

нием образовательных технологий, управлению качеством учебного процесса, воспитательной работе.

Таким образом, функционирование и совершенствование системы менеджмента качества в Белорусском государственном университете позволяет:

- обеспечить качественную подготовку абитуриентов;
- повысить степень взаимодействия между отдельными структурными подразделениями университета и улучшить систему управления в вузе в целом;
- повысить конкурентоспособность и рейтинг факультета доуниверситетского образования на рынке образовательных услуг в Республике Беларусь;
- удовлетворить конкретные потребности и интересы потребителей в системе непрерывного образования.

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ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ В КОНТЕКСТЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА

PROFESSIONAL TRAINING OF THE ELEMENTARY SCHOOL TEACHER IN THE CONTEXT OF COMPETENCE-BASED APPROACH

Рассматривается многомерность требований к профессиональной компетентности будущего учителя начальных классов в соответствии со спецификой будущей деятельности, предполагающей ее совершенствование на основе углубления профессионального, творческого потенциала личности.

Ключевые слова: компетентность, компетентностный подход, профессиональная компетентность, профессионально-педагогическая деятельность.

The multidimensionality of requirements to professional competence of future elementary school teacher according to specifics of future activity assuming her improvement on the basis of deepening of professional, creative potential of the personality is considered.

Key words: competence, competence-based approach, professional competence, professional and pedagogical activity.

Orientation to purposeful development of the key and professional competences based on readiness to use the acquired knowledge and modalities of action in real life for the solution of practical and professional tasks is a basis of the competence-based approach introduced in educational process. The modern elementary school teacher requires development of such competences, which would provide him an opportunity independently to develop positive pedagogical “I”, to enter cross-cultural communications with pupils, colleagues and parents, to reflex results of the pedagogical activity, etc. Introduction of this approach as theoretical model of training provides integration of motivational, valuable and cognitive components of educational process, setting practical orientation in development of the personality.

Conceptual bases of training of teachers for professional and pedagogical activity in Republic of Belarus were investigated by V. V. Butkevich, A. I. Zhuk, O. L. Zhuk, I. I. Kazimirskaia, L. M. Tarantei, V. P. Tarantei, I. I. Tsyrukun, etc. Modern approaches to training of the expert and readiness of the teacher to professional and pedagogical activity make demands to his competence as to “the integrative characteristic of quality of training of specialists” [1, p. 182]. The analysis of positions of domestic and foreign researchers on problems of studying of professional competence of the teacher has revealed variety of interpretations of this concept. Most of authors consider that the competence is inseparably linked with knowledge, skills, but at the same time is wider concept including such categories as readiness, ability, properties and qualities of the personality, ability to work in team and out of her and also experience of professional activity in the chosen direction.

O. L. Zhuk, analyzing a problem of classification of competences of the higher education, defines several types of competences:

- special (subject), defining possession of actually professional activity;
- all-professional (all-subject), connected with several subject domains or types of professional activity which the graduate within the profession has to seize;
- key (basic, universal), promoting the effective solution of various tasks from many areas and to performance of social and professional roles and functions on the basis of unity of the generalized knowledge and abilities, universal abilities [2, p. 88–89].

In the educational standard of Republic of Belarus on specialties of a pedagogical profile, the competence is defined as “the expressed ability to apply the knowledge and abilities”, and competence – “knowledge, the abilities and experience necessary for the solution of theoretical and practical tasks” [3, p. 2]. For specialty 1-01 02 02 «Primary education. Additional specialty» the following groups of competences are defined:

- *the academic*, including knowledge and abilities of the studied disciplines, abilities and abilities to study;
- *the social and personal*, including cultural and valuable orientations, knowledge of ideological, moral values of society and state and ability to follow them;

- *the professional*, including knowledge and abilities to formulate and solve problems, to develop plans and to provide their performance in education and sciences [2, p. 6].

The multidimensionality of requirements to competences of the graduate is caused by specifics of his future activity. The modern elementary school teacher is at the same time a teacher of diversified subject matters, the class teacher, the tutor, the organizer, the researcher of pedagogical process, the consultant. The multifunctionality of activity of the elementary school teacher demands improvement of professional competence of the teacher throughout the entire period of the carried-out activity on the basis of deepening of his professional, moral, common cultural, creative potential and covers all spheres of the personality.

Thus, definition and selection of professional competences in primary education become a priority methodological and didactic task which solution exerts impact on development of the state educational standards, training programs, methodical ensuring educational process, the systems of assessment of quality of education. Considering competence-based approach in relation to a problem of formation of professional competence of future elementary school teacher taking into account modern requirements to his preparation (possession of synthesis of common cultural, all-professional and special competences, need of the continuous self-education promoting increase in level of professionalism); priority of this pedagogical approach now in the field of higher education; possibilities of a combination of traditional or cognitive, personal and activity and culturological approaches, it is possible to conclude that the multidimensionality of this approach will allow to carry out most effectively formation of professional competence of future elementary school teacher in the conditions of educational process of higher education institution.

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