

## Increase of professional competence of students in the conditions of teacher training college

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**Abstract.** In this article the essence, specifics, opportunities and features of increase of professional competence of students in the conditions of teacher training college on the basis of the analysis of psychology and pedagogical researches of a problem is revealed. The structure, key characteristics and mechanisms of increase of professional competence of students in the conditions of the teacher training college, influencing professional formation of students are revealed and theoretically proved. The original model of increase of professional competence of students in the conditions of the teacher training college, including components, stages, mechanisms, criteria and indicators of productivity of process is developed and introduced. Check of efficiency of model of increase of professional competence of students in the conditions of teacher training college is carried out.

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### Introduction

In existing researches of vocational training of students (Jörgen Sandberg and Ashly H. Pinnington [1, p.1138], Mathias Urban, Michel Vandebroek, Katrien Van Laere, Arianna Lazzari and Jan Peeters [2, p.508], Ashe Eric [3, p.19], Fariza Achaoucaou, Laura Guitart-Tarrés, Paloma Miravittles-Matamoros, Ana Núñez-Carballosa, Mercé Bernardo and Andrea Bikfalvi [4], Dana Mietzner and Martin Kamprath [5, p.280], Ash, D., Levitt, K. [6, p.23], Roland W. Scholz, Regula Steiner and Ralf Hansmann [7, p.24], Peter Häussler and Lore Hoffmann [8, p.689], Heather Willis Allen and Eduardo Negueruela-Azarola [9, p.377], Sakenov, D.Zh. [10, p.1431] etc.) conditions, factors and substantial variability of this process are allocated. These researches give the grounds for ascertaining about possibility of influence of vocational training of students on their improvement as personality and future professional. However in a bigger measure this process is provided with independent actions that explains the appeal of scientists to research of problems of self-development and self-improvement of future teacher. At the same time the aspect of need of the student in increase of professional competence of conditions of teacher training college remains low-studied. Statement of a question of ways and means of the organization of this process caused allocation of increase of professional competence of students in the conditions of teacher training college as special kind of activity that demands specification of its

characteristics. Therefore there is a need of correction of conditions of the teacher training college providing increases of professional competence of students.

The analysis of scientific publications and researches [9; 10; 11], experience of real educational practice allowed to reveal contradictions:

- between growing requirements of modern society to professionalism of the teacher and a conventional attitude of students to increase of the professional competence, not allowing to provide necessary level of professionalism;
- between changing educational practice and traditional ensuring vocational training of students not considering occurring changes in practice of work of establishments of education.

The revealed contradictions caused research objective definition – theoretically to prove, define and experimentally to check efficiency of model of increase of professional competence of students in the conditions of teacher training college.

**2. Research methods** – for theoretical justification, definition and experimental check of efficiency of model of increase of professional competence of students in the conditions of teacher training college were used the following methods of research:

theoretical analysis of literature, studying and the analysis of programs, textbooks, grants, collecting and processing of a research material, comparison, conversations, poll, questioning, testing, generalization of the received results, qualitative and quantitative analysis, pedagogical experiment.

### 3. Main Part.

Increase of professional competence of students is a long process, the system of measures caused by social and pedagogical requirements and directed on improvement of professional knowledge, abilities, skills, developments of students. The treatment of concept as difficult kind of activity on formation of the student as the expert of conscious self-development of the identity of the student, process of efficiency of education taking into account readiness for professional self-improvement, independent internal activity of the student directed on professionalizing, opens its essence as activity and process [4; 7; 8; 9; 10], allows to build an individual trajectory of its realization.

The functional analysis of concept increase of professional competence of students allowed to allocate its components:

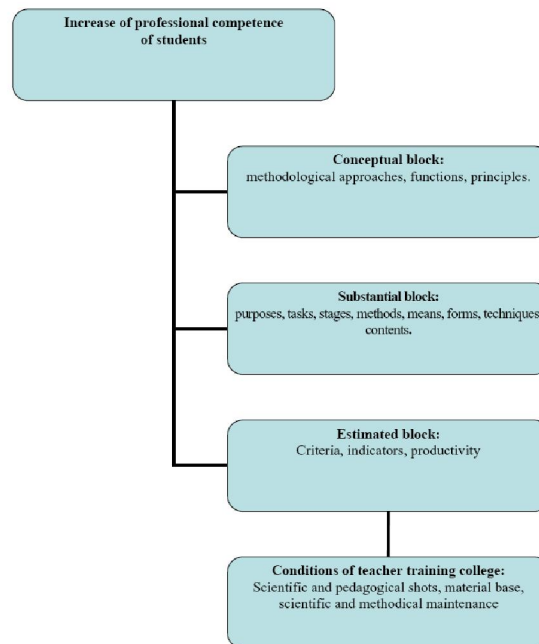
The motivational component staticizes personal and professional needs of the student, reflects psychological readiness, personal values, a professional position of the student. As indicator of formation of a component the need for the continuous professional growth, steady motivation to activity acts.

The informative component reflects development of professional competence, readiness for training. Didactic readiness as an indicator of formation of a component allows to find and transform professionally significant information.

The estimated component reflects level of professional consciousness and result of change. The formation of a component indicates possession of the student of abilities to correlate standard requirements to the expert with personal, to correct being formed competences, significant for professional improvement.

Control over increase of professional competence of students in the conditions of teacher training college is exercised in a mode of interaction of participants of educational process with use of the diagnostic tools, allowing to trace in dynamics level of readiness for this activity as an initial, current, total state that gives the grounds to judge productivity of increase of professional competence of students in the conditions of teacher training college.

Development of original model of increase of professional competence of students in the conditions of the teacher training college, including components, stages, criteria and indicators of productivity of process is presented by three blocks, according to the chart 1.



**Chart 1. Model of increase of professional competence of students in the conditions of teacher training college**

Skilled and experimental work included stating and forming stages, subject base was process of increase of professional competence of students in the conditions of teacher training college. In the course of stating experiment problems of diagnostics of real level of professional competence of students in control and experimental groups, comparison and the analysis of the results received in control and experimental groups were solved.

Carrying out a stating stage of experiment allowed us to draw a conclusion on lack of essential distinctions between students of control and experimental groups on the allocated indicators of professional competence of students for the beginning of carrying out forming experiment.

Check in practice of a solvency and efficiency of the developed model of increase of professional competence of students in the conditions of teacher training college became the purpose of carrying out forming experiment.

Model of increase of professional competence of students in the conditions of teacher training college, underwent at this stage testing in educational groups in combination with diagnostics, provided by curricula and higher education institution programs. Essential distinction between control (C) and experimental (E) groups became a change of character and the organization of educational activity of the last due to realization of model of increase of professional competence of students in the conditions

of teacher training college, as the direction of increase of efficiency of vocational training of students became experimental.

For the purpose of identification of extent of influence of the realized model of Increase of professional competence of students upon termination of forming experiment we conducted total research of the main indicators of Increase of professional competence of students: need for the continuous professional growth, steady motivation to activity; didactic readiness, ability to find and transform professionally significant information; possession of abilities to correlate standard requirements to the expert with personal, to correct being formed competences, significant for professional improvement.

The statistical analysis of the data obtained as a result of experiment, gave mathematical confirmation of the importance of positive changes of such main indicators of Increase of professional competence of students: need for the continuous professional growth, steady motivation to activity; didactic readiness, ability to find and transform professionally significant information; possession of abilities to correlate standard requirements to the expert with personal, to correct being formed competences, significant for professional improvement.

As showed the comparative analysis of values for each of the studied indicators, realization of model of increase of professional competence of students in the conditions of teacher training college has the greatest impact on dynamics of increase of professional competence of students as a whole (table 1).

**Table 1.** Dynamics of increase of professional competence of students in the conditions of teacher training college (in %)

Level of increase	Group	Before experiment %	After experiment %
Low	C	35	34
	E	34	4
Average	C	34	35
	E	35	39
High	C	31	31
	E	31	57

The data provided in table 1, show that after the organization of experimental work in experimental group are observed dynamics of increase of professional competence of students of high and average levels that confirms efficiency of the made pedagogical experiment.

#### 4. Conclusions and recommendations.

As a result of the conducted research the main objectives of research are achieved – efficiency of model of increase of professional competence of students in the conditions of teacher training college is theoretically proved, defined and experimentally checked. By positive results of research, it is recommended to use "Model of increase of professional competence of students in the conditions of teacher training college" in higher educational institutions. It is recommended control over the increase to professional competence of students in the conditions of teacher training college to exercise in a mode of interaction of participants of educational process with use of the diagnostic tools, allowing to trace in dynamics level of readiness for this activity as an initial, current, total state that gives the grounds to judge productivity of increase of professional competence of students in the conditions of teacher training college.

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