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Scientific and Theoretical Foundations of Sibbord Technologies As A Means of Forming Professional Competence of Future Teachers and Educators

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Annotation: *the article reveals the topic of the scientific and theoretical foundations of sibling technologies as a means of developing the professional competence of future teachers and educators.*

Key words*: scientific and theoretical foundations, professional competence, future teachers and educators, sibling board, sibling technology.*

Аннотация: *в статье раскрыта тема о научно-теоретических основах сиббордных технологий как средства формирования профессиональной компетенции будущих педагогов и воспитателей.*

Ключевые *слова:научно-теоретические основы, профессиональная компетенция, будущие педагоги и воспитатели, сиббord, сиббордная технология.*

Each specialist has an important set of skills that help him in his work. These skills are related to professional competencies. So let's find out what professional competencies are, how they help, what they are needed for, and how competency management occurs.

You encounter the definition of the word competence every day at work, performing your main functions. From the Latin competere (competence) is translated as to correspond or fit. It turns out that competence is nothing more than our compliance with a specific type of activity and the ability to perform assigned tasks, thanks to our skills and knowledge. Now let's move on to a clearer definition of professional competence.

Competence is the norm (requirements) for the educational preparation of a teacher, allowing him to carry out successful activities in a certain field. The competence of a teacher consists of three components: general cultural, professional and social competences.

Professional competencies are the ability to perform professional duties or a specific professional task. It is assumed that you are able to do the job efficiently and achieve the desired result.

Activity competence shows that you have the full range of knowledge and experience that contributes to the performance of your job responsibilities. At the same time, one competency can contain a whole set of skills. This indicates that the concept of professional competence is much broader than a skill or hard skill.

Examples of professional competencies

A set of professional qualities for a manager:

• Observing others;

• Conflict resolution;
• Emotional intellect;
• Communication skills;
• Manage productivity;
• Interview skills;
• Team building;
• Delegation.

A set of professional qualities for a project manager:

• Creative thinking;
• Technical capabilities;
• Computer literacy;
• Data management;
• Knowledge of equipment and programs;
• Policy and planning.

A set of professional qualities for a journalist:

• Oral skills;
• Written;
• Visual;
• Nonverbal communication skills.

Key professional competencies:

1. Teamwork
2. Responsibility
3. Commercial awareness
4. Decision making
5. Communication
6. Leadership
7. Reliability and ethics
8. Results-oriented
9. Problem solving
10. Organizational skills

Improving the pedagogical system and updating its content based on the principles of integrativeness, fundamentality and practical orientation sets as its goal the formation of a professionally competent, creatively thinking, socially active teacher personality. Competence acquires special significance as a concept that most fully reflects the specifics of the functioning of the modern pedagogical process. Acting as a cultural-value, psychological-pedagogical category, competence becomes an indispensable condition for pedagogical activity in the information society.

As a total phenomenon, competence thereby acquires the status of an independent concept that permeates all links of the educational process and actively participates in the development of the personality of the future teacher and educator. This approach to solving complex problems facing the education system can ensure the training of a new type of specialist, possessing a high degree of professionalism, broad erudition, creative thinking, sensitive to changes caused by the needs of the era, having a personal position, mastering the art of convincing, instilling in his students not only knowledge, skills and abilities, but also a deep interest in the chosen profession.

It should be noted that in the scientific literature there is an ambiguous understanding of the content of the concepts of “competence” and “competence”. So, A.V. Khutorskoy believes that it is necessary to distinguish between the concepts of competence and competency, which are sometimes

perceived as synonyms. He describes competence as a set of interrelated personal qualities (knowledge, abilities, skills, methods of activity), and competence as the presence of appropriate competence in a person.

E.F. Zeer offers the following understanding: competencies are generalized methods of action that allow a person to realize his competence in practice.

The Scottish scientist J. Raven defines competence as a unique ability necessary for the productive performance of a certain action in a specific subject area and including highly specialized knowledge, a special kind of subject abilities, ways of thinking, as well as awareness of responsibility for one's actions.

According to I.A. Zimnyaya, competencies are potential, hidden psychological new formations that are revealed as a person's competencies in his activity manifestations. By competence, most authors understand a comprehensive description of personal qualities, the result of training graduates to perform activities in certain areas.

Dr. Bilgau is a renowned scientist, Doctor of Education, Los Angeles Pacific University, California. He holds bachelor's and master's degrees in education from Sam Houston State University. He conducted observations and research for many years. Experimental results showed that the cerebellar hemispheres are involved in intellectual development and mental activity. They are connected to the frontal lobes of the brain, thanks to which they control all motor functions and the general analysis of sensory stimuli.

Teacher Frank Bilgau developed a balancing complex and cerebellar stimulation program more than 50 years ago, which became a real breakthrough in the training of children and adults. While working in a preschool educational organization, he noticed that children who move actively in their free time, play, using objects where they need to be able to balance, coordinate movements and use hand-eye coordination skills, learn better and are more organized in their actions. Developing his theory of cerebellar stimulation, F. Bilgau became the founder of the "Learning Breakthrough" program. F. Bilgau's "Learning Breakthrough" program included technologies such as sibling board and bodyboard.

Sibboard is a unique training toy. Age of use from 6 months, there is a sibling board size for all children.

A sibboard is a balance trainer made of wood. As a result of constant systematic training on sideboard simulators, we get:

- improvement of interhemispheric interaction;
- stabilization of the vestibular system;
- development of visual-spatial representations (sense of the body, body diagram, orientation in time and space, coordinate, metric, spatial representations);
- improving hand-eye coordination;
- integration of sensory systems (vestibular, visual, auditory, tactile);
- improvement of coordination, motor dexterity, fine and gross motor skills;
- expansion of the visual-optical field;
- development of attention: increasing volume, switchability, concentration;
- improvement of self-regulation and control;
- stimulation of psycho-speech development;
- personal changes (increased self-esteem, self-confidence);
- development of auditory and impressive speech;
- development of written speech; optimizing reading skills.

It is the sibling technology of teaching that allows future teachers and educators not only to acquire high-quality, deep knowledge, but also to develop the skills to use it creatively, forming

professionally physical, speech therapy, pedagogical and psychological significant personality qualities. One of the ways to create such conditions in the university pedagogical process is the use of sibling gaming technologies, an integral part of modern innovative technologies.

Despite numerous studies, pedagogical science still does not have a clear answer to the question of the mechanisms and technologies of sibling learning in the formation of the professional competence of a future teacher and educator in the university educational system, which indicates insufficient knowledge of this problem and the need for its special consideration.

Thus, sibling technology, that is, new pedagogical technologies, guarantees the achievements of preschoolers and subsequently guarantees their successful learning at school.

Every teacher and educator is a creator of technology, even if he deals with borrowings. The creation of technology is impossible without creativity. For a teacher and educator who has learned to work at the technological level, the main guideline will always be the cognitive process in its developing state. Everything is in our hands, so they can not be omitted.

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