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MODERN METHODS OF IMPROVING THE PROFESSIONAL COMPETENCE OF FUTURE TEACHERS IN COLLEGE SETTINGS

This article examines the current issue and prospects for the development of professional competence among future teachers studying at colleges. An analysis of scientific and methodological literature, as well as regulatory and legal acts, has revealed the existence of problems and the need to develop and implement innovative approaches to the educational process aimed at improving the level of professional training of future teachers. The main approaches to the development of professional competence have been identified: competence-based, activity-based, creative, and professional. The importance of developing pedagogical practices and introducing new teaching methods, such as project activities, pedagogical workshops, and the use of digital technologies, was noted. The results obtained from observing and surveying students showed the need to improve the level of professional training and adapt college educational programs to the modern requirements of pedagogical activity. Based on these results, recommendations were made aimed

at developing in-depth knowledge and skills for working with primary school children, which should enable future teachers to carry out their professional activities effectively and harmoniously. Their effectiveness was confirmed by the results of a pedagogical experiment conducted in the experimental group. The main effect of the program's implementation is expected to be an increase in the level of professional readiness of future teachers to work with primary school children.

Keywords: professional competence, college students, future teachers, teacher training, types of competencies, innovative teaching methods, competence development.

Introduction

The modern era constantly places increased demands on the professional competence of future teachers, which is due to rapid changes in society, the needs of the professional teaching market, the emergence of new educational technologies, and the growth of information related to professional activities. The new conditions in which modern society is developing present young teachers with tasks that arise not only in the field of educational knowledge transfer, but also in the formation of pedagogical and other important competencies that are necessary to teach and educate a new generation of children from preschool age and primary school for further and more successful development at subsequent educational levels, as well as for their successful socialization and communication in the modern world. That is why the issue of improving the professional competence of future teachers studying in colleges is of particular importance.

The choice of this topic is due to the following reasons: firstly, there is an increased interest in modern society in high-quality teacher training at the level of preschool education, primary school, remedial and social work, which necessitates a thorough study of ways to improve the professional qualifications of young teachers; Second, there is insufficient research on modern methods of improving the professional competence of future teachers studying at colleges. Thirdly, real teaching practice shows that the traditional system of training middle-level teachers does not always provide the required level of competence, which means that more effective new approaches need to be sought and implemented. Thus, the relevance of the study is due to the insufficient level of professional competence of young teachers and the insufficient number of effective theoretical developments and practical recommendations on this issue, which increases interest in the search for effective methods of improving the professional training of future teachers studying at teacher training colleges.

The object of the study is students of a teacher training college. The subject of the study is the process of improving the professional training of future teachers. The research base is the Astaninsky Humanitarian College, which trains students in the specialty "primary school teacher."

The main goal of the study is to identify and test modern methods for improving the professional competence of future teachers in a college setting. To achieve this goal, the following tasks were set:

- 1 To analyze modern approaches to the development of professional competence of teachers studying at the level of technical and vocational (secondary vocational) teacher education;
- 2 To determine the level of professional competence of future teachers in a college setting and the need for its improvement;
- 3 To develop recommendations for the introduction of new methods into the educational process of a teacher training college to improve the professional competence of future teachers;
4. To experimentally test the effectiveness of the proposed methods;
- 5 To justify the optimal ways to improve the professional training of future teachers studying at the college.

Research methods used: theoretical analysis of scientific literature; observation; testing; questioning; pedagogical experiment; methods of mathematical statistics and analytical analysis.

The significance of the research lies in the possible improvement of the quality of training of future teachers, providing them with the necessary competencies for the successful implementation of their professional activities in the future.

Materials and methods

Theoretical analysis of literature was used in the first stage to study scientific sources devoted to the professional training of teachers, modern approaches to teaching, and the development of competencies. The materials for the first stage of the study were literary sources, on the basis of which an in-depth analysis was made of modern approaches explaining the development of professional competence of teachers studying at the level of secondary pedagogical education. These include a bibliographic database that includes scientific methodological publications, textbooks, dissertations, and articles on teacher training, pedagogy, and didactics. It also includes regulatory and legislative acts in the field of secondary teacher education. Based on these sources, current problems and directions for the development of professional competence of teachers studying at the level of special pedagogical education were identified.

The following methods were used to determine the level of professional competence of future teachers in a college setting and the need for their improvement:

– observation, in the form of direct observation of students in the process of their educational activities, and recording the characteristics of the formation of their professional competencies and behavior, as well as their reactions to the introduction of new teaching methods for their improvement. The study involved students of the Astana Humanitarian College studying for a degree in primary school teaching (fourth year, 80 students in total). During the observation, the characteristics of the formation of professional competencies, the behavior and reactions of students to the introduction of new teaching methods were recorded. The research materials consisted of observation reports on students;

– questionnaires completed by these same students to assess their level of professional training at the college, identify the need to develop the professional competencies required of primary school teachers, and establish preferences in teaching methods for developing professional competencies. To assess the level of professional training of students and identify the need for the development of professional competencies, the author compiled a questionnaire consisting of eight questions: to determine the level of professional training, which professional competencies you would like to develop further; the preferred teaching method for the development of professional competencies; frequency of use of information technology in the learning process; suggestions for changing the existing system of professional training for primary school teachers; wishes to continue their development after graduating from college; identification of the skills and abilities necessary for a good primary school teacher; identification of difficulties in the process of learning to develop professional competencies.

At the next stage, a pedagogical experiment was conducted to establish the effectiveness of introducing new methods and techniques into the educational process for training future teachers and to verify their effectiveness. An assessment of the subject-specific, psychological, pedagogical, methodological, and personal competencies of primary school teachers was conducted. The following methods and diagnostic tools were used to assess the level of professional competence of college students: a questionnaire to determine students' opinions and attitudes regarding their professional competencies; testing to check students' theoretical knowledge and methodological skills; observation to study behavior during the teaching process and interaction with students during practice; analysis of lesson plans they have compiled to assess the quality of preparation and presentation of material to students; self-analysis of lessons based on students' reflective consideration of their pedagogical activities; analysis of pedagogical diaries to

study their personal experience and reflections on their pedagogical practice; analysis of projects and coursework to assess the depth of their understanding of topics and their level of mastery of pedagogical methods; students solving practical problems that simulate real pedagogical situations. Thus, to assess the level of psychological and pedagogical competence, students were asked to take a test containing questions in the field of developmental psychology: on the psychophysiological characteristics of the development of younger schoolchildren; on the dominant types of activities of younger schoolchildren; the mechanisms of forming the prerequisites for independent orientation in learning; the characteristics of the development of their intelligence, memory, attention, and perception. During the assessment, the principles of validity and reliability were adhered to in order to obtain accurate and consistent results.

The activity coefficient was used to process the results: $K=nNK=Nn$, where: n is the number of correctly completed tasks; N is the total number of tasks. Professional competence levels were distributed as follows: low level $0.5 \leq K < 0.6$; medium level $0.7 \leq K < 0.8$; high level $0.9 \leq K < 1.0$.

To participate in the experiment, students of the Astana Humanitarian College, studying for a degree in primary school teaching, 4th year, were divided into two groups of 40 people in the experimental and control groups (80 people in total).

Mathematical statistics methods were used to perform quantitative calculations. Analytical methods were used for qualitative processing of the data obtained during the study, evaluation of the effectiveness of the proposed methods, and drawing conclusions.

Results and discussion

A literature review revealed that in the modern educational space, issues related to the development of professional competence among teachers studying at the secondary teacher education level are becoming particularly important [1]. This review reveals the basic concepts that explain the characteristics of the development of professional competence among teachers studying at colleges. The professional competence of a teacher is a set of knowledge, skills, abilities, and personal qualities necessary for the effective performance of professional duties [2]. In the pedagogical context, professional competence includes subject-specific, methodological, psychological, organizational, and personal competencies [3].

Secondary pedagogical education, provided in secondary vocational education institutions such as colleges, as noted in the State Educational Standards of the Republic of Kazakhstan, is intended to train specialists in the field of pedagogy and education at the primary, preschool, and special levels [4]. The legislative and regulatory acts of the Republic of Kazakhstan define the professional competencies of primary school teachers and other specialists studying at teacher

training colleges. These include, for example, according to the law on the status of teachers, the set of knowledge, skills, and abilities necessary for a specialist to perform their job duties. A distinction is usually made between general and special professional competencies [5].

Established modern approaches to the development of professional competence of teachers.

Competency-based approach. The literature of the last decade notes the need to identify and develop specific professional competencies [6]. In this case, we are talking about the formation of competencies in areas such as teaching methodology, psychology of learning, organizational skills, and digital literacy. The activity-based approach emphasizes that the formation of a teacher's professional competence is more effective through practice. It is recommended to make wider use of pedagogical workshops, internships, master classes, and project activities [7]. An approach based on the professional development of teachers is described by authors such as Y. Karlen, S. Hertel, and C. Hirt, who emphasize the need to create conditions for the continuous professional development of teachers [8]. This approach is based on the importance of continuous professional development, participation in seminars, conferences, and training sessions, internships, and self-education. A. Elsayary notes the creative approach and emphasizes the importance of developing creativity and innovative thinking among teachers [9]. It is believed that creative thinking contributes to improving the quality of education and better adaptation of teachers to changing conditions.

Thus, an analysis of scientific literature and regulatory legal acts allows us to identify a number of pressing issues and promising areas for the development of professional competence among teachers studying at colleges. H. Redjeki shows that the insufficient level of professional training among future teachers leads to difficulties in their further professional activities [10]. B. Gatlin-Nash's research points to the mismatch between the content of educational programs and the requirements of the labor market. In practice, young teachers often find themselves unprepared for the real working conditions [11; 12]. The limited nature of teaching practices is noted in many studies, which show that the insufficient number of teaching practice hours limits students' opportunities to acquire the necessary practical experience [13; 14].

The importance and necessity of introducing modern teaching methods and technologies for the development of professional competencies in future primary school teachers is pointed out by authors such as G. Issakova and G. Kaltayeva point out the need to develop and introduce new teaching methods and technologies, such as electronic and distance learning formats, case studies, game-based learning, and project-based activities [15].

The results of observing the characteristics of the formation of professional competencies, the behavior and reactions of students to the introduction of new teaching methods are shown in Table 1.

Table 1 – Results of observing students, n=80, in percent

The main aspects of observations	The result of the observation, %
Low initial level of professional pedagogical competencies	53
Unwillingness to learn new technologies and techniques	40
Violation of deadlines and low rates of material development	34
Inability to work in a team and collaborate with others	25
Insufficient initiative in finding additional information	28
Fear of public speaking and excitement when answering verbally	24
Interest in learning new teaching methods	60

Direct observation revealed that the initial level of professional preparedness among students is low, as slightly more than half (53%) of students demonstrated insufficient professional competencies, indicating a problem in the training of future primary school teachers in this area and the need to find effective methods for their development. Forty percent of students showed a reluctance to learn new technologies and methodologies, as they often resisted the introduction of new teaching methods by teachers during classes. Some showed skepticism towards new methods, which significantly slowed down the process of acquiring the necessary professional skills. A third of students (or about 34%) missed deadlines and were slow to master the material, as they had difficulty completing assignments within the deadlines set by the teacher. These indicators show that it is necessary to increase students' personal responsibility during their studies. Some students (approximately 25 %) lacked teamwork and communication skills with other people, including their classmates. These indicators suggest that they need to develop the social and communication skills necessary for their future teaching activities. Insufficient initiative in searching for additional information was observed in 28 % of students, as they did not actively search for and process additional information. Such indicators then have a negative impact on the depth of their knowledge and their ability to learn independently, which is important for future teachers. Almost a quarter of students (24 %) experienced fear of public speaking and uncertainty when giving oral answers, as they were afraid of speaking in public and showed signs of anxiety when performing oral tasks. These indicators also indicate that they need to develop communication skills and undergo special

training in stress resistance. Despite the negative aspects noted, 60 % of students expressed interest in learning new teaching methods, which indicates that there are favorable conditions for the development of professional competencies in students through new methods.

Results of a student survey to assess the level of professional training and identify needs for the development of professional competencies:

1 Only 27 % have a high self-assessment of their level of professional training, while about half of the students (45 %) assess their level of training as average, and about a quarter (23 %) believe that their training is at a low level. These data indicate the need to improve educational programs and methods of teacher training.

2. The majority of students (60 %) are most interested in developing teaching methods, child psychology, and pedagogical technologies (48 %), while 42 % of future teachers are interested in information technologies and organizational skills, and 36 % are interested in communication skills. All this suggests that these competencies should be taken into account when developing measures to improve the professional qualifications of future primary school teachers.

3 Practical classes and training sessions (50 % of students) are recognized as the most preferred teaching methods for developing professional competencies, which indicates the importance of introducing more practical exercises into the learning process. Online courses and distance learning are also in demand among students, albeit to a lesser extent (32 %).

4 Forty percent of students use information technology regularly, while 50% use it occasionally. This indicates the need to raise awareness and improve skills in working with technology.

5 Two-thirds of students (60 %) intend to continue developing their professional teaching skills by continuing their education at universities, with only 10 % not planning to do so, confirming a high level of interest in professional growth and the need for further development.

6 Students identified the following as the main problems in learning professional skills: lack of practical training (55 %), difficulty in mastering new technologies (40 %), and heavy workload (32 %). These problems require consideration and close attention when developing preventive measures.

7 The most important skills and abilities identified by students as requirements for the professional profile of a primary school teacher were: organizing the educational process and planning lessons (75 %); the ability to inspire and motivate children (62 %); and a good knowledge of child psychology (57 %). The data obtained indicate both the importance and the necessity of developing these competencies during college education.

8. Many students see the need for changes in the educational system with regard to the development of professional competencies. Half of the students (50 %) would like to see more practical classes in this area, 40 % want to pay more attention to the development of flexible skills, and 32% want to improve their skills in the field of child psychology. These expanded indicators underscore the need to modify college curricula for the development of professional skills.

The results of the level of development of the components of professional competence of college students (EG – 40 people and CG – 40 people) at the beginning of the experiment are shown in Table 2.

Table 2 – Results of the level of development of the components of professional competence of college students at the beginning

Components of professional competence	Levels of EG formation	Levels of formation of CG
Psychological and pedagogical competence	25 % (H); 35 % (M); 40 % (L)	20 % (H); 40 % (M); 40 % (L)
Subject competence	30 % (H); 40 % (M); 30 % (L)	20 % (H); 40 % (M); 40 % (L)
Methodological competence	20 % (H); 45 % (M); 35 % (L)	25 % (H); 35 % (M); 40 % (L)
Personal competence	35 % (H); 35 % (M); 30 % (L)	15 % (H); 40 % (M); 45 % (L)
The average value	28 % (H); 39 % (M); 33 % (L)	30 % (H); 30 % (M); 40 % (L)

The designations in the table are: H – high level; M – medium level; L – low level. The results at the beginning of the experiment showed the need to form the professional competence of future primary school teachers. It was these results that became the basis for developing recommendations on the introduction of new methods into the educational process of the pedagogical college to improve the professional competence of future teachers. A program for introducing modern methods of improving the professional competence of future teachers in a college setting has been developed and tested. It includes the following activities.

1 Active use of gaming technologies. Active gaming methods such as business games, role-playing games, quests, and quizzes are included in the educational process. They are aimed at developing students' teamwork skills, initiative, and leadership qualities.

2 Organization of project activities. The practice of carrying out student projects related to pedagogical topics has been introduced. These include the creation of methodological aids, conducting master classes for younger schoolchildren, and organizing thematic events based on primary school programs.

3 Introduction of mentoring and coaching technology. Students in the experimental group were assigned mentors, and students became coaches, with mentors giving them assignments to pass on their experience and knowledge to first- and second-year students. This was done so that they could strengthen their competencies in their future profession.

4 Increasing the role of interactive teaching methods: conducting discussions, debates, brainstorming sessions, and case studies to develop students' critical thinking, analysis, and argumentation skills.

5 Emphasis on the practical component of training: increased the number of hours for teaching practice, field trips to schools, tutoring, and attending open lessons by experienced teachers. Created a bank of practical situations, within which they are discussed jointly.

6 Development of psychological and pedagogical competence through training in mediation and conflict resolution to enable students to master conflict resolution and dispute resolution skills.

7 Development of self-control and reflection skills. Students are given the opportunity to regularly analyze their activities, keep teaching practice diaries, and write essays and reports on their own experiences.

8 Extensive use of information and innovative technologies: electronic libraries, cloud services, webinars, and online courses; Elements of the «flipped classroom» have been introduced, where students study the material at home in advance and discuss it with the teacher during class.

9 Teaching students' self-presentation and public speaking skills: classes on rhetoric, public speaking, and defending projects and research papers have been conducted.

The results of the formation of professional competence components among college students are shown in Table 3.

Table 3 – Results of a comparative analysis of the level of formation of professional competence components among college students

Components of professional competence	Levels of formation			
	EG beginning	EG end	CG beginning	CG end
Psychological and pedagogical competence	25 % (H)	42 % (H)	20 % (H)	27 % (H)
	35 % (M)	45 % (M)	40 % (M)	35 % (M)
	40 % (L)	17 % (L)	40 % (L)	38 % (L)
Subject competence	30 % (B)	45 % (B)	25 % (B)	30 % (B)
	40 % (M)	42 % (M)	35 % (M)	37 % (M)
	30 % (L)	13 % (L)	40 % (L)	33 % (L)
Methodological competence	20 % (H)	35 % (H)	15 % (H)	20 % (H)
	45 % (M)	48 % (M)	40 % (M)	45 % (M)
	35 % (L)	17 % (L)	45 % (L)	35 % (L)
Personal competence	35 % (H)	48 % (H)	30 % (H)	33 % (H)
	35 % (M)	37 % (M)	30 % (M)	37 % (M)
	30 % (L)	15 % (L)	40 % (L)	30 % (L)
The average value	28 % (H)	43 % (H)	23 % (H)	28 % (H)
	39 % (M)	43 % (M)	36 % M)	39 % (M)
	33 % (L)	14 % (L)	41 % (L)	33 % (L)

As a result of the pedagogical experiment, there was a significant increase in the level of professional competence of students in all areas in the experimental group. The indicators for methodological and personal competence increased particularly noticeably. At the end of the experiment, the majority of students (43 %) demonstrated a high level of competence, while only % demonstrated a low level. Changes in the level of professional competence in the control group were less pronounced. The average level remained low, although individual indicators increased slightly, especially in the areas of personal and methodological competence.

Analysis of the results of our work and discussion of the relevant results in comparison with previous works, their analyses, and conclusions showed that the present study confirms the conclusions of previous authors about the importance of developing the professional competence of future primary school teachers. For example, B. Romijn [16] presented in her article a criterion-based assessment tool for determining the level of professional competence of future primary school teachers. Our work continues the line of research undertaken by B. Romijn, as we have added modern methods, which brings our results closer to the current conditions of training primary school teachers. The study by

Y. Yelfianita [17] focuses on the professional competencies of primary school teachers, paying attention to the assessment and self-assessment of teachers. We also consider self-assessment and expert assessment as important components of a more comprehensive analysis, which allowed us to obtain more objective and comprehensive results. H. Prasetyono's article [18] is devoted to the assessment of only subject and methodological competencies of future primary school teachers. Our study develops this topic further, as it also includes psychological, organizational, and personal aspects. The article by M. Keller-Schneider [19] proposes a methodology for the formation of professional competence, taking into account the importance of practical experience and the development of students' subjective position. Our study agrees with the importance of practical training, but is supplemented by a wider range of assessment tools, which makes our results more relevant and useful for the training of modern teachers. Thus, this study surpasses previous works in terms of the completeness of the coverage of competencies and the use of modern teaching methods, and emphasizes the need for further improvement in the training of primary school teachers.

Conclusion

An analysis of scientific and methodological literature, as well as regulatory and legal acts, has made it possible to identify current problems and promising areas for the development of the professional competence of teachers studying at colleges. The main approaches to the development of the professional competence of future primary school teachers are defined as competence-based, activity-based, creative, and professional approaches. The need to develop pedagogical practices through new, more sophisticated methods has been noted.

The results of the observation show the need to develop and implement innovative approaches to the educational process aimed at improving the level of professional training of future teachers and developing skills for independent work and team interaction.

The results of the questionnaire on assessing the level of professional training of students and identifying the needs for the development of professional competencies indicate the need to improve the level of professional training of students and adapt college educational programs to the requirements of modern pedagogical activity.

The proposed recommendations are aimed at ensuring that future primary school teachers have in-depth knowledge and developed skills in interacting with primary school children, which will enable them to carry out their professional activities effectively and harmoniously. The effectiveness of the program was demonstrated by an increase in the level of professional readiness of future teachers to work with primary school children, the formation of a deep theoretical base

and practical skills for working with children, the successful implementation of pedagogical activities and the promotion of the harmonious development of primary school children, increased motivation and confidence of students in their abilities, and readiness for independent pedagogical activity.

The results of the pedagogical experiment confirm the effectiveness of the proposed methods aimed at improving the professional competence of future primary school teachers. The experimental group showed significant improvement in psychological, pedagogical, subject-specific, methodological, and personal competence indicators and their average values.

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**КОЛЛЕДЖ ЖАҒДАЙЫНДАҒЫ БОЛАШАҚ МҰГАЛИМДЕРДІҢ
КӘСІБІ ҚҰЗЫРЕТТІЛІГІН АРТТЫРУДЫҢ
ЗАМАНАУИ ӘДІСТЕРИ**

Бұл мақалада колледждерде білім алып жатқан болашақ мұғалімдердің кәсіби құзыреттілігін дамыту мәселелері мен болашағы қарастырылады. Ғылыми-әдістемелік әдебиеттер мен нормативтік-құқықтық актілерге жүргізілген талдау нәтижесінде бұл салада бірқатар проблемалар бар екені анықталып, кәсіби дайындық деңгейін арттыруға бағытталған білім беру үдерісіне инновациялық тәсілдерді енгізу қажеттілігі айқындалды. Кәсіби құзыреттілікті дамытудағы негізгі тәсілдер ретінде: құзыреттілікке негізделген, іс-әрекеттік, шығармашилық және кәсіби бағыттар айқындалды. Педагогикалық тәжірибелі жетілдіру мен жаңа оқыту әдістерін – жобалық жұмыстарды, педагогикалық шеберханаларды, цифровық технологияларды қолдануды енгізуідің маңыздылығы атап өтілді. Студенттерге жүргізілген бақылау мен сауалнама нәтижелері кәсіби дайындық деңгейін арттыру қажеттілігін және колледж бағдарламаларын қазіргі педагогикалық қызмет талаптарына бейімдеу керектігін көрсетті. Осы нәтижелер негізінде бастауыш сынып оқушыларымен жұмыс істеу үшін терең білім мен дағдыларды дамытуға бағытталған ұсыныстар жасалды, бұл болашақ мұғалімдердің кәсіби қызметін тиімді әрі үйлесімді атқаруына мүмкіндік береді. Ұсынылған тәсілдердің тиімділігі тәжірибелік

топта жүргізілген педагогикалық эксперимент нәтижелерімен расталды. Бағдарламаны іске асырудың негізгі күтілетін нәтижесі – болашақ мұғалімдердің бастауыш сынып оқушыларымен жұмыс істеуеге кәсіби дайындығының жоғарылауы.

Кілтті сөздер: кәсіби құзыреттілік, колледж студенттері, болашақ мұғалімдер, мұғалім дайындау, құзыреттілік түрлері, инновациялық оқыту әдістері, құзыреттілікті дамыту.

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СОВРЕМЕННЫЕ МЕТОДЫ ПОВЫШЕНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕДАГОГОВ В УСЛОВИЯХ КОЛЛЕДЖА

В данной статье рассматриваются актуальные вопросы и перспективы развития профессиональной компетентности студентов педагогических колледжей. Анализ научно-методической литературы, а также нормативно-правовых актов выявил наличие проблем и необходимость разработки и внедрения инновационных подходов к образовательному процессу, направленных на повышение уровня профессиональной подготовки будущих учителей. Выделены основные подходы к развитию профессиональной компетентности: компетентностный, деятельностный, творческий и профессиональный. Отмечена важность развития педагогической практики и внедрения новых методов обучения, таких как проектная деятельность, педагогические мастерские и использование цифровых технологий. Результаты наблюдений

и анкетирования студентов показали необходимость повышения уровня профессиональной подготовки и адаптации образовательных программ колледжей к современным требованиям педагогической деятельности. На основе полученных данных были сформулированы рекомендации, направленные на развитие углублённых знаний и умений в работе с младшими школьниками, что должно способствовать эффективному и гармоничному выполнению будущими педагогами своих профессиональных обязанностей. Эффективность данных рекомендаций была подтверждена результатами педагогического эксперимента, проведённого в экспериментальной группе. Основным результатом реализации программы ожидается повышение уровня профессиональной готовности будущих учителей к работе с детьми младшего школьного возраста.

Ключевые слова: профессиональная компетентность, студенты колледжа, будущие учителя, подготовка педагогов, виды компетенций, инновационные методы обучения, развитие компетентности.

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