

## Didactic Competence of The Teacher and its Development

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### Abstract

The article justifies the need to use digital technologies in organizing the didactic process in pedagogical universities. One of the sought-after universal skills of a modern teacher is time management, self-development and self-discipline, the ability to build and implement a trajectory. It is explained in detail in the Aqeedah. From the point of view of the implementation of didactic activities, the importance of professional training. The result of education is the acquisition of practical and professional knowledge, self-determination in the digital world, innovative digital services and technologies. It is emphasized that there should be dissemination of one's own experience.

**Keywords:** didactic competence, didactic culture, didactic preparation, managing one's time, self-development, self-education, building one's trajectory.

### Introduction

Nowadays, the need to use digital technologies in the organization of the didactic process in pedagogical universities and modern education the teacher's didactic competence is being analyzed: definition, potential subjects, functions, connections, types, structure, as well as stages, directions, conditions and means of development.

Pedagogical university in the article the need to use digital technologies in the organization of the didactic process is justified. One of the sought-after universal skills of a modern teacher is time management, self-development and self-discipline, the ability to build and implement a trajectory. It is explained in detail in the Aqeedah. From the point of view of the implementation of didactic activities, the importance of professional training. The result of education is the acquisition of practical and professional knowledge, self-determination in the digital world, innovative digital services and technologies. It is emphasized that there should be dissemination of one's own experience.

These technologies will have an impact on increasing the level of didactic training of the teacher in the future. Depending on the level of integration of digital technologies into the didactic process, four levels of their changes can be distinguished: replacing traditional didactic tools, improving them, changing the character of didactic activity, changing didactic activity. Features of the use of digital technologies in the organization of the didactic process in pedagogical universities are described on the example of Study Stack and Formative. Their impact on the effectiveness of the educational process is qualitative receiving is carried out during a specially organized survey. Some digital technologies themselves create interactive learning tasks, such as technologies such as Flashcards, Matching, Hangman, Typeln, Study Stack, Bug match, Word Scramble, Chopped, etc.



As an example of educational material from the subject of "Pedagogy", it is used in the process of training future teachers, tools were developed, which played a major role in the selection and use of digital technologies in improving the didactic training of the future teacher.

The term "didactic competence" education corresponds to modern competence-oriented trends of development. Didactic competence of the teacher as a relatively new socio-psychological phenomenon is a topic discussed at scientific-practical conferences of various levels. Didactic competence of teachers is a characteristic of educational institutions and is often found in their development programs, public reports, competitive applications, websites, etc. Didactic competence is a requirement for job applicants not only in educational institutions, but also in business organizations. Didactic competence is a criterion for evaluating the activities of university teachers and students. The most diverse options are observed in the definitions of the content of this concept. According to V. I. Grinev, didactic competence of a person is his integrated quality, which is manifested in theoretical and practical readiness for didactic and professional activities aimed at solving various didactic tasks of self-awareness in the process of creative education. The didactic competence of the head of the educational institution T.I. Berezina is an integral feature of a person expressed in the set of competencies in the fields of pedagogical and psychological-didactic knowledge, the ability to actively influence the organization and development of the educational process of the educational institution, which allows to guarantee high-quality education [2]. Didactic competence is a trait (T.I. Berezina [2]), personality quality (V.I. Grinev [1], V.A. Demchenko [3]), competencies (T.I. Berezina [2]) and competencies (M.A. Valeeva [4]), ability (D.V. Smirnov [5], Yu.A. Savinkov [6]), readiness for action (V.I. Grinev [1], S.V. Korableva [7], O.N. Krylova [8]), the system of knowledge, abilities and skills (V.V. Ilin [10]), the acquisition of activity (L.Z. Tarkhan [11]) is interpreted. The diversity of positions is explained, in our view, by the relatively new and emerging nature of the competency-based approach in local education.

The essence of didactic competence is observed in the above definitions. M.A. Choshanov, after developing the "Didactics and engineering" course, its goal was "to form professional and didactic competence in students, which implies mobile knowledge of modern teaching theories, flexible mastering of teaching methods, and advanced critical thinking" [12]. The essence of didactic competence is defined by I.G. Shamsutdinova as "the ability to make quick, reasonable, informed and unerring didactic decisions, to find short ways to solve a didactic task, to choose methods, techniques and training manuals suitable for specific conditions" [13, c. 222]. V. B. Lebedintsev sees the essence of didactic competence in "building individual educational strategies for different students" [14, p. 37].

The most diverse categories of pedagogical staff are called subjects of didactic competence. V. I. Grinev includes it in the didactic-competence module of the didactic culture of the future teacher [1]. T.V. Shtykova's research is devoted to the formation of communicative and didactic competence of future teachers [15]. Postnikov examines the didactic competence of a history teacher [16]. Yu.D. Zheleznyak writes about the need to develop didactic competence of a physical education teacher [17, p. 3]. L.A. Muslova distinguishes didactic competence among the most professional, individual and personal qualities of a foreign language teacher [18, c. 11]. According to B. T. Barsay, professional didactic competence is the main component of the professional skills of primary school teachers [19]. V. S. Lazarev calls the HE teacher a



subject of didactic competence [20, p. 31]. D.V. Smirnov touched on the problem of didactic competence of the additional education teacher [21]. Yu.N. Vaneeva also made didactic competence of additional education teacher a subject of research [21]. A.P. Panfilova and T.P. Andreeva analyze the didactic competence of the teacher-game technician [22]. T.I. Berezina studies the didactic competence of the head of a modern educational institution. M.A. Valeeva includes didactic competence related to the organization of training according to the profile in the professional skills of the additional education teacher [4]. L. Z. Tarkhan analyzes the didactic competence of an engineer-pedagogue [11].

Some theoreticians and practitioners apply the concept of "didactic competence" not to the teacher, but to other subjects of the educational process. Thus, the didactic competence of a preschool child, the child's knowledge of the world around him and himself, is included by O. V. Aleksandrova and L. P. Uglova among the new forms of preschool age [23]. T. L. Savustyanenko calls the trainee of the training system a subject of didactic competence [24]. Often the student is called the subject of didactic competence. V. A. Balandin, K. Yu. Chernyshenko, T. A. Efendiev aim to increase didactic and methodical competence of parents [25].

Didactic competence researchers emphasize its importance. According to O.A. Mitrokhovich, "the didactic component is the basis of the teacher's professional competence" [26]. V. I. Mitrokhin considers the rapid development of didactic competence of the main subjects of educational relations as a condition for the modernization of local higher education [27]. V.I. Podobed and M.D. Makhlin see the importance of didactic competence in its "manifestation not in statics, but in the dynamics of the educational process" [28, p. 70]. O. Donetskaya evaluates the didactic competence of the teacher as a necessary factor of the effectiveness of electronic courses [29]. E. V. Dyachenko recognizes didactic competence as a subjective condition for the effectiveness of professional pedagogical activity [30, p. 91]. The authors see "resources for the development of pedagogical professionalism that is constantly improved and enriched in didactic competence" [30, p. 92].

Some researchers describe the concrete functions of a teacher's didactic competence while talking about the importance of his professional skills. L. Z. Tarkhan believes that didactic competence performs cognitive-epistemological, regulatory, invariant and integrative functions. Cognitive-epistemological function, according to the author, didactic competence allows to study, systematically describe and explain educational problems that have arisen from the point of view of modern science, to attract modern knowledge to effectively form and introduce the creative potential of a person in the interests of the profession, and to satisfy the set of his needs. provides. The regulatory function consists in the fact that it plays the role of the internal determinant of the subject, which determines the systematic, orderly and purposeful nature of its potential formation, development and optimal engagement; immutable function means that a person rises to the personal heights of development and self-realization; the integrative function ensures the integrity of the process of development of innovative acmeological culture and human use[11].

To determine the essence of didactic competence, it is important to understand not only its functions, but also its relations with other similar phenomena. M. V. Otto, according to N. L. Vinnichenko, set the task of developing reflexive-didactic competence of the teacher [31, p.



167]. Communicative and didactic competence was described by T.V. Shtykova [15]. O. M. Bobienko compares didactic competence with managerial competence. He often distinguishes didactic competence from a special subject (A.P. Zaitseva [33], etc.). Determining the relationship between didactic competence and other similar phenomena makes it possible to identify its types, among which they distinguish reflexive-didactic, communicative-didactic, linguodidactic, psychological-didactic, informational-didactic, and others. The results of the analysis of the above-mentioned works of researchers convincingly prove the dominant role of the integrative trend in the professional training of teachers.

Sometimes the term "didactic competence" is understood as "methodological competence", as, for example, the meaning of the term "didactics of history" (P.G. Postnikov [34], etc.) means the meaning of the concept of "methodology of teaching history". In other words, the division of didactics into general and specific leads to confusion between the concepts of "didactic" and "methodical", in some cases these terms are unjustifiably used as synonyms. Such errors still show a close connection between the didactic and methodological competences of the teacher. We consider Yu.V. Makhova's opinion important and correct in principle, he distinguishes between the individual didactic competence of the teacher and the corporate didactic competence of the employees of the educational institution [9].

The results of the comparison of the authors' opinions on the content of didactic competence allowed us to create an idea about its components. L. Z. Tarkhand defines the following elements of didactic competence as an integrative quality of an engineer-teacher personality: active (practical experience); cognitive (complex of knowledge in the subject area, on the basis of which competence is formed); operational and technological (a set of skills and abilities to solve practical problems); personal (a set of individual psychological qualities and abilities that are important for a certain professional activity, a person's orientation); value-motivational (a set of value orientations, motives adequate to the goals and tasks of the activity, ideological position); reflexive (understanding of activities and their results, ability to evaluate, predict, creativity)[11].

M.E. Akmambetova believes that didactic competence has theoretical, technological and evaluative substructures, because she considers it a systematic quality of the teacher. [35, p. 245]. L.M. Chernova and S.N. Gorycheva express didactic competence as an integration of its three structural components: the professionally defined concept of "I am a teacher", informational and instrumental preparation for the organization of the didactic process, and consciousness of professional activity [36]. V.V. Ilin, N.V. Demina and L.V. Sabanova identified the cognitive, motivational-valuable, operative-activity, reflexive-evaluation, individual-creative components in the didactic and methodological competence of the informatics teacher [37]. T.V. Shtykova identified the communicative-personal, didactic and gnostic components as part of the future teacher's communicative and didactic competence [15].

Despite the diversity of the authors' approaches to the analysis of the structure of didactic competence, it is worth noting that the researchers identified cognitive (theoretical, gnostic), professional-activity (operational-technological), informational-instrumental, personal, value-motivational, reflexive (evaluative), creative (creative ) united in the desire to consider this phenomenon, which combines components, as the formation of a whole integrative system.



However, due to the emerging nature of the relatively young competency-based approach, the construct of teacher didactic competence is still under investigation.

Theoreticians and practitioners pay special attention to the process of formation of didactic competence, its stages, directions, conditions and tools. It is natural that educational institutions are interested in the process of developing the didactic competence of the teacher. so that A.G. Kuznetsova He believes that "the task of training institutes and pedagogic universities is how to form didactic competence, how to stimulate the actualization of didactic knowledge" [33, p. 110]. Many programs for improving the qualifications of teaching staff of educational institutions are focused on the development of didactic competence.

V.V. Ilin, N.V. Demina and L.V. Sabanova defined the formation of didactic-methodical competence as a system consisting of stages that contribute to the process of self-improvement and self-awareness in educational activities, dynamic and combined with the goal of students' acquisition of professional competence. they understand the creation of pedagogical conditions that form [37].

The question of the sequence of emergence of new forms related to didactic competence in the activity of the teacher seems to be fundamentally important. N.V. Petrova writes about this: "Difficulties arise in the independent analysis of professional activity due to the lack of competence in the field of didactic knowledge and skills. The most optimal way to overcome such difficulties is the consistent rise of the additional education teacher along the well-known stages of theoretical knowledge: from didactic literacy, through didactic competence to the highest level - didactic mastery" [38, p. 26].

Researchers suggest various tools for developing the didactic competence of the teacher. As such V. O. Ryabova calls modular technologies in secondary schools. Kh.M. Kurdanova and Z.M. Sarbasheva believe that the improvement of didactic education is related to problem-based educational technology [39]. In order to overcome didactic difficulties, M. L. Zhuravleva suggests the use of educational practice and coaching opportunities [40]. Yu.V. Makhova defines didactic counseling as a means of developing didactic competence of the teacher [9]. T. L. Savustyanenko considers methodological management to be a means of developing didactic competence, through which to understand certain structural and meaningful content of the educational and methodological complex of science [24]. S.V. Korableva connects didactic competence to the results of individualization of didactic training of the future teacher for professional activity [7].

Very few authors distinguish the specific principles of the development of didactic competence of the teacher. so that T.V. Shtykova established the principles of multi-subjectivity, integration of diverse content of professional training, interactivity, predictability, leveling and dynamism as the basis of the model of development of this type of professional competence of the teacher [15].

In the study of didactic training, the authors also identify the main conditions for its formation. T.V. Shtykova suggests the following conditions for the formation of the future teacher's communicative and didactic competence: implementation of a personal-praxeological approach; personal involvement of the student in the process of communicative and didactic activity; communicative and didactic interaction of teachers and students based on co-creation [15].





An important aspect of the study was to compare opinions about levels, criteria and indicators of didactic competence. M. N. Pevzner, O. M. Zaychenko and S. N. Gorycheva identify three levels of didactic competence (reproductive, heuristic, creative) and describe their characteristic features [41]. V. V. Ilin, N. V. Demina and L. V. Sabanova consider three levels of development of didactic and methodological competence of future informatics teachers (primary, secondary and advanced) [37]. In some educational institutions, for the purpose of self-certification, attempts were made to form student criteria to assess the didactic competence of the teacher. V. V. Serikov the chapter of the training manual is devoted to the didactic competence of the teacher and methods of its diagnosis [42]. Unique effective forms of diagnosis of the teacher's didactic competence were proposed by O. A. Mitrokhovich [26].

Thus, the didactic competence of a pedagogue reflects a complex, multi-functional, multi-level, dynamic socio-psychological phenomenon that requires development in a continuous professional-pedagogical education system.

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