

Professional Development Of The Teacher's Personality In The System Of Secondary Special Vocational Education

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ABSTRACT

In the article, the role of a teacher as a receiver and conductor of professional knowledge as a professional development of a teacher in the system of secondary special and professional education is not only to systematize different information flows to form a holistic approach to informing and obtaining information. Creation of conditions for interest in self-education using communication technologies, one of the aspects of such interest is the implementation of innovative approaches to professional development of the teacher.

Keywords:

personality development, pedagogy, secondary special, vocational education, professional qualities, universal values, teaching activity, innovative system.

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Introduction

In the modern world, one of the main problems of training is the level of development of the personality of a teacher teaching in the system of secondary specialized vocational education. The concept of personality development can include several main points:

- the teaching culture, which includes the development of the teacher's worldview, the creation of conditions for his life and professional self-determination, mastery of practical pedagogy, the prestige of teaching in this field, and which basically implies a general level of education of the teacher himself;

- the psychology of teaching, including the development of pedagogical self-awareness of a teacher, his creative exclusive approach to teaching, manifested in methods of analysis, design, implementation and monitoring of the teaching process;

- a teaching subject focused on the principles of stepwise deployment of the content of specific knowledge of the subject, as the main

part of universal human life, and as a means of shaping the personality of students in their further professional activities;

- The teaching process, including improving the ways of communicating information to students, monitoring the receipt of information, developing methods to ensure the effectiveness of independent work, as a factor in improving the quality of education.

Material and methods

To achieve these theses, the professional development of the personality of the teacher is necessary, which includes the process of forming a set of professional qualities, universal values, a culture of self-education, taking into account the characteristics of the direction of pedagogical activity.

This process of personality formation occurs by comprehending possible pedagogical decisions and their consequences, optimizing one's professional activity, predicting its prospects, the ability to self-control and self-

improvement. It is this approach that forms the initial basis for the development of a teacher in the system of secondary vocational education.

Results and discussion

In this process, the teacher participates simultaneously as the recipient, carrier and conductor of the professionally significant qualities, volume and level of knowledge received by him.

The professional development of the personality of the teacher is characterized by the following main parameters:

- the sequence of the teacher's entry into professional activities;
- attitude to the profession, the need for professional activity and readiness for it;
- contradictions between the existing personality traits and the objective requirements of teaching;
- own professional development of the personality, taking into account subjective and objective factors;
- the formation of professionally significant qualities: cognitive, moral, communicative, labor;
- a consistent relationship of the results of obtaining and transferring the acquired professional knowledge and qualities.

A necessary condition for development is a professional self-education of a teacher, consisting of several stages:

1st stage: the formation of preferences, the choice of direction. At this stage, one gets an idea of the social significance and relevance of the chosen direction, as well as the forms and methods of training, the conditions of activity;

2nd stage: development of a program of the self-education process based on an analysis of the current level of development. This is the most difficult and longest stage of personality formation, attitude to oneself as the subject of the chosen activity, self-esteem of one's physical, intellectual forces, and abilities that determine the individual direction of professional development;

Stage 3: implementation of the program - practical activities in the field of professional self-education. At this stage, a professional orientation is being formed, the accumulation and systematization of professional knowledge, skills, the ability to make the right decisions of professional tasks;

Stage 4: transition to higher levels of professionalization and the achievement of teaching skills. This stage involves the formation of a professional position on the basis of the obtained complexes of knowledge, skills and personal characteristics that determine the most optimal style and level of activity in the selected direction at a higher stage of mastery.

In the implementation of all these stages, the teacher receives the most complete professional development of the individual.

In the formation of professional activity, decisive is not only the active activity of the personality itself, but also objective factors affecting the search for and obtaining optimal and creative ways to carry out teaching activities.

Since, recently, changes are occurring all over the world associated with the transformation of socio-economic systems and other systemically important factors, the socio-economic challenges of society are associated with technological development, which may conflict with the old ways of the education system. The emerging situation leads to the emergence of new needs and opportunities, including in the conditions of the existence of a system of secondary specialized vocational education.

One of the main types of such changes is the multidirectional nature of information flows, implying the diversity and variability of education systems. In this regard, one of the main tasks of pedagogical activity and the conditions for the development of a teacher's personality is the systematization of information flows within the framework of innovative changes.

The spread of information technology has a significant impact on the quality of the receipt, transformation, transmission and assimilation of information in the educational process. This

approach provides the best combination of educational and information processes based on improving innovative ways of presenting information in various communication forms.

The emerging innovative information exchange system contributes to the fastest way to deliver and receive professional knowledge and skills.

One of such innovative ways is the electronic way of providing, storing, organizing and receiving information, which will form the basis for the future digital economy of our state.

Thus, one of the main tasks for forming the personality of a teacher is the use of new information technologies in the learning process. In particular, recently such a method of obtaining and providing professional knowledge and skills as learning on a remote access using digital technologies is gaining development. This method allows you to optimize the process.

training for both the teacher and students. Remote access training means increasing the role of independent work contributing to the development of personal qualities, professional knowledge and skills in a changing world.

The inclusion of modern means of informatization in the educational process creates real opportunities for improving the quality of education. They are an integral part of innovative technologies and are considered as technologies combining audiovisual information of any form: text, graphics, animation, etc. Thus, the user receives an intensive dialogue with the training system and a variety of forms of independent information processing activities. Modern means of informatization represent a huge range of opportunities for improving the process and the education system as a whole.

The task of the teacher, as the recipient and conductor of professional knowledge, is not only the systematization of various information flows to form a unified approach to the provision and receipt of information, but also the creation of conditions for students to become interested in self-educational activities by means of information and communication technologies.

One of the aspects of motivating such an interest is including the professional development of the personality of the teacher himself.

Conclusions

This relationship allows a new approach to the content of vocational training related to the introduction of new technologies. The basis of such technologies is the departure from mass education, which allows creating the conditions for the development of analytical, creative, proactive thinking and contributing to making the right decisions for the tasks posed.

The appeal of modern technology to the personality of the teacher and students as subjects of communication, cognition and social creativity, increases the role of secondary specialized vocational training, as one of the ways of professional formation of the personality.

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