CONDITIONS FOR IMPLEMENTATION OF APPROACH BASED ON HEURY EDUCATIONAL TECHNOLOGY.

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Annotation

In this article, a pan-European approach to developing a common understanding of learning outcomes based on a competency-based approach, education requirements - the content of education ”is expressed in the ability to clearly formulate compliance in terms of competencies. process - ideas about learning outcomes are highlighted.

Key words: Heuristic education, results, educational content, creative activity, non-standard situation, professional activity.

Introduction: Among the reasons for the crisis of the traditional education paradigm is that in modern conditions data obsolescence occurs much faster than the end of the natural learning cycle, resulting in a loss of the traditional approach to transferring the necessary knowledge reserve. its meaning. In addition, it is much more important to learn how to acquire knowledge in the labor market, because what is required is not self-knowledge, but the ability of a specialist to apply them in practice, to perform certain professional and social functions (F. Yalolov).

In this regard, the task was set to strengthen the practical direction of vocational education, but to update the content of education while maintaining its fundamental essence. Practice-oriented education involves the study of traditional fundamental sciences for Russian education in conjunction with applied sciences in the technological or social field. Renewed education should play a key role in the preservation of fundamental science, along with the development of applied sciences necessary for the sustainable development of Russian society.

Material and methods: Within this standard we can talk about a certain combination of activity and cognitive aspects of vocational education content, the units of which include a set of skills (algorithms of intellectual actions) and

concepts, i.e. important features and characteristics of objects, events, laws and facts. Therefore, it is important to highlight the content of the systemic nature manifested in the special structure of subject knowledge and meanings (values) in terms of activity and cognition, as well as related ways of performing actions that allow students to exercise their competencies in future careers.

The problem of free and active thinking, modeling of the production process, professional development of a future specialist capable of independently developing and implementing new ideas and technologies is relevant in modern socio-economic conditions. First, a professionally qualified professional has a positive impact on the entire production process; second, he can achieve good results in his professional career; third, it helps them realize their professional potential.

The categorical basis of the competency-based approach is related to the goals and objectives of the learning process, in which competencies determine the highest, most generalized level of a student's skills and abilities, and the content of education is determined by the basic educational content of concepts (knowledge, skills, experience .

In the theory of competency-based approach, two main concepts are distinguished: competence and competence, the first involves a set of interrelated personal characteristics in relation to a certain range of objects and processes, and the second is the individual's appropriate competence, including his personal attitude to him and the subject.

Result and discussion: Individual professional competence includes specific professional competencies and core competencies as a holistic outcome of training as a readiness to mobilize the personal resources (organized in a system of knowledge, skills, abilities and personal qualities) needed to effectively solve professional problems in normal and non-standard situations. The first represents an individual’s ability to effectively address a particular class of professional tasks (design, diagnostics, etc.) adequately to a particular situation, while the second is invariant with respect to the type and type of professional activity. The first can be

shaped (and evaluated) within one or more academic disciplines, while the second is a radically redundant topic. The development of both is related to the process of assimilating (developing abilities) an individual's path of activity.

As you can see, competencies do not exclude knowledge, skills, and abilities, although they are radically different from them. From knowledge - they are not only information about it, but also in the form of activity. Skills - with the ability to apply competencies in solving different types of problems and in different situations (they have the ability to transfer). From the skills - they are conscious and non-automated, which allows a person to act not only in a normal but also in a non-standard situation. Thus, professional competence is the value attitude of an individual to a particular set of specific and basic competencies, including the professional situation in which he or she is acting.

The process of mastering professional speech competence in universities is, unfortunately, sometimes very difficult. We must overcome the inertia of technocratic thinking of teachers of different disciplines and the lack of understanding that the idea of developing a culture of speech is important not only now but also in the near future.

Implementation in innovative technologies is individual The creative approach involves students forming an ideal image of their 'I': what I need to be to be a professional master, a professional creator. This is related to the restructuring of the motivational field of the future specialist. The result of such an understanding of the "personal meaning" of students 'internal goals, students' professional speaking knowledge and skills is a phenomenon of adjustment.

The above-mentioned interpretations do not exclude each other, but complement each other, because in the learning process a certain system of knowledge must be created, a certain way of thinking and advanced technology of acquisition and use of knowledge must be developed.

An interesting analysis of evolving education is given by VV Repkin, who asks a legitimate question - can learning be underdeveloped? The paradoxical nature of such a formulation of the question is almost clear. In fact, no matter what

we teach the student, he will develop in one way or another, there will be some changes in his mind, personality, abilities. Different sessions may contribute differently to development, giving different developmental effects, but this is a different matter - assessing developmental impact. Does this justify the division of education into developing and non-developing? Obviously, any training is internally linked to development, and one of its consequences is development. The problem is that learning and development are interrelated.

The ratio of learning and development processes can vary. Thus, in one of the options, the result of any training is considered to be some shift in development, but they are a direct result, a training-oriented product, or simply a side effect. Training can focus on a person's functional readiness rather than development. In this case, the exercise does not take into account how the person develops. Here is another criterion: how a person performs certain functions. The purpose of such training is a certain minimum in the form of optimization of knowledge, skills and abilities. Will development happen? Yes, it happens, but it is not planned, it goes on spontaneously and unpredictably, it can be big, small and so on. Development serves as a necessary condition for learning here, and it seems to take advantage of spontaneous results, the spontaneous achievements of development, to adapt to them, to take them into account, and so on. (e.g., interest in lessons, differentiation according to ability; testing, selection, etc.). But at the same time, the training itself is not planned, directed, or designed for development.

Conclusion: It is very important to create such a teaching technology that the communicative and speech environment of the specialist has a significant impact not only on his knowledge and skills, but also on his development and education.

With the help of technology, intelligent information is translated into the language of practical solutions. Technology is both a method of activity and how a person participates in an activity Any activity can be a technology or an art. Art is based on intuition, technology is based on science. It all starts with art, ends with technology, and then the whole process begins again.

Modern technologies in education are seen as a means of implementing a new

educational paradigm.

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