

FEATURES OF FORMATION OF STUDENTS' TECHNOLOGICAL COMPETENCE

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Abstract. In the article, the formation of technological competence of students, the emergence of social needs for education, the acquisition of certain theoretical and practical knowledge, the awakening of motivation for learning, the acquisition of certain theoretical and practical knowledge, determining the content of students' learning activities, managing students' learning activities, psychological to identify the similar and different aspects of the studied objects, to find reliable methods of their identification, to reflect the structure of the studied system in a theoretically developed form, to determine its laws, technological approach conceptual and design, to rapidly develop various fields and aspects of pedagogical and social reality, to make the results more accurate prediction and management of pedagogical processes, analysis and systematization of existing practical experience and its use on a scientific basis, comprehensive solution of educational and social problems, provision of favorable conditions for personal development, reduction of the impact of negative situations on a person, optimal use of available resources, issues of solving upcoming socio-pedagogical problems are interpreted.

Key words: learner, profession, quality, skill, trait, competence, competencies, importance, necessity, generality, condition, process, principle, adaptation, analysis, result.

Introduction. The development of a continuous and multifaceted educational system poses the problem of learning the adaptation of students of professional education to different types of conditions. Therefore, an important principle of the organization of education in professional education reflects the characteristics of students who adapt to certain educational conditions. Such characteristics are realized by solving a set of analytical tasks that allow to diagnose the success of educational and professional activity in terms of psychological components. The way to understand the individuality of students lies in the study of their typological identity, as a special form of generality. In the history of the development of the science of psychology, types are distinguished according to various characteristics, criteria and signs. Almost every theory of personality that exists in science is assumed, and it becomes possible to distinguish types that help in solving various practical and research problems.

Main part. Modern education, first of all, is aimed at the formation of educational activities that provide the ability to learn. Today, the educational and cognitive activity of students of professional education - the system of educational and cognitive motives,

creates the basis for the formation of the ability to accept, support, implement educational goals, plan, control and evaluate educational activities and their results [15].

Formation of students' technological competence [14]:

- 1) emergence of social (or personal) needs for education, acquisition of certain theoretical and practical knowledge;
- 2) the awakening of the motivation for learning, mastering certain theoretical and practical knowledge;
- 3) determining the content of students' educational activities;
- 4) it is carried out on the basis of managing the learning activities of students.

Problems of classification arise in all disciplines that deal with extremely diverse collections of objects and solve the problem of orderly description and explanation of these collections. Psychological properties are based on identifying the similar and different aspects of the studied objects, finding reliable methods for their identification, and in a theoretically developed form, it seeks to reflect the structure of the studied system, to determine its laws, which allows learning [9].

The technological approach is the application of the concept of "technology" to the field of education and pedagogical processes. First of all, technology should be described based on the concept of the most general subject as a scientifically and practically based activity system used by a person to change the environment and produce material or spiritual values. In the 20th century, technologies based on the achievements of physics, chemistry, energy, biology, mathematics, informatics and other sciences made a technological revolution [2].

The concepts of "educational process", "educational technology" (technology in the field of education) seem a little wider than the concepts of "pedagogical process", "pedagogical technology", because the educational process includes teaching in addition to pedagogy. Pedagogy traditionally encompasses teaching and learning, while education also encompasses child development [10].

The technology applied to education is understood in a narrow sense - as the technology of the educational process. On the other hand, the concept of "pedagogical technology" refers to all departments and types of continuous education (preschool, school, higher education institution, additional, family, professional, industrial, special, etc.) [9].

The technological approach opens up new possibilities for conceptual and design. It allows rapid development of various fields and aspects of education, pedagogy and social reality:

- more accurate prediction of results and management of pedagogical processes;
- analysis and systematization of existing practical experience and its use on a scientific basis;

- comprehensive solution of educational and social problems;
- providing favorable conditions for personal development;
- reducing the impact of negative situations on a person;
- optimal use of available resources;
- choosing the most effective and developing new technologies and models to solve emerging socio-pedagogical problems [3].

It is a unique pedagogical interaction of students of professional education organized on the basis of computerization and technical means of education and their precise systematization, programming, algorithmization and standardization in any field of activity. As a result, students achieve a stable and positive mastery of subject skills, forming socially valuable forms of behavior and habits [11].

Through the construction of the psychological classification of the educational process, it forms the typological characteristics of students of professional education in the relevant specialties and is considered in the task of psychological classification of students [1].

Based on the construction of the psychological typology of the educational process, natural selection in the specialties of the college of pedagogy mainly shapes the psychological characteristics of the students graduating from the pedagogical educational institution in the relevant specialties and the order of construction of successive approximations [12].

Results and discussion. It involves the construction of a map that simultaneously describes all the studied species with a common set of empirically measured parameters (psychological structure of the person) during the educational process. If the educational institution is narrowly focused, it is appropriate to consider it as a component of the educational subsystem from a psychological point of view. At the same time, the most clearly studied personal qualities are manifested in students of the specialty of preschool education. Specializations of professional education differ from the stage of manifestation of studied personal characteristics [13].

Almost all indicators divide groups in different ways, and each group is divided in one way or another within individual indicators. The general level of intellectual development is dominated by the development of students, the activation of their cognitive and educational activities, the characteristics of student development, their attitude and motivation to study [5].

Vocational education program includes the following types of practices in the implementation of educational activities that provide practice-oriented training for students: educational and production. Production practice consists of two stages: practice according to the specialty profile and pre-diploma practice. Educational and work practice (according to the specialty profile) is carried out by the educational institution when students acquire professional competencies within the professional

modules, and they can be carried out in several periods, and can also be distributed and exchanged with theoretical training [16, 17, 18, 19, 20].

If we take the example of the profession of preschool education, according to the state educational standard of professional education, preschool teachers are required to have general competence and professional competence. The result of the skill is that these skills are individual for each student. The desire to apply the acquired knowledge in professional activity is the main indicator of the quality of practical training of the future pedagogue [4]. Research in psychology and pedagogy is closely related to the real process of education and meets the requirements of the unity of practical teaching and education and scientific research.

Innovative educational technologies are used to successfully develop the methodological culture of students of the Pedagogical College in general, and students of preschool education in particular. Innovative educational technologies are based on the scientific-methodical work carried out in the educational system and organized with the aim of forming the pedagogical culture of all subjects, including the methodical culture and technological competence of students [6].

The effectiveness of professional education of the future pedagogue depends on the purposeful formation of general and professional competencies. In turn, the formation of competencies is achieved by using the most advanced methods and tools of modern didactics, organizing teaching, and computerizing the educational process [8].

The use of innovative pedagogical technologies helps to motivate students in their pedagogical activities. Pedagogical practice is an important link in professional training of specialists of pre-school educational institutions, formation of their methodological culture. The quality of the training of future teachers is related to the properly organized methodical work in the preschool educational institution [22, 23, 24, 25, 26, 27].

Pedagogical diagnostics, the system of methodological measures play an important role in the implementation of pedagogical processes. Correctly selected forms of methodological activity allow in-depth study of the personality of students in a professional environment, the pedagogical activities of teachers and students within a particular preschool educational institution, pedagogical communication of students with preschool children, educators [7].

The analysis of this case is carried out immediately after the completion of the practical assignment in the consultations in the preschool educational institution. It allows you to determine the positive and negative aspects of the intern's activity, and it is also compiled in the student's diary for production practice, with an assessment of each type of activity organized by the intern. Changing the goals, content and forms of

education has a significant impact on the nature of communication between the teacher and the student, the environment of their interaction [4].

In our opinion, the introduction of educational technologies into the educational process as the leading features of modern education is carried out in the following stages [13]:

1) motivational-targeted (thinking, determining the capabilities of students and the educational environment, setting the goal of introduction into the educational process.

2) information - research (studying the theoretical base, summarizing the existing practical experience in the use of pedagogical technology;

3) practical (introduction of pedagogical technology) technologies in the educational process, primary and current diagnostics of educational achievements;

4) analytical-reflective (summarization, generalization of experience).

Special attention is paid to the use of innovative technologies to improve the professional training of students in the specialty of preschool education.

Conclusion. Prospects for the development of professional education usually depend on the performance of certain tasks. Increasing the level of competence of students in the field of mastering educational technologies is considered a necessary condition for the modernization of professional education. Work on the development of pedagogical technologies in professional education has been ongoing for a long time. The condition and means of mastering any activity skills are initially external material activity combined with internal. This means the most important regularity of the educational process: a person's purposeful learning of this or that activity is ensured when he is included in a specific activity. But this is not enough for effective professional training, which is largely determined by how a person learns and how he learns.

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