THE PHENOMENON OF PROFESSIONAL COMPETENCE OF A TEACHER: THE MAIN TRENDS OF FORMATION

INTRODUCTION
The main prerequisite for the humanization of vocational education is the psychological competence of teaching staff. In the formation of future teachers of professional training of psychological competence, teachers face difficulties: unlike the psychological and pedagogical knowledge and skills that students acquire in the process of studying psychological and pedagogical disciplines, it is difficult to form professionally important personal qualities in the limited time frame of several disciplines.

The analysis of research and publications showed a tendency towards an increase in the interest of scientists in the problem of professionalization of the teacher's activity.

In the training of pedagogical personnel, scientists and practitioners note the existence of a number of contradictions: between the requirements of the humanization of education and the insufficient individualization of the process of training teachers, the need for innovative activities of teachers of vocational schools and mainly traditional forms and methods of their training. This circumstance ensures the relevance of addressing the problem of professionalization of the activity of a teacher of vocational training.

THE INITIAL PRESUPPOSITIONS
In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

METHODS
Professionalism and efficiency in any kind of labor are manifested twice: in a theoretical and cognitive form, as an image, a project of the desired result, then as a transforming and creative tendency in the social development of mankind. The relevance of researching the problem of human professionalism in any field of activity today is obvious. It is due to the objective features of the development of society at the present stage. One of the most important driving forces of modern social dynamics is professionalism as a complex, multidimensional phenomenon, which implies an increase in the social activity of an individual and an increase in the degree of his responsibility both for his own destiny and for increasing the efficiency of economic processes in society.
A comprehensive comprehensive study of professionalism as a social and cultural phenomenon is a prerequisite and a necessary condition for the practical solution of problems directly related to the formation of programs for the development of Russian society and forecasting the processes of its dynamics. Such a study should begin with clarifying the historical context of the problem, identifying the roots of professionalism, the socio-historical prerequisites for the professionalization of labor. The problem of professionalism is one of the oldest in the history of mankind; it exists in society from the first stages of its development. The foundations for future professionalization were laid from the very first steps of a person’s conscious activity. From the moment of the emergence of a person and his association into communities for the purpose of survival, work becomes the main life activity of a person and the main factor in his development. It is the labor activity of a person that became the basis for the formation of professionalism.

Studies of the role of labor activity in the history of mankind have shown that labor as a universal condition for the development of society is difficult to adequately express in the content of one concept; this has led to the emergence of numerous definitions of labor as a complex phenomenon that unfolds in diverse historical conditions. In the natural sciences, the concept of labor is defined very broadly, starting with its definition as the process of overcoming resistance on a certain path (the product of force over the distance traveled is taken as its measure), and ending with a statement of the relationship between the physical constitution of the worker’s body and the conditions of the workplace. Studies in physiology, medical sciences and psychology emphasize that any work activity requires physiological and psychological stress of the participants in the labor process, and also indicates the importance of labor for a person as a living being: with his creative work, a person changes the structure of the world, but at the same time he himself is subject to changes (BOGOMOLOV, 2007).

In modern social sciences, human labor activity is considered from different points of view, depending on the goal of the study. In general, there are five different approaches to understanding the labor process that are characteristic of modern social thought.

Technical and technological - when human labor is considered and defined in the context of man's appropriation of nature but considering his ability to create and rationally use the means of labor.

Economic - labor is defined as a conscious, planned human activity with the aim of processing what is given by nature to meet human needs, as an activity, direct or mediated in order to ensure the means of subsistence, as an "instrumental activity carried out by people in order to preserve and continue life and aimed at systematic change some properties of the human environment ".

Philosophical - the starting point of the analysis is the goal and the subject of labor. Labor is defined as any purposeful human activity that is indirectly or directly aimed at the creation of a certain value (material or spiritual), and as aggregate human labor contains the labor activity of the "aggregate worker". In the "Philosophical Encyclopedic Dictionary" labor is interpreted as "purposeful human activity, in the process of which he, with the help of labor tools, influences nature and uses it in order to create objects necessary to satisfy his needs."

Legal - Labor is defined as a legal category. This approach is associated with the development of labor relations and the need for their legal regulation in the field of labor law.

Sociological - expresses the essence of labor as a social phenomenon, points to the specific connections that exist between man and labor, labor and society. Within the framework of modern sociology of labor, labor is defined as "conscious, universal and organized human activity, the content and nature of which is determined by the degree of development of the means of labor and the characteristics of social relations within which it is carried out, a person asserts himself in it as a genetic being, creating material and spiritual values serving to satisfy his essential needs " (POLAT, 2021).

The modern French sociologist, one of the most prominent representatives of the sociology of labor, focuses on the social and axiological meaning of labor. From his point of view, labor is not only a collective activity and a person’s attitude to manufactured objects. Historically,
labor appears as a tool to change society's perception of itself, allowing one to view society as an objective reality, and at the same time as a system of values, norms and organizational forms. Summing up the analysis of various approaches to the definition of labor, we can conclude that the most general characteristics of human labor activity are the following:

- professionalization teacher vocational training
- human labor is a conscious and purposeful activity;
- it is a complex activity that unfolds within certain social groups;
- this is an activity in the process of which certain material and spiritual values of social importance are created.

So, despite the fact that future professionalization was born even with the intra-clan distribution of production and other functions between members of a primitive consanguineous community, professional differentiation of human labor, or professional division of labor, arises later, as a result of the social division of labor, with the development of production specialization. In particular, as a result of the separation of animal husbandry from agriculture, and subsequently the emergence of crafts. As a result of the social division of labor, serious changes have taken place in the content and structure of the distribution of production functions between members of the community. If in a consanguineous community, the distribution of responsibilities between community members was carried out taking into account natural inclinations and the intensity of forces and capabilities, then with the division of labor for the distribution of functions between individuals, there were no longer enough skills that were inherited. An objective need arose to prepare people for production activities through special training. It was at this stage of human history that grounds appeared to talk about the professionalism of workers, which was born and established first in the material-production sphere, and later, with the division of the originally integral human activity into mental and physical labor, became widespread in the spiritual sphere (HARRIS, SUTTON, 1986).

Professionalism arises, therefore, with the emergence of professional activity, with its separation from amateur, with professional differentiation of labor activity itself. The professional division of labor as an integral part of the historical process of the social division of labor not only gives rise to the need for coordination and cooperation of professional activity, but also leads to changes in the structure of the employee's personality. The main feature of professionalism at an early stage of development of professional activity is professional skill as the ability to skillfully and creatively perform one's professional duties, connected more generally with a conscientious attitude to work in general. The genesis and development of professionalism in society were associated with a change in attitudes towards work in different historical periods.

Various ideas about labor that existed throughout the history of human society, to a greater or lesser extent, gave an understanding of labor as a social phenomenon, emphasizing both the determining role of man in the labor process and the importance of labor for society. For a long time in the history of mankind, due to the underdevelopment of tools, labor required great physical exertion. Therefore, as a rule, people considered labor a punishment and tried to avoid it or shift it to others. In modern times, with the development of machine production and the establishment of the norms of Protestant morality in capitalist society, the idea of the professional work of a specialist, of the professional vocation of a person as the need for the best mastering of his profession and the development of professional skill comes to the fore. But it is only in the recent history of human society that the idea arises according to which a person, thanks to professional work, becomes an integral person, therefore, professional activity not only has a positive effect on a person, but can make him happy (IASECHKO, IASECHKO, SMYRNOVA, 2021).
RESULTS AND DISCUSSION

The educational system accumulates all the processes taking place in society. The more dynamically a society develops, the more often problems arise in it, the more often it is necessary to change its social institutions and laws. Society is becoming more educated, and therefore everyone sees its shortcomings better and realizes the need to analyze life situations, continuously remove everything that is outdated, test innovations and include them in everyday activities. It is no coincidence that the idea of transforming education has been actualized in recent decades all over the world, it forms the setting of a new era: to provide a single educational space and foresee the prospects for its development. The strategic goals of education are formed in line with the concepts of “education”, “culture”, “competence”. Education is understood as the quality of a person, which characterizes a person’s ability to use the products of material and spiritual labor of people in his theoretical and practical activities, relying on universal human values and social norms. Culture, being a universal characteristic of activity, sets the program and predetermines the direction of one or another type of personality activity, its value typological characteristics and results. Competency largely characterizes the results of vocational education and includes both the content of professional (primarily technological) training and the system of non-professional knowledge, which must be mastered within the framework of the requirements of the state educational standard of higher professional education for each student. Hence, we can conclude that education, culture and competence determine the professionalism of an employee in any field. Therefore, ignoring social needs in education, especially in vocational education, is not only inexpedient, but to a certain extent dangerous, since it contradicts, first of all, the interests of the individual (IASECHKO, KHALAMOV, SKRYPCHUK, FADYEYeva, GONTARENKO, SVIATNAIA, 2021).

Methodologically, this position is based on the recognition of the dichotomous connection between humanism and sociality, which manifests itself in the fact that humanism does not function outside of society and is already social because it has the property of sociality. Sociality, however, is humanistic in nature, since is an objective reflection of culture and allows you to preserve values, pass on traditions, develop the ability to create in future generations. In addition, the subject of sociality, its bearer includes not only the state and society, but also a person.

Indeed, the modern post-industrial information society imposes certain requirements on its citizens, and therefore is interested in their possessing certain qualities. Moreover, this does not mean that a person should be limited only to data, a socially necessary set of qualities, but they should be present in the structure of the personality as a condition for its successful social functioning.

Thus, the social demand for education is associated with the development of ways to harmoniously combine the interests of both the individual and society when creating educational strategies. In recent years, this problem has become the object of scientific interest of many researchers, who reveal its various aspects. This is of particular importance in terms of training teachers of a new generation, especially teachers of vocational training. Indeed, in the preparation of future specialists in the technical field, highly qualified teachers of vocational training are required, capable of forming competencies sufficient for a graduate in the modern labor market. To achieve this goal, teachers and masters are needed with high intellectual potential, competent not only in their discipline, but also having knowledge in other areas, possessing modern technologies for working with information, etc.

The professional readiness of a teacher of vocational training should be considered not just as a system of didactic and methodological knowledge and possession of a set of professional and pedagogical skills, but as the development of various abilities, personality traits of a systemic nature, creativity, flexibility, mobility, readiness for innovation, creative attitude to the educational process.

In accordance with these requirements, the personnel policy in engineering and pedagogical education is aimed at its humanization and humanization, at the formation of a professional teacher, the creation of creative workshops, pedagogical associations, constant scientific provision of professional training, at the widespread introduction of innovative ideas and modern pedagogical experience, complex nature continuous psychological and
pedagogical education and self-education of future teachers of vocational training, on the development of their value attitude to pedagogical skills.

The analysis of educational evidence suggests that for the practical training of students, private competences are allocated to a greater extent, which cannot provide an integral work process, which requires teachers of professional training, first of all, the skills of goal-setting, goal-fulfillment, reflection, etc., and the received private skills are very scattered and in the aggregate do not cover all aspects of the profession being mastered. Insufficient representation in the learning process of an integrated approach that provides logical and practical relationships between various training blocks does not allow students to effectively use them in practice (IASECHKO, SHELUKHIN, MARANOY, 2021).

This state of affairs forces to prepare teachers of vocational training for the implementation of classes and teaching methods aimed at practical acquaintance with integral professional activities and the acquisition by students of not only elementary, but also complex (complex) professional skills that ensure the formation of professional competence of the personality of the future professional, value-motivational orientation in the learning process.

This implies the inseparability of the theoretical and practical aspects of the professional training of vocational education teachers. The interrelation of their pedagogical activity and productive labor, the optimal combination of educational and transformative principles in professional activity are the cornerstone of the practice-oriented teaching technology at the university.

Such cooperation contributes to the restoration and strengthening of ties with enterprises, opens up the following opportunities for educational institutions: facilitates access to information about the labor market (what kind of specialists and how many need to be trained); accounting of the order of employers on the content of the training of future specialists is ensured; the procedure for correcting old and developing new training materials and programs is built in accordance with the requests of employers; more opportunities open up for organizing practical training for students; opportunities appear for organizing short-term internships and advanced training; job opportunities are expanding.

Everyday educational practice convincingly proves that the success of the development of the educational sphere as a whole today largely depends on how well a modern teacher is developed not only as a professional, but also as a person.

The orientation of universities and other educational institutions towards the search for approaches to the formation of the spiritual and moral personality of the teacher is becoming one of the most important tasks of the modern education system. The peculiarities of the educational system that has developed in a particular university determine the options for solving the problems of the formation and development of the teacher’s personality that are characteristic of this university. At the same time, it is possible to single out invariant tendencies, common for all universities, in the formation of the teacher’s professionalism, in fostering high spiritual and moral personal qualities in him. The identification of such trends is necessary for their analysis and subsequent adjustment of the orientation of the educational process to achieve the goal of professional formation and personal development of a teacher at a university, an institute for advanced training, and a municipal methodological center.

Analysis of the process of forming teacher professionalism in the system of continuous education (university, postgraduate) revealed the following trends:

1. Enrichment of variable educational programs with the content of knowledge about the personality of the teacher based on the ideas of domestic pedagogical culture.
2. Expansion of technologies for organizing the educational process.
3. The use of information technology in the educational process.

The first trend. Consists in the fact that there is an enrichment of variable educational programs with the content of knowledge about the personality of the teacher based on the
ideas of domestic pedagogical culture. "The content of basic pedagogical education is a reflection of the dimensions of a person’s being in his activities in nature, society and culture. The essential characteristic of such a reflection is the integrity of the picture of the world and of a person in it, achieved by a complex of psychological, pedagogical, socio-humanitarian, cultural studies and special disciplines interacting on the basis of philosophical - anthropological methodology. At the same time, pedagogical education acts as a subsystem of society, "inscribed" in the metasystem of culture, which is mastered by the future teacher in the historical and cultural context and in modern forms as a regularly organized process."

In the structures of the lifelong education system of universities, training institutes for teachers, scientific and methodological centers), the process of developing the spiritual and moral sphere of the personality of a professional teacher is presented depending on the defining value orientations of the teaching staff as a whole and the professional competence of working teachers in this area.

The enrichment of the content of education in the curricula, programs of educational institutions of various levels, contributing to the development of the values of the national pedagogical culture, the integration of anthropological, pedagogical, philosophical knowledge and ideas about the personality of the teacher form students' motivation and create a base for self-education and self-development.

Undoubtedly, such an approach in the preparation of a teacher is effective, since it has a humane general cultural orientation in the content of education, the foundation of which is knowledge of the national pedagogical culture, anthropology, which form conscious ideas about the spiritual, moral, social, professional values of society.

Second trend. Consists in the fact that the technologies of organizing the educational process are expanding. The teacher’s professionalism is determined by his ability to technologically design the educational process in relation to his own self-development and the development of students; it is technologically advanced to investigate and diagnose topical and underdeveloped problems in the development of education, including, using computer tools, to predict its development. Technologies of this type provide for the transformation of the interaction between the teacher and students into personally equal, subject-activity, individualized relations. This transformation is due to the fact that the teacher-scientist, the teacher-practitioner does not so much teach, but actualizes, stimulates the student to general and professional development, creates conditions for his development, which requires the inclusion of democratic, flexible forms of communication between the teacher and the students in the interaction.

The variability of student-centered education technologies in most educational institutions is obvious today. This "is provided through the following set of psychological and pedagogical conditions: the formation of a personal and creative concept of pedagogical activity; development of the reflexive and subjective position of the teacher; inclusion of the teacher in innovative activity; orientation towards a progressive version of personal and creative self-realization; the ascent of individual pedagogical functions (actions, situations) in the system; from standard technologies to personal-creative and more ". Research activities of teachers in educational institutions, joint activities of teachers of schools, universities, institutes of advanced training, problem field meetings, specialized seminars, creative contests, organizational activity and business games, scientific conferences are traditional forms of work for many institutions that contribute to the self-realization of teachers in the process of their professional training. So, using a wide range of educational technologies focused on taking into account the personal characteristics of students, the teacher self-asserts in his professional and pedagogical guidelines, social, professional, life values and ideals, the prerequisites for self-education in innovative professional pedagogical activity are formed.

Third trend. It consists in the fact that the use of information technologies in the educational process significantly affects the choice of methods, forms and technologies of pedagogical activity. In recent years, in connection with the intensive increase in the amount of information in science and practice, the information and communication competence of a teacher becomes a necessary condition for the development of his professionalism. The ability and algorithm to work with information, knowledge and skills in the use of modern technology, information technology determine the importance of preparing teachers to use a computer...
to accumulate, systematize, transform information necessary for the development of education in municipal educational institutions, the possibility of accessing the Internet, and the development of a distance learning system.

Computer skills make the educational design space extremely broad. The essence of Internet communication lies not only in e-mail correspondence, but also in participation in conferences, seminars, "round tables" in on-line modes. At present, interactive forms of business communication are developing quite actively: the All-Russian August Pedagogical Council has been held online for several years. In Ukraine, electronic educational portals for humanitarian, natural science, economic, legal specialties have been created and are actively developing; portal of general secondary education; mathematicians of all levels of education; health and education and others, electronic libraries function and are constantly updated; thematic pages are created on topical issues of education development on various websites of universities, academies, departments. The use of network information resources, the introduction of distance learning actualizes the process of developing the professional information and communication competence of a teacher.

The main principles of the presented tendencies in the development of teacher professionalism are as follows:

- integrity of the content of education, which provides for the consistent introduction of the teacher to professional values in their unity and integrity. This principle can be realized only if the philosophical-cultural and proper pedagogical-professional levels of education serve as its basis in their organic relationship.

- the principle of creativity determines the variety of types and forms of research activities. The implementation of the principle of creativity involves the creation of practice-oriented models, projects, the ability to actively and technologically test new ideas in real pedagogical practice, using, among other things, information technologies;

- the principle of integration presupposes a deep penetration of the knowledge of the national pedagogical culture into the content of education in the implementation of their values in the system of lifelong education. This is ensured by the inclusion in the content of education of philosophical, scientific and pedagogical views on the problems of world outlook, the place and purpose of a person in the existing world, the local community, as well as knowledge and skills to technologically understand these problems, the implementation of modernization processes for the development of education in accordance with the requirements of informatization and computerization of this sphere, avoiding the loss of the originality and identity of domestic pedagogical traditions.

The revealed tendencies indicate that the process of forming a teacher’s professionalism is multidimensional and can have a corresponding planned direction in the educational process only if it turns to the domestic pedagogical culture, student-centered education technologies and pedagogical resources of the developing sectors of the global information network. This requires: the organization of purposeful training of the teacher for professional and spiritual and moral self-improvement education) on the basis of the relationship of ideas of modern and domestic pedagogical culture; acquaintance with the best examples of domestic pedagogical culture, its integration with the practical possibilities of their real use in modern conditions, taking into account the internal motivation for their conscious perception and the use of productive dialogical teaching methods, with the development of ideas for the integration of pedagogical, socio-cultural (domestic and regional-municipal), methodological knowledge that forms personal responsibility and reflexivity of knowledge and skills in professional self-development; creation of conditions for maintaining continuity in the content of education in an educational institution - a higher educational institution - an information and methodological center - an institute for advanced training of educational workers - an information and methodological center - a municipal educational institution, where the content of training will be associated with the previous stage of its preparation and
specific problems of professional activities; strengthening the activity approach in the professional development of the teacher's personality, which will be expressed in the personality-oriented nature of interaction with students, productive interaction with science to develop the teacher's professionalism; in transforming the interaction of a teacher and a student into personally-equal, subject-activity, individualized relations; the formation of information and communication literacy as a necessary and important condition for increasing the efficiency of education development, influencing not only the procedural aspect of the organization of the educational process, but also, to a certain extent, determining the content (actual, operational and targeted), type (multimedia, graphic, text and etc.) and the effectiveness of the learning process itself.

CONCLUSION
The professionalism of the teacher's personality, as a complex new formation, can be rightfully considered on the basis of the personal principle, which requires the study of psychological functions, processes, states and activities as directly related to the personality and sufficiently determined by it. Mental phenomena are formed, developed and manifested in activity and communication, but they do not belong to activity and communication, but to their subject - a social individual, personality. Neither activity nor communication in and of themselves possess any mental qualities, and they do not exist by themselves. But these qualities are possessed by a personality. Thus, both the problem of communication and the problem of activity are "locked" in the problem of personality.

The conceptuality of the teacher's professional activity and life as a whole is manifested in his ability to organize them on the basis of a single concept that explains reality in its contradictoriness and integrity; presupposes an internally dialectical approach to objects and phenomena, which means considering them in the unity of interpenetrating and mutually exclusive opposites. The component of the teacher's personal and professional competence includes various types of teacher competencies and competencies, as well as the teacher's readiness to implement self-processes.

A person who has reached the optimal level of his own professionalism develops such characteristics as a humanistic conceptuality of life, over-normative activity, acmeological readiness for self-realization, striving for personal and professional achievements, for acma, self-efficacy, and creativity. The selected criterion characteristics, conditioned, on the one hand, by the level of professionalism of the teacher's personality, on the other hand, themselves act as determinants of efficiency in achieving acme and self-realization.

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The phenomenon of professional competence of a teacher: the main trends of formation

O fenômeno da competência profissional do professor: as principais tendências da formação

El fenómeno de la competencia profesional de un docente: las principales tendencias de formación

Resumo
O artigo define o conceito e as especificidades do fenômeno da profissionalização das atividades. São caracterizadas os perfis de profissionalização da atividade de professor de formação profissional. Foram determinadas as possibilidades de competência profissional como forma de resolver o problema da profissionalização da atividade docente, características-critério determinadas, por um lado, pelo nível de profissionalismo da personalidade do professor, por outro lado, elas próprias atuam como determinantes de eficiência em alcançar o apogeu e a autorrealização.

Palavras-chave: Competência profissional. Ensino superior. Tecnologia de ensino.

Abstract
The article defines the concept and specifics of the phenomenon of professionalization of activities. The features of professionalization of the activity of a teacher of vocational training are characterized. The possibilities of professional competence as a way of solving the problem of professionalization of the teacher’s activity have been determined, criterion characteristics determined, on the one hand, by the level of professionalism of the teacher’s personality, on the other hand, themselves act as determinants of efficiency in achieving acme and self-realization.

Keywords: Professional competence. Higher education. Teaching technology.

Resumen
El artículo define el concepto y las particularidades del fenómeno de la profesionalización de las actividades. Se caracterizan los rasgos de profesionalización de la actividad de un docente de formación profesional. Se han determinado las posibilidades de la competencia profesional como forma de resolver el problema de la profesionalización de la actividad docente, características de criterio determinadas, por un lado, por el nivel de profesionalismo de la personalidad del docente, por otro lado, actúan ellos mismos como determinantes de eficiencia en el logro de la cima y la autorrealización.

Palabras-clave: Competencia profesional. Educación superior. Enseñanza de la tecnología.