

Review Article

PROFESSIONAL CULTURE OF THE FUTURE TEACHER OF VOCATIONAL EDUCATION: A COMMUNICATIVE ASPECT

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Abstract

The article considers the speech component of the professional culture of the future teacher of vocational education, and also defines the means of its formation on the basis of the analysis of the typical tasks of professional pedagogical activity and the content of the skills of the future teacher of vocational education.

Key words: professional culture, training of the future teacher of vocational education, speech activity, professional activity.

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INTRODUCTION

Formulation of the problem. An important condition for ensuring the mobility, employment and competitiveness of specialists in modern economic conditions is the preparation of students with a high level of general and professional culture, deep knowledge in the specialty, able to communicate in various situations related to professional activities. The urgent question is the study of the speech aspect of professional culture, directly related to the processes of transmission, analysis and perception of information, which are integral components of the professional activity of a future teacher of vocational education.

Analysis of recent research and publications

In modern scientific and pedagogical literature, considerable attention is paid to the problems of the formation and development of professional pedagogical and pedagogical education. The problems of professional activity of a future teacher of vocational education are studied in the works of Z.K. Ismailova, O.E. Kovalenko, N.A. Muslimova, A.R. Khodzhaboeva, E.F. Zeera, A.Karpova, N.E. Erganova, S.F.Artyukha, V.I. Lobuntsya. Today, there are studies that address issues related to the formation of speech skills, community-class work to improve the professional skills of future specialists, establishing contacts with the base enterprise and its work team during the production practice, with ensuring the production process in vocational education, with a specific form of advanced training in the form of internships at the enterprise [2, p. 32].

The main goal of the activity of a teacher of vocational education - teaching the profession and shaping the personality of the employee - is realized through the preparation and implementation of the educational process, career guidance, advanced training, social and organizational work [2, p. 33 - 35].

Given the features of professional activity, the volume and content of the concept of "future teacher of vocational education" should be considered as a complex combination of social, general scientific, engineering, psychological, pedagogical and methodological components, the qualitative assimilation of which will allow the person to fully fulfill the functions assigned to her [7, p. 41].

RESULTS AND DISCUSSION

According to the proposed approach, the professional activity of the teacher of special disciplines, unlike school teachers, is integrative in nature and includes two independent activities - pedagogical and engineering. Pedagogical activity involves work on the organization and implementation of the educational process in a vocational educational institution, as well as a continuing education system. Professional activity involves the work of a specialist in the relevant field of industrial production as an organizer, designer and operator. At the same time, the components of the professional activity of the future teacher are identified and interconnected, and this relationship is manifested in the fact that the subject of professional activity is a means of carrying out pedagogical activity, that is, mastery of engineering activity allows the teacher to master new achievements of science, technology and production in order to transfer them to students, as well as preparing the material and technical base for the organization and implementation of the educational process for vocational training [6, p. 17-18].

The pedagogical activity of a vocational education teacher includes the following elements of labor processes: analysis of source data, forecasting results, analyzing an object, preparing materials, developing technology for activities, implementing or organizing and implementing a labor process, monitoring and correcting results [5].

Among socially significant and professionally important qualities, teachers of vocational education, as you know, distinguish the following: orientation (professional position, professional value orientations, motives, professional self-determination, vocation and pedagogical ideal), professional competence (complexes of engineering and pedagogical knowledge and skills, individual experience, pedagogical skill), professionally important qualities (active life position, dynamism, emotionality, organization, communication cable, didacticity, technical intelligence, creativity, pedagogical intelligence) psychodynamic characteristics (activity, emotional stability, reaction rate, speed of development of conditioned reflexes). It should be noted that communicativeness, the quality necessary for the successful implementation of any pedagogical activity, involves sociability, emotional expression, developed speech (correct pronunciation, logical harmony in the presentation of

thoughts), pedagogical tact, and the ability to "read" the student's mental state facial expressions, facial expressions, gestures [2, p. 58].

The professional activity of the future teacher of vocational education is associated with the implementation of three groups of skills: gnostic activity is associated with his skills to design the student's cognitive and practical activities, where the importance is attached to the ability to raise a problem before him, to set search tasks; proper constructive skills are associated with the construction of various elements and moments in the activities of a teacher of vocational education; organizational and communicative skills provide the opportunity to fit their activities into the general structure of the educational institution [7, p. 43].

For the successful implementation of professional and pedagogical functions, the future teacher of vocational education must demonstrate the following personality qualities: professional thinking; dynamism; didactic abilities; organization; empathy tolerance [9, p. 59].

The activity of a teacher of vocational education is aimed at the implementation of general pedagogical (or actually professional) and auxiliary functions. The first group includes educational, upbringing and developing functions, the second constructive, organizational, gnostic, communicative, production and technical functions [9, p. 48]. The communicative function (communication function) is one of the most important for the teacher, since communication is both a means and the content of pedagogical work [9, p. 52].

Thus, based on the analysis of psychological and pedagogical literature, among the personal qualities of a teacher of vocational education, professional competence (ability and skills by profession, technical thinking, creativity in the field of production and technological activity), pedagogical competence (pedagogical technique, psychological and pedagogical erudition, creativity in the field of pedagogical activity) and linguistic competence (developed speech, the ability to build texts for various purposes, observance of language norms, the use of speech etiquette formulas according to the communication situations). This gives us the opportunity to highlight the professional, pedagogical and speech component of the professional culture of the future teacher of vocational education.

In his professional activity, a vocational education teacher must systematically build the various stages of communication processes, diversify and emphasize his own broadcasting, and have pedagogical communication based on knowledge of the laws of communication and ways of managing an individual and group; it is advisable to use professional vocabulary in their activities, to draw up documents for various purposes; to form the content of vocational education; design training technologies; design educational materials, exercise control and introspection in the learning process [8].

Taking into account the main components, based on the analysis of typical tasks of engineering and pedagogical activity and the content of skills of a teacher of vocational education, the following groups of tasks can be defined for the formation of the speech component of the professional culture of future teachers of vocational education:

The task for the formation of skills in using language tools in professional communication (editing texts of scientific and official business styles; translation of specialized texts in Uzbek and Russian, using tests to test practical skills in using language tools in professional communication; wording questions that require detailed answers).

The task for the formation of skills to implement the main types of speech in professional communication (preparation of essays, reports and speeches on the topic of compilation of supporting abstracts, outline of articles and paragraphs, structural and logical diagrams based on sections of textbooks and professional dictionaries).

The task for the formation of skills to simulate communication processes taking into account the structure of communication (role-playing games and other tasks for modeling situations).

The task for the formation of skills to organize and manage the communication process (the implementation of exercises for prepared communication, the implementation of individual conversations as spontaneous interaction, tasks for self-assessment and evaluation of work during exercise) [10].

CONCLUSION

Conclusions from this study and the prospects for further research in this direction. The features of the speech activity of future engineering and pedagogical specialists are due to the fact that professional pedagogical activity is a complex process that includes pedagogical, engineering, technical and production and technological components. The speech component of the professional culture of a teacher of vocational education is determined primarily by the features of his professional activity and provides, in addition to applying general speech skills, proficiency in vocabulary, terminology, various forms of written and oral professional speech, the ability to create texts used in situations of professional communication, use industry terminology, the ability to analyze the effectiveness of professional communication; skills to improve their own professional broadcasting; selection of speech models appropriate in professional communication, compliance with the rules and norms of the literary language, the appropriate use of terminology, phrases inherent in a particular field of science, technology, education, development of skills for formulating your own sentences, working with reference literature, analysis and systematization of categories of professional speech, text analysis skills (both oral and written).

The study does not completely exhaust the issues of the formation of the professional culture of vocational education teachers. Further scientific research may be related to determining the possibilities of forming a professional culture in the process of studying individual disciplines provided for by curricula and training programs for future teachers of vocational education.

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