

PEDAGOGICAL CONDITIONS FOR THE ORGANIZATION OF INDEPENDENT EDUCATION OF FUTURE TEACHERS

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ABSTRACT

This article provides feedback on the pedagogical conditions of organizing independent education of future teachers in the conditions of the credit-module system. Suggestions and recommendations on the organization of Independent Education of future teachers are also given

Keywords: Independent education, credit-module, pedagogy is a must, e-learning resource, web quest.

INTRODUCTION

Today, due to the transition of higher educational institutions of our country to the credit-modular system the need arises for a repeated consideration of the pedagogical conditions of Independent Education and self-education of future teachers.

In the conditions of the credit-modular system of education, it is lozi to dwell on the definition of the concept of "condition" before the development of the effective organization of the system of Independent Education of the future teacher and the direct consideration of the pedagogical conditions of self-education.

In this regard, V.A.Slastenin [1], A.M.Isaev [1], A.M.Mitshenk] s interpreted the concept of "condition in a philosophical aspect. They argue that" condition " as a philosophical category expresses the attitude of an object or process to the phenomena that surround it, without which it will not exist. Unlike the cause that directly causes this or that phenomenon (process), conditions when a process occurs, the sphere in which it exists and develops constitutes an environment in the philosophical encyclopedic dictionary, the concept of "condition" is explained as follows: 1) the environment in which a person lives and cannot exist without them; 2) the environment in which something happens [2].

Psychological point of view

When interpreting the concept of a condition from a psychological point of view, it is a combination of external and internal causes that determine the psychological development of a person, accelerate or slow down it, and also affect the development process and dynamics. Pedagogy, on the other hand, is a set of variables natural, social, external data. It is the internal influences that affect the physical, moral, mental development and behavior of a person, his education and upbringing [3]. Summing up from these, we can say that the conditions are those that affect inertia in a given situation.

In this regard. G.Bazhenova, I. V. According to N.Khludeeva conditions are phenomena that are necessary for the occurrence of a particular phenomenon, but do not cause it on their own. Conditions from the character depend on the method of action of a particular cause and the

nature of the effect. By changing the conditions, it is possible to change both the method of action of the cause and the nature of the effect [4].

When reflecting on the concept of "pedagogical conditions", it should be noted that there are many interpretations of this definition. For Example, T.Parsonsn [5], A.V.Lisenka [6], A.V.According to Sverch pedagogical conditions are a set of measures of pedagogical influence aimed at solving educational problems. N.Ippolitova [8], V.A.[9], A.X.Khuskov notes that pedagogical conditions reflect the totality of the possibilities of the educational and material and spiritual environment, which is considered as one of the components of the pedagogical system, which affects the personal and procedural aspects of the system, ensuring its effective functioning and Development [8, 9].

Based on the analysis of the work of the above-mentioned scientists, pedagogical conditions can be divided into three types: organizational-pedagogical, pedagogical-psychological and didactic. Organizational and pedagogical conditions are understood as a set of factors that allow solving educational problems (A.A.Valadin [11], N.G.Bondarenko [11], G. A.Demidova [12], V.Sverchkov [13] and others). Pedagogical-psychological conditions-conditions that ensure the pedagogical measures of the teacher's influence on the student, aimed at increasing the effectiveness of the educational process (V.Zagvozdkin [14], P.T.Dolgov [15], S.B. Mikhailova [16], M.V.Ermalaev [17], M.A. Romanova [18] and others). Didactic conditions are the targeted selection of the content, methods and organizational forms of education in order to achieve educational goals (E.V. Klyuchenko [19], R.G.Shamsutdinova [20], E.M.Shuvalova [20] and others).

Each type of pedagogical conditions is characterized by a certain set of functions. For example, the main task of organizational and pedagogical conditions is to control the procedural aspect of the pedagogical process. The task of psychological and pedagogical conditions is the organization of specific pedagogical activities aimed at the upbringing and development of the individual. And the task of didactic conditions is to choose the content, methods and forms of work in order to achieve educational goals.

In our opinion, the most complete and accurate definition of the concept of "pedagogical conditions" is given by Shalin. By pedagogical conditions, he understands the process that affects the development of the individual, which is a combination of internal subjects and phenomena of external circumstances [21].

Based on the definitions presented, we bring our own interpretation to this concept. So, in our study, pedagogical conditions are understood as a set of circumstances affecting the improvement of the system of Organization of Independent Education of future teachers studying in higher educational institutions in the credit and modular system.

The following pedagogical conditions can be cited based on the important features of the credit-module system in higher educational institutions, the peculiarities of the process of self-education of future teachers and the formation of competencies for Independent Education, based on the social order of higher education from the point of view of the problem being studied to prepare them for:

- implementation of Independent Education by increasing the motivation of future teachers;

- activation of the organization of self-education fva independent education of future teachers through the use of interactive learning tools (presentation programs, educational

programs, virtual educational technologies, active handouts, animated visual aids, evaluative and controlling programs;

orientation towards the formation of the skills of the future teacher □

The considered pedagogical conditions are aimed at the implementation of the following tasks:

to increase the internal motives of the future teacher and develop the ability to self-educate and receive independent education;

ensuring the possibility of continuing;

formation as an active subject of future teachers;

improving the system of self-education of the future teacher and the development of the competence of the future teacher to receive education independently.

Each of these conditions to some extent affects the development of the individual characteristics of the educational person and regulates the external (organizational) side of the process. Thus, based on the established conditions, the process of Independent Education of future teachers in the conditions of the credit-module system will make it possible to become more effective. Let us theoretically substantiate each of the listed pedagogical conditions.

The determination of the first pedagogical condition is due to the fact that the process of forming a positive motivation and self - education competence for the implementation of Independent Education by increasing the motivation of future teachers has a pronounced individual character. This includes the active participation of the future teacher and his personal interest in the process.

When regulating the process of forming a positive motivation for the activities of self-education and independent education in future teachers, it is necessary to know their motives for obtaining education.

Thus, one of the important issues is the formation of conscious and stable internal motives of self-education and independent educational activities in future teachers, their motivation to independently educate them to receive systematic education.

At the same time, some authors note that external motives cannot be ignored, since they act in self-education and independently in educational activities. Typically, regularly repeated motives of action lead to the formation of deep internal motives [22].

In this regard, E.L.Deçi [24], R.M.Ryan [24], A.N.Leontiev [23] believes that the structure of educational motivation is explained by the fact that it has a dynamic character. In the process of Independent Education of the future teacher, the content of motives changes and becomes more complex. From the formation of a culture of Independent Education of the future teacher, the level of self-education motivation increases [23, 24]. Noted that future teachers with developed motivation seek to develop more perfect motives in themselves for independent learning [46].

Active independent education of future teachers will help them to understand the importance of systematic involvement, self-education.

Therefore, in the process of adaptation of future teachers to the credit-modular system, it is necessary to focus on the activities of self-education and independent education: self-education should be voluntary (motivational sphere); awareness of a person's own ideals, life plans and

educational tasks and goals arising from them (goal setting); the development of skills for independent mastering of science

In independent educational activities of future teachers, it is important to constantly compare the results of melting with the planned results, that is, to monitor. Recommendations for monitoring in education A.A.Elyutina [25], M.E.Bershadsky [26], V.V.Guzeev [26] was reflected in the studies of the Lars. Its elements make it possible to assess the state of the object at any time and predict its development. Provides the information framework necessary for the achievement of the set goals and the adoption of based management decisions aimed at the development of the object” [26; 16-p.]. The main tool for the implementation of the goals and objectives of monitoring is a rating system for monitoring and assessing the knowledge of future teachers, which is an attributive characteristic of the credit and module system, which consists in collecting and analyzing information about their educational activities and predicting the development and monitoring of the results of continuing education. As a result, in the credit-modular system of education, self-education of future teachers and independent education are also of an informational nature. At the same time, the quality and relevance of information determines the effectiveness of the process of forming the ability to self-discipline. With this is the formation of a positive attitude towards the credit-module system.

Educational activities of future teachers

On the basis of an analysis of the pedagogical and psychological literature, a generalization of research and professional experience, we came to the conclusion that one of the conditions for the effective functioning of the system of formation of competencies for self-education and independent education of future teachers is self-activation in the activities of independent schoolchildren. These include the possibility of achieving effective results through the use of electronic educational resources (multimedia applications, animated visual aids, electronic handouts, teaching aids, virtual learning technologies, diagnostic systems).

In the independent educational activities of future teachers, web-based electronic education through the use of resources is achieved to increase their active cognitive activity and develop their professional competence. In this regard, e-learning resources make it possible for the educational person to systematize their acquired knowledge in the audience, acquire new knowledge and develop research skills. It also creates the opportunity to assess the self-knowledge of the educational recipient. To do this, the online standard and non-standard test allow you to gradually complicate the material, stimulate the cognitive activity of future teachers through a system of leading questions, correction methods, a system of questions, exercises, tasks to determine the nature of errors in mastering the material and their causes. This encourages future teachers to acquire further knowledge.

In the effective organization of independent educational activities of future teachers, the use of modern educational technologies along with the recommended electronic educational resources is considered important. As a modern educational technology in self-education and independent education of future teachers, web quest educational technology serves as an important tool. The web quest is effective in the fact that with the help of educational technology, future teachers are focused on the use of educational tools placed on the global network in independent learning. Thanks to this, future teachers Globa will be able to learn to work with this information, referring to various hyperbags of the network, while at the same time attracting the assimilation of knowledge to active cognitive activity.

CONCLUSION

In conclusion, in the effective organization of independent educational activities of future teachers, it is necessary to initially develop mechanisms for using web-quest educational technology by following pedagogical conditions.

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