school to perform specific job functions, provided for by this professional standard.

A detailed analysis of the pedagogical possibilities of competency-based orientation in the process of training a vocational teacher is presented in the work of A.G. Khakimova [12]. The author rightly asserts that competence is more significant professional and personal new formation in the personality structure future teacher than his possession of certain labor functions.In this study, the study specifically examines the formation of self-development competence in a university graduate as a factor of its sustainability and effectiveness in constant changing social and professional circumstances.

Psychological science focuses on the issue of increasing the level of teacher training for a vocational school. In the studies of E.F. Zeera and his followers developed a "logical-semantic model of a specialist" [13, 14], integrating at the theoretical level the pedagogical goals and values of the educational platform for teacher training in the system of continuous professional education. Research results by E.F. Zeera [15, 16] can become the basis for the development of the practice of "cultivating" a professional School teacher, so how they contain the characteristics of the system-forming properties of this process - its goals, values, content and technologies

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