

Как показали результаты исследования, использование видеометода позволяет существенно повысить качество производственного обучения будущих педагогов-инженеров в БНТУ.

УДК 378.6:37:378.046

**FORMATION AND DEVELOPMENT
OF PROFESSIONAL COMPETENCE
OF TEACHERS-ENGINEERS IN THE SYSTEM
OF CONTINUOUS PEDAGOGICAL EDUCATION**

Чанг Мэнвэй

*Научный руководитель: канд. пед. наук, Романова А. М.
Белорусский национальный технический университет,
г. Минск, Республика Беларусь*

The teaching profession is a profession that requires highly educated and highly educated professionals. All teachers need to have comprehensive professional knowledge, good teaching knowledge, skills and abilities to guide and support students. To this end, we need to understand the expectations of teachers. The basic organizational framework for describing teachers' abilities is determined by the roles that teachers may play, and in different ways by the dimensions of teachers' activities. It was defined abilities through activities, emphasizing that the formation of these personal resources generated by learning (experience and practice) enables individuals to constructively and successfully apply the acquired knowledge and personality components.

Today, the importance of acquiring the comprehensive skills required for effective learning is undisputed. In the spring of 2002, the European Commission identified eight key capabilities: mother tongue communication, foreign language communication, mathematical skills and basic scientific and technological skills, digital skills, learning and learning, social and civic skills, initiative and entrepreneurship and cultural awareness and expression. This critical competence reference frame can be used as a reference for any

lifelong learning education and training, and is essential for formulating training and output requirements.

In addition to the key competencies proposed by the European Council, hundreds of teacher competencies have been described in the literature over the past few years. Since these capabilities are not static, the situation becomes more complicated. In a certain way, they are losing their social significance, while others are emerging as new needs arise. Fortunately, it is also clear that the quality of teachers' general education ability depends on the so-called professional knowledge on the one hand, and on the system of various personality factors and their special organization and organization on the other. For training and output requirements, teacher competence covers the basic aspects of teaching activities, including basic knowledge, personality, and activity components required for effective implementation. If in teacher training we follow the competency system necessary for the successful continuation of the teacher's career, then this will improve training efficiency. Undoubtedly, teachers play an important role in the process of socialization and education. They teach and evaluate the work of students, so their abilities, skills and abilities significantly affect the effectiveness of education. Their behavior, professional personality and belief in their own abilities will affect student performance. Teachers who have just graduated, when they find themselves in the deep water area, because the new professional environment is still very new, but they need to meet professional expectations and even local characteristics, they are facing professional challenges when they start teaching. In terms of teacher training, it is very important to introduce competency training to promote the professional development of teacher students as a top priority. Graduates need to be "capable", because only teachers who understand and have their own teacher abilities can carry out competency-based development. This proves that the research on the perception of teacher's ability in teacher training students is reasonable. Higher education legislation places teacher training under the jurisdiction of universities and allows them to operate as independent institutions. In the institute, training [1].

The organizational structure of the Teacher Training Institute is characterized by the provision of training in three areas of basic education: technology, language and communication, and humanities and social sciences. This provides a framework to train students from a wide range of disciplines. The curriculum of teacher training programs that have obtained teacher qualifications mainly includes three parts: core courses (core of the course), additional courses (outside the course) and optional courses (optional courses).

The main purpose of organizing its educational program is to provide the specific professional abilities required to successfully practice the teaching profession. The most suitable theme is "pedagogy". Within the framework of this discipline, students are familiar with the latest teaching trends and concepts, and acquire professional methodological knowledge, enabling them to apply educational strategies, methods and tools that are conducive to education.

The measurement tool of the survey is a questionnaire that examines students' abilities from two aspects: on the one hand, students' views on the professional skills and abilities they need in the teaching industry; on the other hand, what professional skills and abilities they possess ability. In addition to students' background information, the questionnaire also asked about training, general, and teacher abilities assessments. The training of teachers in technical fields is carried out in accordance with the requirements of the Hungarian general teacher training system. Compared with the latter, engineer-teacher training is associated with engineer training. Teachers in technical fields are not prepared to teach individual technical subjects. The educational process of teacher training follows a common technical and basic training stage. The teaching method phase and parallel technical training (in fewer courses) can be considered typical.

The rapid growth in the number of higher education students requires rethinking several far-reaching control, financial, and organizational-development issues. It also requires a reassessment of the analysis of the structure and quality of the education discharge pro-

cess. With the expansion of education – the time spent on education has increased and participation in higher education has increased – the transition from education to the world of work has become increasingly important. The integration of young people who are about to leave school into the labor market and adapting young professionals to the requirements of the labor market in terms of education, talents and opportunities happened during this transitional period. The combination of school discharge structure and labor market demand is formed in the process of transformation.

The purpose of the analysis and research among the entrants of engineering teachers. It is important to evaluate the quality of training based on the data collection between the engineering teachers and students, and the engineering teachers who graduated from the college. Another purpose is to provide new ideas for the further development of the entire teacher training [2].

In general, we can say that we need a flexible education system that focuses on economic needs. The construction of a sound education system is outstanding. Hungarian education meets European standards, but lacks flexibility and ignores economic supply and demand. In the field of education, it is not the areas that companies need to prioritize; if the characteristics of the economy and higher education institutions develop better cooperation, it can be bridged. In higher education, four areas compete with each other: practical orientation, specialization requirements, the need for theory establishment, and the requirements for science education. Employment.

REFERENCES

1. Harangus, K., Horvath, Z. and Szentes, E. Existing and yet to be developed teacher abilities in engineer teacher training. – Journal of Contemporary Educational Research, 2020.

2. Development of professional teacher-training in New vocational Model. Studies ed. Dr. Sallay, Mária. – London, General Press, 1996.