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**THE STAGES OF FORMING OF PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER OF PRIMARY SCHOOL**

The formation of professional competence of future teachers of primary school is gradually and conditionally it can be divided into three stages: motivational target, cognitive modeling and training-reflexive. It should be considered as a whole, specially organized, theoretical and practical, classroom and extracurricular subject-subject interaction between teachers and students. The first stage – motivational propaedeutical nature, covered and II courses in higher school students, which aims to provide motivation for future teachers to master the knowledge of didactic and methodical classroom to classroom with didactics, methods of primary education, propaedeutical teaching and teaching practice, the second stage – cognitive modeling lasts for III-IV courses and is based on psychological and educational research, which was confirmed in the position that all skills are formed and in activities that require these skills, the aim of stage – to include students for practical and laboratory classes on methods of teaching Ukrainian language, mathematics, reading to perform various kinds of elementary school teacher on the basis of tasks and exercises that gradually become more complex and ensure the formation of professional competence. The third stage – training reflective, phase covers training students in the fourth year, during pedagogical practice. Its name stems from the fact that at this stage a reflexive attitude of students to the process and results of their teaching activities, serving an essential condition of the correctness of its construction, the aim – improving mastery of professional competence, students focus on teaching content of their own actions in terms of their feasibility and compliance with specific educational problems.