

PROFESSIONAL AND PERSONAL QUALITIES OF THE FUTURE TEACHERS OF VOCATIONAL EDUCATION

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Abstract:In this article revealed the professional and personal qualities of the future teacher of vocational training. For quality that characterizes professional pedagogical orientation are also teaching duty and responsibility. Equipped with the essence of professional and educational activities, orientation of the personality and professional qualities of the future teacher.

Keywords: personality, quality, culture of personality, professional competence, component model, integration.

INTRODUCTION:The essence of professional pedagogical activity. In the last decade in pedagogical science there has been a tendency towards a cultural analysis of pedagogical reality. The analysis of professional and pedagogical culture, the work of culturologists indicates two main areas of cultural research - the culture of society and the culture of the individual, between which there is a dialectical relationship.

The culture of personality and the culture of society are objects that are jointly developing, creating and enriching each other. Culture is both a condition and a field of manifestation, realization of individuality and originality of a person. Cultural and personal qualities are the result of distributing the world of culture, the assimilation of norms, values, ideals by an individual [5].

When considering the professional and pedagogical culture as an element of the culture of society, it is possible to study pedagogical phenomena and processes in the context of pedagogical values, technologies, levels and directions of creative self-realization of a person. Having mastered the general pedagogical culture as a "non-biological mechanism" of the transfer of socio-pedagogical heredity, the teacher becomes able not only to reproduce the culture, but also to create and transmit it.

The professional and pedagogical culture of a teacher is a part of pedagogical culture as a social phenomenon. The bearers of the pedagogical culture are people who engage in educational practice not only professionally, the bearers of the professional-pedagogical culture are people who are called upon to carry out work on a professional level, the constituent parts of which are pedagogical activity, pedagogical communication and the individual as the subject of these activities and communication.

MATERIALS AND METHODS:The category "pedagogical technology" helps to understand the essence of pedagogical culture, reveals the historical changes in its methods and techniques, explains the direction of activity depending on the relations that are developing in society. In this case, the pedagogical culture performs the functions of regulation, preservation, reproduction and development of pedagogical reality.

The personal-creative component reveals the mechanism of mastering the professional-pedagogical culture. The process of assigning teacher values to a teacher's culture takes place on a personal level.

Creatively interpreting a particular theory or concept, the teacher realizes his intellectual abilities and becomes, as it were, the co-creator of certain values.

The social and pedagogical position of the teacher is closely interconnected. The professional position of the teacher is determined by the attitude to the teaching profession, to students, to the nature of work; attitudes, expectations and readiness for professional development and professional improvement, professional growth. The qualities that characterize the professional and pedagogical orientation also include pedagogical duty and responsibility. The pedagogical duty of a teacher is to disinterestedly fulfill their professional duties, to assist adults and children within their capabilities and competencies.

RESULTS AND DISCUSSION: A necessary condition for professional development is the continuity of pedagogical self-education. The teacher must constantly have a need for knowledge. This is an integral component of pedagogical work. Professional competence of a teacher. The highest component of personality is professional competence. Professional competence is understood to mean the integral characteristic of the business and personal qualities of specialists, reflecting the level of knowledge, skills and experience sufficient to carry out a certain type of activity that is associated with decisionmaking.

The main components of professional competency are:

- Socio-legal competence - knowledge and skills in the field of interaction with public institutions and people, as well as proficiency in professional communication and behavior;
- Personal competence - the ability to continuous professional growth and professional development, as well as self-realization in professional work;
- special competence - preparedness for the independent implementation of specific types of activities, the ability to solve typical professional tasks and evaluate the results of one's work, the ability to independently acquire new knowledge and skills in a specialty;
- Autocompetence - an adequate understanding of one's social and professional characteristics and knowledge of technologies for overcoming professional destruction;
- Extreme competence - the ability to act in suddenly complicated conditions, in case of accidents, violations of technological processes.

Professional competence is assessed by the level of formation of professional and pedagogical skills. From the position of the main operational functions of the teacher of a vocational school, several groups of professional and pedagogical skills are distinguished.

An important professional and pedagogical quality is logical thinking. Logical thinking reflects the formation of logical thinking methods as a set of actions aimed at performing operations of analysis, synthesis, classification of concepts, finding logical relationships.

The dominant qualities in professional pedagogical activity are personality activity, determination, poise, a desire to work with schoolchildren, the ability not to get lost in extreme situations, charm, honesty, justice, modernity, pedagogical humanism, erudition, pedagogical tact,

tolerance, discipline, pedagogical optimism. In addition, such qualities as exactingness, responsibility, sociability should be included here.

The teacher's profession also includes such a quality as pedagogical artistry, which is expressed in the ability to embody thoughts and experiences in the image, behavior, word, wealth of the teacher's personal manifestations. The ability not to get lost in extreme situations is very important for the teacher, especially for the master of vocational training. This is due to the nature of professional activity, during which unexpected situations may arise.

Humanism implies the desire and ability to provide qualified pedagogical assistance to students in their personal development. It implies a relation to a person as the highest value on earth and the expression of this relationship in concrete deeds and actions.

The sincere sensitivity in the character of the teacher allows him to feel the state of students, their mood, to come to the aid of those who need it most in time. The teacher's natural state is professional concern for the present and future of his students. He is aware of his personal responsibility for the fate of the younger generation.

Psychophysiological properties of personality. This substructure of the personality of the teacher includes properties that characterize the characteristics of the psychophysiological essence of the personality of the teacher, which depend on the characteristics of the type of higher nervous activity, temperament, individual character traits, the ability to self-regulation, on the uniqueness of the processes of excitation and inhibition. Such properties include hand-eye coordination, eye, neurotism, extraversion, reactivity, energy, ability to think figuratively, attention, observation, intuition, knowledge of facial expressions and pantomime. Extraversion is the orientation of a person's consciousness and attention mainly to what is happening around him.

High emotionality is manifested in a pronounced demonstration of emotions, judgments, understanding and shown sympathy for the experiences of students. The developed imaginative sense of the world enables the teacher to create an image of the situation, tasks, easily come up with signs and symbols of phenomena, easily connect seemingly unconnected things.

In addition, one of the pedagogically significant individual psychological properties is rigidity, which manifests itself as attachment to the same type of action and perception or relative inability to change an action or attitude when objective conditions require it.

CONCLUSIONS: Integration also plays an important role in educational activities. In pedagogical reality, the diversity and uniqueness of the situation, a very large number of factors affecting the result, the incompleteness and approximation of the information available to the teacher, the limited time for searching and making decisions sometimes make accurate calculation impossible, and the intuitive anticipation of the results is even more accurate under these conditions logical calculations. Intuition, a kind of pedagogical instinct, successfully replace an experienced teacher with logical reasoning, allow you to see the right decision on the fly.

Facial expressions, pantomimics, the ability to use expressive means (speech, gestures) should be present in the teacher's activity, the success of pedagogical activity depends on this in many respects.

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