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ANALYSIS OF THE PROCESSES OF IMPROVING THE QUALIFICATIONS OF MASTERS OF PRODUCTION EDUCATION AND DEVELOPING PROFESSIONAL-PEDAGOGICAL COMPETENCE IN THE SYSTEM OF PROFESSIONAL EDUCATION

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ABSTRACT

The article presents the main differences, their features and uniqueness between professional training and the development of professional and pedagogical competence of masters of industrial education working in the vocational education system.

KEYWORDS: masters of industrial education, professional and pedagogical competence, qualification, advanced training, professional development.

The development of the processes of integration of the developing state, society and production with the professional education system assumes a number of reforms to traditional approaches to the system of training, retraining and professional development of specialists with primary, secondary and secondary special professional education.

In the system of Professional Education, a high level of competence, professionalism and competence of specialists - leads to the fact that they become an important factor in social security, professional stability and professional development.

Based on the requirements of modern educational standards, it was determined by the decision to create an opportunity to independently choose and master the forms of professional development aimed at meeting the professional needs of masters of production education on the principle of "lifelong learning" in order to further improve the system of retraining and professional training of management and pedagogical personnel operating in professional educational institutions Masters of production education can professionally become a master of their field, have experience of working in a specific field in enterprises and organizations, but most masters have

a professional need to be able to apply the secrets of professional pedagogy and psychology, professional methodology in the educational process. To meet these needs, it is possible to choose and use forms of professional development.

Before analyzing the process of professional qualification or retraining of masters of production education operating in the system of Professional education, it is necessary to dwell separately on the concept of "professional development", its legal aspects. Under the labor code, it is understood "to improve the level of professional knowledge, qualifications and skills of the employee, characterizing the readiness of the employee to carry out work in the existing profession and specialty in him" [2]. Qualification is a certain level of training or "discharge"of an employee operating in enterprises and organizations. Pedagogical qualification is the result of upbringing in the basic and additional education system of an educator.

M. N. Khrapova claims that the concepts of "competence" and “qualification" are interconnected and genetically related, a significant difference in the concept of "competence" from concept. "Professional qualification" - "the level of conformity of professional and personal qualities of the educator to the normative requirements for professional activities" and "professional competence" determine the compliance of these qualities with the requirements for certain professional activities in the institution [4]. This particular approach, which has been highlighted, has so far been the subject of various discussions.

Improving the skills of employees in pedagogical activity is considered as a process of updating the knowledge of educators in the field of general pedagogy, as well as updating special knowledge in the subject, which is taught on the basis of recent achievements in education. The goal of professional development is more socially interpreted as helping the educator to maintain a certain level of professional training, then to create the possibility of its certification for a higher qualification category.

The main content of the system for improving the skills of pedagogical personnel itself includes the study of regulatory legal, legal documents and innovative educational technologies in the field of Education, familiarization with advanced practical pedagogical experiments, mastering the skills of planning and organizing the educational process in accordance with modern requirements. In achieving the quality of education, the problem of the use of Educational Quality Management and monitoring research technologies is addressed.

S.Ya.Batishev laid down the Basic Rules of the process of professional development in the system of professional education:

1. Multi-level, wide-profile, variable professional development, implementation of integrativeness.
2. Systematic, personality-oriented, activity-based approaches to education.
3. Problems, the ability to develop the creative professional and pedagogical thinking of the audience and their implementation in activities.
4. Organization of dialogical activities in the educational process based on the approach of humanization of Education [3].

In the Professional education system, the skill development system is distinguished by its practical orientation. The course of pedagogical retraining of masters of production education is organized taking into account the tasks of professional training of the audience. The main task of improving the qualifications of masters of production education in Professional education is to help improve the intellectual potential and practical pedagogical skills of Professional Education, which is carried out in educational institutions.

Effective forms of professional training of masters of production education include practical training, which is organized in a network of specialized enterprises, as well as in workshops and laboratories of specialized faculties of basic educational and methodological complexes and

higher educational institutions. In practice training, masters of production education get acquainted with modern machine tools, tools and equipment, with the help of the latest modern devices, devices and digital technologies, their practical skills are formed.

In recent years, skill development trainings have become increasingly used, in which pedagogical personnel more accurately know the goals and value of professional activities, form the prospects for their work, successfully learn to apply technologies for solving educational and productive relationships, see new opportunities for applying their abilities, use their newly discovered resources.

The main goal of the system for improving the professional competence of the master of production education is to ensure the continuous individual improvement of the master's professional skills, qualifications and abilities. It is the "development" of it by such a specialist who is able to use the acquired intellectual potential to more effectively solve the professional tasks encountered in the process of work.

The process of improving the professional-pedagogical competence of the master of production education is comprehensive as one of the forms that include the system of professional development. The improvement and professional development of the master's professional-pedagogical competence is interconnected in the form of general and private quality, the first is included as a means of achieving the goal, the second as an integral part of it.

Continuity between subjects is not provided in the various courses, which are the main form of retraining courses in the skill development system. The process of improving professional competence is characterized by mastering, develops during work activities, is mastered "throughout life". The master's achievement of a high level of competence objectively ensures regular development in the process of improving his qualifications.

It is also necessary to dwell on the differences in the general direction of these processes. Professional development, as a more specific and meaningful process, is aimed at improving the quality and efficiency of audience education. The fact that the educator has a high level of training of his own, it should always lead to positive changes in the level of training of students. Improving professional-pedagogical competence is aimed at improving the educator himself, his professional characteristics qualitatively.

Skill development and on-the-job training processes also have a number of differences. Programs of training courses are formed by educators of pedagogical and human resource training institutions and are popularized to educators for use in the educational process. Programs for improving the professional-pedagogical competence of educators, masters of production education, are developed by the professional educational institution itself on the basis of identifying pedagogical difficulties and forming professional requests.

The process of improving the skills of educators is based on principles aimed at problematic teaching, pedagogical assistance, accounting for modern achievements of science, volatility and adaptation.

In the analysis of the process of professional - pedagogical training of masters of production education in an educational institution, researchers take different approaches. Basically, two ways are sought in the direction of improving the skills of educators and improving the professional competence of pedagogical-staff. The second direction assumes the emergence of a competency approach as a methodological basis for the study of pedagogical processes, but it is necessary to analyze the essence of both directions as separate processes.

In conclusion, it can be said that clarifying the main proportions between the processes of professional development of educators and the development of professional-pedagogical competence in the system of professional education makes it possible to research specific aspects of professional development.

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