

ORGANIZATIONAL PRINCIPLES OF COMPETENCE-ORIENTED EDUCATIONAL PROCESS IN PREPARING FUTURE SPECIALISTS FOR PROFESSIONAL ACTIVITY

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Annotation

The article describes the specific principles of organizing a competence-oriented educational process in the preparation of future biologists for professional activities. Focusing on the process of competence-oriented learning, the essence of the principles of professional development, the activation of students, scientific character, and the relationship between theory and practice are highlighted.

Keywords: competence-oriented education, principle, principle of professional development, principle of activation, scientific character, principle of interconnection between theory and practice, professional competence.

Vocational training of future specialists, determining the result and quality of their knowledge and skills, caused the need to move from the specialist's qualification model to the competency-based model. In accordance with the competent-oriented paradigm of education, the use of competently-oriented educational technologies, the system of tasks, the qualitative improvement of the professional training of students to a new level, the improvement of modern methods of organizing the competently-oriented educational process in biology classes are of urgent importance in the preparation of future specialists for professional activities.

In order to determine the main ways of successfully organizing the training of competently oriented personnel in higher educational institutions of pedagogy, first of all, it is necessary to define and reveal the principles of such an approach. The problem of pedagogical laws, principles and rules related to this direction was studied in the works of Yu.K.Babansky, V.I.Zagvyazinsky, I.Ya.Lerner, V.V.Kraevsky and others.

In the science of pedagogy, "principles are the basic, initial rules of any theory, guiding ideas, basic rules of behavior" [1, p. 174]. Teaching principles are a system of teaching methods and tools defined by the pedagogue to achieve the pedagogical goal and organize the educational process [2, p. 1]. Teaching principles V.I. Zagvyazinsky - expresses it as an expression of the instrumental pedagogical concept given in the categories of activity. This is knowledge about the essence, content, structure, laws and regulations of education, which is expressed in the form of norms of activity, regulatory regulations for practice. Thus, the principles reflect the basic requirements for the organization of any activity, show its direction, and help to take a creative approach to the construction of a certain process.

First of all, it is necessary to clarify the principles of such an approach in order to determine the main ways of successfully organizing the training of personnel in the competently oriented educational process in pedagogical higher educational institutions. These principles are recommended below (see Figure 1).



Figure 1. Principles of implementation of competently oriented technologies.

1. The principle of the development of teaching implies the comprehensive development of the personality and individuality of students, as well as the self-development of general cultural and professional competences of the future teacher.
2. The principle of student activity and the reduction of the pedagogue's management share in student activities. The educational process should be built in such a way that the main focus should be shifted from the teacher's teaching activity to the educational activity where the teacher can ask questions, set goals and tasks independently, and evaluate the activities of himself and his peers. who plans teaching, asks questions, sets tasks and evaluates - is transferred to educational activities based on initiative and creativity of the student. That is, students should become active participants in both

implementation and evaluation of the learning process. It is in such a situation that, in our opinion, the spirit of continuous learning prevails, ignorance of something is the natural state of man, a source of continuous personal and professional development.

Adherence to the principle of activity in the educational process, in our opinion, implies the following:

- consideration of individual interests and needs of students;
- existence of an atmosphere of cooperation and co-creation in the audience;
- giving the student the opportunity to make an independent choice (for example, assignments, research topics, method of solving a pedagogical problem);
- use of active teaching methods: problem lecture, lecture with analysis of specific pedagogical situations, debates, discussions, mutual education and mutual consultation.

3. The scientific principle, the content of professional education should enlighten students with objective scientific evidence, biological theories, laws from the point of view of the modern state of the science "Conceptual foundations of biology", based on the latest achievements. It is important for us to integrate scientific knowledge, to deeply understand the nature of problems in the field of biology education from the point of view of various scientific disciplines (for example, psychology and pedagogy, psychology and private methodology, biology and biology teaching methodology).

4. The principle of connecting education with practice provides an opportunity to implement the knowledge gained in professional pedagogical activities. To implement this principle, we introduce the following rules:

solving many pedagogical and methodological tasks and assignments in the process of studying professional cycle subjects, as well as in the process of continuous pedagogical practice;

each thematic section of professional cycle sciences is considered both from a traditional point of view and in the prism of the technology of teaching and educating students in the biology educational process, the variability of teaching-methodological complexes from biology (there are more than ten of them in modern schools). Also normative documents (today it is DTS, national program and documents ensuring its implementation);

professional knowledge, the use of methods focused on the practical application of skills: design, presentation and analysis of lessons on biology lessons and classroom, extracurricular activities, micro-education, master classes, etc.

In the implementation of the last principle, we attach great importance to the practice of scientific pedagogical work (IPI), the purpose of which is the practical preparation of students for independent professional and pedagogical activities as biology teachers in general education institutions. The organization and conduct of pedagogical practice includes the following:

activation of student activities, including the use of forms, methods and educational tools that increase the student's interest in acquiring new knowledge, skill development, activity and creative independence, skills and their application, as well as paying attention to professional self-development;

taking into account the theoretical foundations of professional-pedagogical activity and, as a result, compatibility of the tasks and contents of the practical stages with the studied academic subjects;

performance of specially developed assignments on didactics, theory of education of schoolchildren, psychology, private methods, as well as group creative assignments, projects in the process of practice;

visit and analysis of lessons and extracurricular activities by a Methodist-led team;

organizing and conducting scientific-methodical events involving students in their work in cooperation with schools;

taking into account the professional interests and wishes of students in the process of pedagogical practice, conducting propaedeutic work with students, organizing various scientific and methodical activities on the problems of modern biological education, raising the level of students. pedagogical culture, determination of their inclinations and interests. At the end of each stage of pedagogical practice, students compile and submit a diary of an intern-student for verification, at the final conferences, students present a report on the completion of pedagogical practice; makes presentations representing the results of research and creative projects.

An important component of the competence-oriented training of the future biology teacher is to change the procedure for conducting current, intermediate and final certification of students. Evaluation of the quality of training of specialists, in our opinion, should be carried out in two directions: evaluation of the level of mastery of science (cognitive component); assessment of students' skills (activity component). The levels of development of students' professional competencies, in our opinion, can be described as follows:

higher level: the student owns the system of professional knowledge, considers the proposed questions from different positions, confirms the theoretical positions with his own examples; knows how to update professional knowledge and find the right solution based on the conditions of a specific pedagogical situation;

middle stage: the student describes his theoretical positions on these issues in a reasonable, complete way, with examples from practice; offers a unique solution to a pedagogical problem;

low level: the student determines the main theoretical rules for the proposed issues; demonstrates the ability to solve pedagogical issues.

In conclusion, it can be said that following certain didactic principles in the organization of a competently oriented educational process serves to ensure the effectiveness of the educational process, to apply the acquired knowledge, skills and

qualifications of future specialists in practical professional activities, and to develop professional competence.

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