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**Modern approaches to continuing education of teachers**

**Annotation:** The article outlines modern approaches to continuing education of teachers. Professional competence of a modern teacher is defined as a set of universal and specific professional attitudes that allow him to cope with a given program. And also the special, arising in the psychological and pedagogical process of school, situations, solving which, he contributes to the clarification, improvement, practical realization of the tasks of development, his general and special abilities.

**Key words:** self-education, professional competence, improvement, personal plan.

Recently, as society has become aware of the need for quality improvement in education, the need for continuing education for educators has been increasingly talked about in today's world.

In the changing system of general education, new educational needs are also being formed. Every teacher is interested in improving his/her professional competence. At the current level of society's requirements it is necessary to constantly update and enrich their professional potential. The introduction of new professional standards in the educational process requires a teacher to continually grow professionally. Professional development is a condition of life in today's world. Nowadays it is impossible to obtain a specialty once and only implement your knowledge and skills in the future. To remain a professional, a process of continuing education is required.

Schools have a system of methodological work to improve professional competence. It includes:

- Questioning (allows you to study the professional difficulties of the teacher, study the educational needs);

- a developed plan of individual work with a teacher (assistance is provided to a particular teacher in solving those problems that cause him/her difficulties);

- the developed systems of pedagogical activities aimed at improving the level of competence of teachers, which are included in the annual plan;

- the developed perspective plan for the retraining courses;

- a long-term plan for professional development of teachers.

Currently, schools are increasingly using "active learning methods" in their work. They allow you to freely build a dialogue, to exchange views, allow you to independently acquire knowledge in the process of active cognitive activity.

These are such forms of work as a round table, seminars, workshops, master classes, discussions, trainings, business games, and auctions of teaching ideas. They do not allow us to get ready-made knowledge, but to have an opportunity to project ways of solving a problem in the course of joint discussion, in the process of independent study of methodical literature, comparing and analyzing different points of view.

In order to see how other teachers work, to use their positive experience, and to realize their own shortcomings, district methodological associations with open reviews of children's activities are held.

Schools also organize work to organize mutual visits to educational activities and routine moments for teachers within the school. It is obligatory to discuss the conducted activity according to a number of criteria. This contributes to the development of analytical skills, as well as the formation of an adequate assessment of teachers. In compensatory education, this work is most important not only in the sense of increasing methodological literacy, but also for the purpose of enriching the experience of interaction with students.

As practice shows, today it is impossible to imagine a modern school without new information technologies. ICT competence is now an integral part of professional pedagogical competence. To improve computer literacy, many teachers at the school undergo professional development courses, consultations (including individual) and workshops on working with worksheets, creating presentations, working with the Internet, using email, etc., as well as on possible forms of introducing ICTs into the educational process. Currently, teachers actively use Internet resources to organize the educational process.

It should be noted that the education of students should be continuous. For this purpose, school teachers work closely with their parents. During the absence of the student from school, teachers and methodology specialists inform the parents about the passed material and give recommendations for classes with the student at home via e-mail or in the form of individual messages on social networks.

Increased ICT competencies made it possible to create personal websites on the Internet, where methodological materials and recommendations from work experience are posted.

To ensure an effective system of professional development for teachers it became necessary to introduce distance learning with the use of communication technologies. In this connection, teachers are becoming active participants in webinars. Every teacher shares information from courses and webinars, effective methods of working with students, as well as his or her opinion on various issues and problems at pedagogical meetings. A special value of this form of work for teachers is that it has an emotional tone, personal evaluation, and practical orientation.

Teachers of schools take an active part in professional mastery contests. Preparing for the competition intensifies the search for new non-standard solutions, thereby increasing the level of knowledge and skills, contributes to the introduction of new methods and technologies and forms of work with students. Every year teachers take part not only in contests within the school, but also in municipal, regional, and national contests of teaching skills. The number of teachers who win prizes in professional competitions has increased. All this demonstrates the growth of the professional competence of school teachers. Teachers also take an active part in Internet competitions.

They also actively use the project method in their work. More often they use it in their work with students and parents, and in implementing social projects. At the same time, they also use the project method in their work with other teachers. Project activities help to improve research skills, develop planning skills, search for information, skills of selecting and processing information, develop expert and analytical skills, predictive skills, ability to present their work, and provide opportunities for teachers to speak publicly and express themselves. The following projects are implemented in schools: "Modern Teacher", "Children's Play Lab", "Development of the Creative Potential of the Teacher's Personality" and others.

But it should be noted that none of these approaches will be effective if the teacher is not aware of the need to improve his or her own professional competence. Therefore, one of the most important components of professional competence is a teacher's ability to independently acquire new knowledge and skills and to use them in practice. Each teacher is offered to choose the area in which he or she will work in depth. It is chosen on the basis of difficulties or interests. Each teacher develops a two-year self-education program. Every year teachers present the results of their work. They show open events, speak at pedagogical councils, provide consultations or workshops for other teachers, present their activities at pedagogical councils, present the material they have learned, etc.

The ability to share one's professional experience is obligatory for a modern worker in any sphere of activity. For a teacher it is not only an obligatory quality indicating his/her professional competence, but also a tool for self-development. Some teachers publish their methodological developments in pedagogical Internet communities, electronic journals, and participate in Internet conferences. It should be noted that most of the materials are outlines of activities carried out with children or parents. Writing articles, reports to date causes difficulties for teachers, so schools provide assistance to teachers in this area.

Every year the work experience of school teachers is presented at seminars, methodological associations, round tables, conferences of different levels. The presentations of our teachers always receive high praise and positive feedback from colleagues.

Summing up, we would like to note that to date, the work experience and performance of teachers in MO and conferences have been highly appreciated and feedback from colleagues. Over the past three years, two teachers out of four have confirmed their category and two have been upgraded. Colleagues certified for the highest category have high scores. The number of teachers who won prizes in professional competitions has increased. All this testifies to the growth of professional competence of the school's teachers.

And I would like to finish my speech with the following words: "Only a teacher who is ready for changes, who is personally developing in the profession, who has a high level of knowledge and skills, reflection, developed ability to project activity, that is, a professionally competent teacher, can prepare children for changes".

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