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IMPROVING THE METHODOLOGY FOR USING COMPETENCE-BASED TECHNOLOGIES IN PREPARING FUTURE SPECIALISTS FOR PROFESSIONAL ACTIVITIES

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ABSTRACT: The article describes the theoretical and methodological aspects of the problem of using competence-oriented technologies in the preparation of future biologists for professional activities. The use of competence-oriented technologies and tasks in the orientation of future specialists to professional activities. Disclosed are the requirements and principles of competence-oriented tasks, the content of the stages of preparing future specialists for professional activities based on competence-oriented technologies.

KEYWORDS: Competence-oriented technology, principles, training of future specialists, competence-oriented task.

INTRODUCTION

In accordance with the requirements of the Bologna Agreement, improving the quality of international education in the world and "introducing a pedagogical approach aimed at the practical application of the knowledge and skills of the chosen profession in each educational institution"[1], depending on the reforms being implemented. In the socio-economic sphere of the career of future biologists, extensive scientific research has been carried out in the field of adapting personnel training to the requirements of strategic development. The modernization of domestic education requires future specialists to successfully apply the acquired theoretical knowledge, skills and qualifications in practice, to develop their professional competence as socially and professionally mobile, competitive personnel in the labor market, capable of working in their specialty at the world level. standards.

Large-scale scientific research is being carried out in the world in the field of adapting professional and methodological training of specialists to modern requirements, developing scientific, pedagogical, methodological training through the transition to a competence-oriented education system, meeting the needs of the sphere in competitive specialists, adapting higher education to the conditions of modern digital transformation of education and its meaningful renewal, expanding the possibilities of distance education. At the same time, the problems of adapting the professional training of future biology teachers to modern educational standards based on a competency-based approach in accordance with modern educational trends, improving their scientific and practical training, and expanding opportunities for the effective use of competency-oriented technologies in professional activities are of particular relevance.

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In the education system of our republic, large-scale work is being carried out on the transition from the paradigm of cognition to the paradigm of a competency-based approach, the training of highly qualified teaching staff based on the integration of science, education and production, and the improvement of their professional and methodological training. Of particular importance as one of the priority areas for the development of the education system, the transition to competence-oriented education is the improvement of the model of qualification of a competent specialist, the mutual integration of all components of the education system, the development of competence-oriented tasks, "organization of a high-quality educational process in the areas of biology, process of modern pedagogical technologies" [2] in order to increase the level of professional competence of future biologists.

In the scientific aspect, based on modern views and analysis of research by scientists working in this field, the psychological and pedagogical foundations for improving the methodological training of future biology teachers, the main goal of professional education, the essence and content of the concepts of "competence" and "competence", peculiar features competence approach. Also, the modern concepts of the competence-based approach, the content of the four-component model of the content of education are outlined, recommendations are given on the choice of educational material, competence-oriented tasks, their structure and compilation.

Competency-oriented education is interpreted as the acquisition of experience in solving significant practice-oriented problems; The result of competence-based learning is determined by the responsibility for independent, effective, productive activities at the next stage of learning, the manifestation of competence [3, 92-b.].

Professional competence is the ability of a specialist to apply the knowledge, skills and abilities necessary for the implementation of professional activities at a high practical level in life and professional activities.

A competent teacher should ensure the implementation of a competency-based approach, use active and interactive methods in the educational process (computer stimulation, business and role-playing games, case analysis, psychological and other trainings, group discussions, etc.) to ensure the effectiveness of training.

Competence-oriented tasks were used to teach students to choose ways to act in specific situations, and most importantly, to apply the acquired knowledge, skills and abilities in specific life situations, to find the necessary information.

Competence-oriented tasks (COT) is an integrative-didactic unit of competence-oriented education, which includes the content of education, technologies, monitoring the quality of education and serves to effectively form the professional competence of students.

The algorithm for creating competence-oriented tasks: identifying and assessing the aspects of competence that need to be developed; edit tasks based on the selected aspect; search for resources to implement the planned activities; stimulus formation; scale, model responses, key development.

Task execution algorithm:

1. Read the text of the assignment carefully. If you find it difficult to understand the text, read it again.

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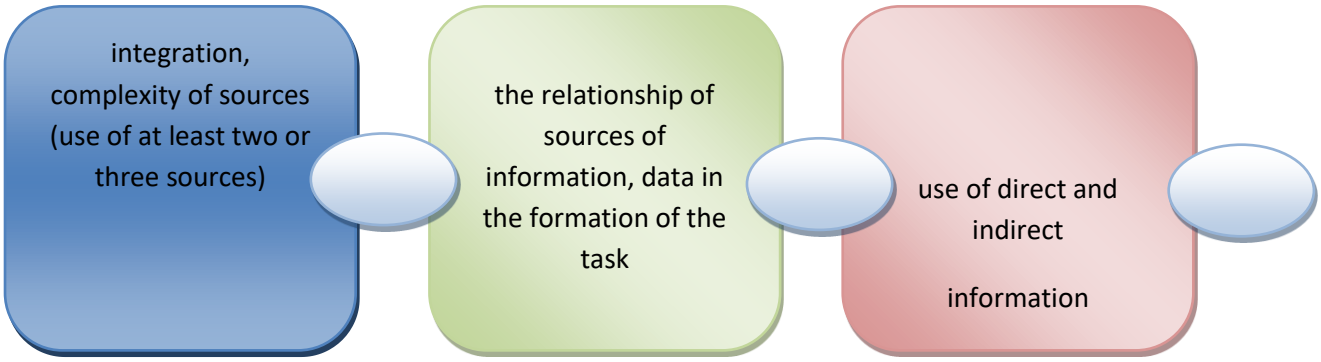
2. Look at pictures, diagrams, tables, spatial images, maps.
3. Read the question carefully, find the "hidden" information.
4. Predict the outcome of the task, as well as the end result.
5. To solve the problem, it is necessary to combine information from different sources. It should be remembered that not only biological knowledge is needed, but also knowledge from other areas (chemistry, geography, mathematics).
6. Remember that there is redundant information in the task.
7. Write the answer according to the instructions.
8. State your answer clearly.

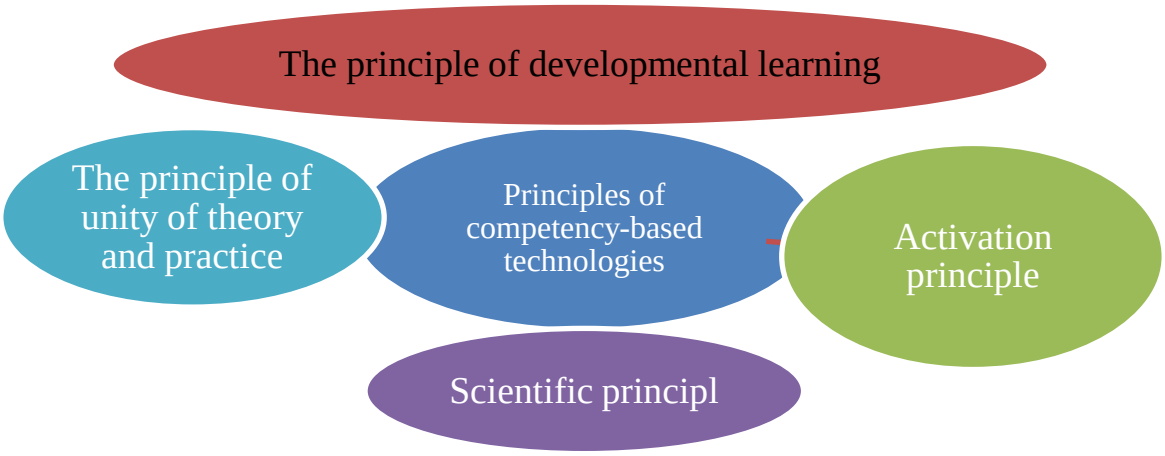
To create competence-oriented tasks, the teacher must follow several basic rules. First, these should be activity-oriented tasks; secondly, the person carrying out the activity models practical and life situations; thirdly, they are compiled according to relevant material for students; fourthly, its structure should consist of separate elements [4].

The following requirements are imposed on the content of competence-oriented tasks (see Fig. 1).



Rice. 1. Requirements for the content of competence-oriented tasks.

To determine the main ways of successfully organizing the training of personnel for a competence-oriented educational process in pedagogical higher educational institutions, first of all, the principles of such an approach were determined (see Fig. 2).



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Rice. 2. Principles for the implementation of competency-based technologies.

The training of future biologists for professional activities can be implemented in the target, technological and reflexive stages (see Fig. 3).

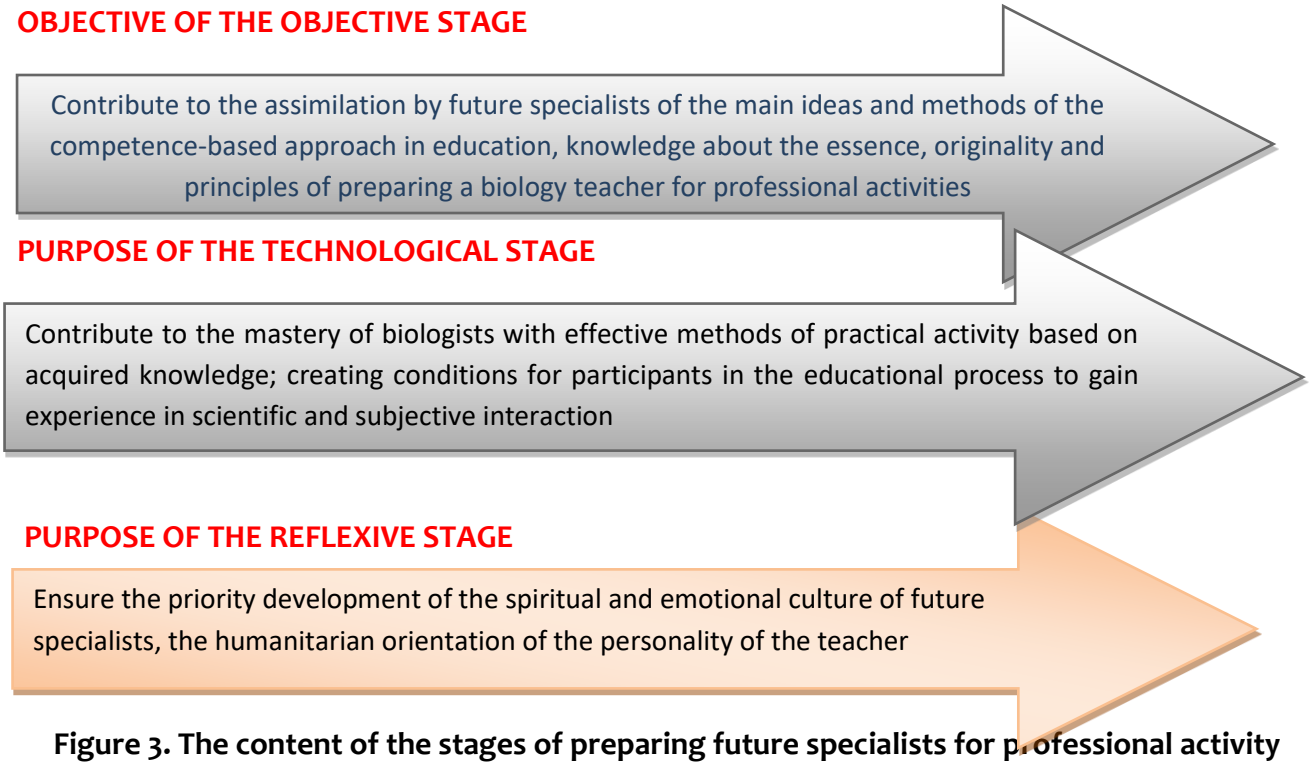

Figure 3. The content of the stages of preparing future specialists for professional activity based on competence-oriented technologies.

The system of goals in the preparation of future biologists for professional activities: firstly, the system of goals should contribute to the growth and strengthening of the level of components of professional competence; secondly, the sequence of goals should reflect changes in the components of professional competence

As a conclusion, competence-oriented technologies and tasks are based on knowledge, and involve the application by future specialists of the acquired knowledge in the practical activities of the acquired knowledge.

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