



DEVELOPMENT OF PROFESSIONAL KACHESTV STUDENTS OF PRESCHOOL EDUCATION ON THE BASIS OF INNOVATIVE EDUCATION TECHNOLOGY - AS AN ACTUAL EDUCATIONAL PROBLEM

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ABSTRACT: - The article discusses the ways of developing the professional qualities of students of pedagogical universities. Today, the actual problem of education is the choice of profession. In the era of informatization of society, an important aspect of teaching is the widespread use of innovative technologies. The introduction of new technologies in teaching in order to instill in students an interest in knowledge, independently seek information to choose modern professions.

KEYWORDS: Education, teaching, professional qualities, innovative technologies, learning activities.

INTRODUCTION

The professional qualities of a person are a set of skills that are very important for a particular activity, as well as qualities that increase the effectiveness of professional activity. The features of these qualities

include: skills of professional thinking (technical, economic, humanitarian); psychomotor functions. This is the result of a high level of integration in the performance of labor operations, which created the opportunity to compete with regional markets [1].

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The main results and findings

D.B. Yakubjanova notes the expediency of taking into account the following pedagogical conditions when implementing an approach to personal activity: - voluntary participation of a student in a particular activity;

- believe in the ability of each student to choose the means to achieve the goal, wish them success in solving the tasks;
- choose an effective and rational strategy in setting educational objectives;
- prevention of negative consequences in the process of pedagogical influence;
- take into account the interests of students, their individual aspirations, desires and awaken new interests in them [2].

In recent years, special attention has been paid to a competent approach to improving the professional qualities of students of preschool education. This process has a conceptual basis for the development of professional creativity and includes creative knowledge (gnostic), creative skills and abilities (activity-oriented component), creative personality traits (personal component). Creative knowledge is a structured perception of the human mind as a product of the cognitive activity of concepts and ideas necessary to develop a new solution; creative abilities - determines the degree of rapid and complete implementation of the stages of the mental process in the purposeful creative activity of the individual. Creativity, on the other hand, refers to the extent to which a person is able to perform the reproductive stages of creative activity in a partially automated manner, having only an understanding of the initial stages of the thought process. Creativity also has this research content and is an intensive development of purposeful

creative thinking of students. It is shown that the development of professional qualities in students of preschool education reflects three important aspects of the competence-based approach: activity, communicative and personal. The activity approach ensures that students acquire creative knowledge, methods and means of creative activity. The communicative aspect involves the development of skills and competencies for the creative implementation of pedagogical communication. The personal aspect reflects creative thinking, professional reflection, professional and pedagogical orientation. Although much has been said in pedagogy about the relationship of learning with practice, the focus is primarily on the practical orientation of learning, and not on the definition of cooperation between the subjects of learning (teacher and student) based on the student's life experience. If the lessons do not use a variety of new systems and teaching methods, and only the teacher himself is the source of information, then the cooperation between the teacher and the student may not be ensured and a positive result cannot be achieved. As Rogers rightly points out, education is the means to make the self a necessity. A person deeply understands only that information that helps him express himself and keeps it in his memory. He tries to forget those who interfere with him[3].

In our opinion, innovative educational technologies are a set of actions, processes and practices aimed at developing the personality of students of preschool education, teaching them independent research, thinking, working on themselves, self-enriching their knowledge, developing creative thinking skills, evaluating their work. This type of technology makes it possible to instrumentally achieve a diagnosable result in

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the analysis of pedagogical situations, which constitute an integrative link in the forms of interaction between students and teachers and teaching methods in the development of individual activity. Professional skills of students, i.e. future teachers, based on innovative educational technologies, are systematically formed during the period of acquiring knowledge and skills in pedagogical universities.

According to E.S. Ermakova, "professional needs

are reflected in the growing need of the student for a more complete adaptation

their personal qualities, the formation of important professional qualities of a specialist up to the stage of professional activity" [4]. It is also possible to identify inconsistencies in the formation of personal and intellectual qualities necessary for effective professional activity, such as insufficient understanding of students about a particular profession, the lack of personal characteristics in the learning process, which can lead to difficulties in the formation of an individual style in the future.

S.A. Druzhilova interprets, "the professional qualities of a person are the personal qualities of the subject of labor, affecting the effectiveness of professional activity and the success of its mastery" [5]. Recently, the key task has been to develop the professional qualities of students of preschool education to reflect the indicators of standard results of mastering the content of education in the educational process, as well as the degree of combination of personal activity and cultural level. Therefore, it is important to address important issues related to the professional activities of students or their position as public figures. To do this, a specialist acquires knowledge in various ways, in particular,

independently: knowledge outside the educational institution; social and labor qualities: the ability to analyze the situation on the labor market in their field, an adequate assessment of professional potential, compliance with ethical standards in social relations. Currently, among psychologists there are no clear views on the composition of professional qualities. Therefore, researchers turn to different aspects of professional qualities. The concept of ability is given by some authors in the form of professional qualities. For example, S. F. Sergeev considers abilities as the basis for the formation of professional qualities. According to the scientist, "they are of a broader, systemic and universal nature than professionally important qualities" [6].

V. D. Shadrikov refutes this point of view, arguing that abilities do not create a holistic measurement of professional qualities. In his model, professional qualities are internal conditions embedded in external influences and activity requirements, which is a key moment in the formation of a psychological system of activity [7].

E. S. Shelepova considers professional qualities as "components of professional ability" [8]. It can be assumed that we are talking about the competencies and qualities necessary for the successful solution of the professional tasks facing a person. From natural inclinations acquired in the process of professional training and self-education, to professional knowledge, personality traits (including motivation, orientation, semantic field, behavior), psychophysiological characteristics (temperament, characteristics of higher nervous activity), characteristics of mental processes (memory), attention, thinking, imagination). When it comes to certain types of activity, even the anatomical

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and morphological features of a person are discussed. M.A. Dmitrieva reveals professional qualities through personal-psychological (typological) features (emotional, cognitive, attentive, mnemonic, mental, speech, emotional-volitional, communicative personality traits) and through these personal relationships to other people, work, his profession, absorbs attitude of a person to specific professional duties [9]. A.K. Markova notes that the composition of professional quality may include not only mental and personal characteristics, but also other biological characteristics, such as somatic, morphological, neurodynamic [10]. The same idea is supported by B. A. Dushkov, adding physical qualities to the structure of professional qualities [11]. E.P. Ilyin defines important professional qualities as functional qualities and personal characteristics of a person that contribute to the successful implementation of professional activities. The author analyzes in detail the concepts of "quality" and "ability" and comes to the conclusion that the former can describe not only the functional capabilities of a person, but also him as a person [12]. It can be seen that the concept of "professional qualities" is wider than the concept of "ability". The above ideas are supported by M.A. Bendyukov and I.L. Solomin [13] and determines the role in this regard of such qualities as health, readiness and ability. This means that in the process of acquiring professional skills, each ability is realized in specific actions and finds its crossroads, becoming a professionally important quality. Yu. V. Kotelova puts forward another synonym for professional qualities - "professionally important features." Among them, the author includes features of sensory, mental and motor activity, as well as features of attention, memory and emotional-volitional sphere [14].

A detailed description of professional qualities is given by A.V. Karpov: "Professional qualities are necessary and sufficient for the implementation of the normative level, its main performance parameters - quality, efficiency, reliability" are significantly and positively associated with at least one (or several) is a personal feature of the subject's activity. However, for the first time, it defines a certain normative level, which means a certain minimum or sufficient powers for the implementation of successful professional activities" [15]. "In our opinion," says E. S. Ermakova, "professional qualities are personal and psychomotor characteristics that meet the requirements of a particular profession and contribute to its effectiveness. On the one hand, professional qualities are a condition for professional activity, on the other hand, they themselves are improved, polished in the process of activity, become its new product; a person changes himself in the process of work [3].

CONCLUSION

Based on the foregoing, we can say that it is important for a student as a future educator to master the basics of professional pedagogical activity: to master the basics and skills of upbringing and teaching, to be able to convey what he knows, to be able to lead himself and lead children.

Thus, the development of professional qualities among students of preschool education enhances their motivation to work in the field, serves to improve the skills for the effective use of the existing scientific potential.

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