

THE SYSTEM OF QUALIMETRIC TRAINING OF FUTURE TEACHERS

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ABSTRACT

This article discusses the importance of building a model for the development of cognitive competence. In this regard, it is necessary to turn to the study of the concept of "development" and the model.

Keywords: Pedagogical activity, qualification, professional pedagogical skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In order to conduct a comprehensive, comprehensive and correct study of the problem, it is necessary to dwell on this approach (or approaches), which would allow to study the main factors affecting qualimetric training, and to take into account the basic requirements for a modern specialist.

Currently, there are many approaches to solving the problem of improving the training of future teachers: system-structural (B.S. Gershunsky, T.I. Il'ina, Yu.A. Konarzhevsky, N.V. Kuzmina, A.I.Rakitin, I. T. Frolov and others.); program-target (V.I. Andreev, M.Markov, S.A. Repin, N.Stefanov, D.O. Khafizova, etc.); personality-activity (V.S. Bezrukova, K.M. Duranova, V.V. Kraevsky, V.S.Lednev and others); professional and activity (G.A.Bokareva, G.A.Petrova, N.M. Yakovleva and others); professional and personal (A.A.Verbitsky, V.A.Slastenin, etc.); technological (V.P. Bepalko, F.Ya. Yanushkevich and others), etc.

For our research, we consider optimal the cumulative use of the system-activity and competency-based approaches.

The system-activity approach is a combination of the main ideas, statements and principles of the system and activity approaches. Consider each of them separately, in order to select their general concept of application to the subject of our study.

The study of the qualimetric training of future teachers is a complex, multifaceted problem, therefore we believe that to solve it it is necessary to use a systematic approach, as the most effective approach to identify and explain patterns between the part and the whole, combine already known concepts and newly discovered phenomena into a common set and facts.

In the general theory of systems, at present there are quite a few attempts to define or describe the concept of "system". In our study, we will rely on the fact that "system" is a category that is represented as "a set of elements and connections between them, possessing a certain integrity". The general method - system analysis is applied to the study of various systems, the identification of patterns of their functioning and properties. System analysis is based on the structuring of systems and quantitative comparison of alternatives. In a general sense, system analysis is understood as "a logically connected set of theoretical and empirical principles from

the field of mathematics, natural sciences, and experience in the development of complex systems, providing an increase in the validity of solving a specific problem.” It is the system analysis that is the main method of the systems approach to solving various research problems used by various sciences, including pedagogy, when solving issues of improving the training of future teachers.

The fundamentals of the activity approach in education are laid in the works of psychologists L.C.Vygotsky, A.N. Leontyev, S.L. Rubinshtein, later it is developed in the works of B.Ts.Badmaeva, P.Ya.Galperin, V.V.Davydova, AK Markova, E.I. Mashbitsa, D. B. Elkonina and others, is currently a scientifically based, recognized, widely used approach in education.

Activity means “a form of being and a way of human existence and development, a comprehensive process of transforming the surrounding natural and social reality (including himself) in accordance with his needs, goals and objectives” [1, p. 164]. Following V.Davydov, by educational activity we shall mean activities aimed at obtaining theoretical knowledge about the subject of study and general methods of solving related tasks. In our study, we consider the educational activities of future teachers, aimed at the acquisition of professional knowledge and skills in the field of pedagogical qualimetry.

The essence of the activity approach lies in the fact that the process of training, upbringing and development must be planned, implemented, monitored and adjusted during the student’s vigorous activity. In this process, the student must master certain ways of educational and professional activities.

According to the research, the activity of LM Fridman takes place if its structural components can be distinguished: subject, object and structural units (needs, motives, goals, actions and operations, means, environmental conditions, final product, control and evaluation). In the system of qualimetric training there is a learning activity of future teachers, and it is aimed at acquiring professional knowledge and skills in the field of pedagogical qualimetry. Selection of structural elements of activity proves the possibility of applying the activity approach to the subject of our research.

As a result of the theoretical and metalogical analysis of the approach to the problems of pedagogical activity [2. with. 96] we have identified the main structural components of educational activities aimed at the development of knowledge and skills in pedagogical qualimetry.

So, the use of a systematic approach to the study of our problem provides for its comprehensive study and allows us to consider the process of qualimetric training of future teachers as a pedagogical system. Using the activity approach allows to study the internal training mechanisms based on the interaction of the teacher and the student. The implementation of a system-activity approach to the study of our problem is determined by the following provisions [3, p. 102]:

- the system-activity approach is a theoretical and methodological strategy for studying the problem of qualimetric training of future teachers, and it allows to consider this process in an integrated way, as a system, taking into account the peculiarities of the activities and interaction of the teacher and students;

- the system of qualimetric training of future teachers is a subsystem of the system of their professional and pedagogical training, which allows for its implementation to use the general didactic principles of professional pedagogy that guide the activities of the teacher;

- the activity of the teacher and the student in the process of qualimetric training is purposeful, systematic, creative; determined by the conditions of the learning environment, the individual characteristics of the subjects of training and motivational base; sent with the help of diagnosing, corrective measures; takes place in a practice-oriented environment, aimed at acquiring the necessary knowledge, skills, abilities and experience;

- the result of qualimetric training is the qualimetric competence of future teachers, determined by their knowledge, skills, and practical experience necessary for the successful application of qualimetric methods in teaching practice;

- the result of qualimetric training is determined by the organization of targeted systemic impacts on the preparation process and the creation of special pedagogical conditions.

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