

Ways of Implementing the Design of the Individual Education Trajectory of the Future Primary Class Teachers

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Annotation: In this article, the importance of the personal development approach in the development of the problems of pedagogical design of the individual trajectory of the development of educational competence in future teachers is considered.

Key words: Learning competence, methodological, pedagogical design, personal development approach

Introduction

One of the urgent problems of the higher education system in modern conditions is to provide an individual educational trajectory for each student. The development of pedagogical technology for designing the individual educational trajectory of students in the process of professional training is one of the ways to solve the problems.

In providing an individual educational trajectory, he distinguishes two sources of driving forces of mental development (one of them is the educational process, the other is a real psychological source, these are motives, interests, needs) and connects them as follows: ".. To act any external impulse must be turned into an internal state." it is especially important to fully realize their abilities.

Literature Analysis And Methodology

In the process of recognition of needs, motivational motives appear that cause goals-aspirations - this is a form of activity aimed at satisfying needs and causing actions related to the expansion of opportunities. Here, the goals that the future elementary school teacher sets for himself under the influence of his real needs are important. The degree of their randomness, as A. S. Ognev pointed out, determines the meaning of externally imposed goals and, in turn, the attitude towards them. The more likely it is to formalize actions to achieve the set goals, that is, the lower the personal interest in achieving them and the activity in the search for new opportunities for self-affirmation. In the educational process of the university, in order to develop the effective learning competence of the future elementary teacher, preparation for the cognitive process should be carried out taking into account his individual characteristics.

What is meant by "individual educational trajectory of development of learning competence" in modern scientific literature?

The analysis of psychological and pedagogical literature showed that different authors define the concept of "individual trajectory" differently. The most common are the concepts of "individual educational trajectory", "individual educational route", which are often used as synonyms. At the same time, we would like to emphasize that this problem is often raised at the level of general secondary education.

Individualized education is a purposefully developed differentiated educational program determined by scientists, when a teacher provides pedagogical support for self-determination and self-awareness. , provides the future elementary school teacher with the status of the subject of the selection, development and implementation of the curriculum. The direction of personal education is determined by the educational needs, individual abilities and opportunities (level of readiness to master the program) of the future elementary school teacher. current standards of educational content. Along with the concept of "individual educational route", there is also the concept of

"individual educational trajectory", which has a broader meaning and includes several directions of implementation: meaningful (i.e. flexible curricula and educational programs that determine the direction of individual education); activity (special pedagogical technologies); procedural (organizational aspect). Thus, the individual educational trajectory ensures the existence of an individual educational direction (content component), as well as a developed method of its implementation (technologies of organizing the educational process).

N.N. Surtaeva develops individual educational trajectories for the achievement of the educational goals of each future elementary school teacher in accordance with the abilities, opportunities, motivation, and interests of the professor-teacher, which are carried out by coordinating, organizational, and consulting activities. interprets as a certain sequence of elements of educational activity.

D. Yaqubova considers this concept to be a form of educational activity that is carried out in cooperation with the student, depending on the motivation and learning ability of each student.

Mustafoyeva M. considers the trajectory of individual education as an educational program, which on the one hand, it works as an organizational and management link that has different educational needs and opportunities of the established educational standard and enables the implementation of the principle of personal direction of the educational process. On the other hand, if the choice of the way to implement this standard depends on the individual characteristics of a certain professor-teacher, it is a unique model of the methods of achieving the educational standard.

Therefore, the individual educational trajectory, through the implementation of appropriate activities, will be a personal way for each future elementary teacher to realize his personal opportunities in education. Individual trajectory helps to realize the following rights and opportunities for future elementary school teachers:

- the right to choose and determine the individual meaning and goals of each educational course, topic, lesson;
- the right to personal interpretation and understanding of basic concepts and categories;
- the right to create individual educational programs for the studied courses;
- the right to control one's own activity, reflect and choose methods of self-evaluation based on knowledge of the individual pace of education, forms and methods of solving educational problems, personal characteristics;
- individual selection of subjects to be studied, creative laboratories and subjects selected by the university in accordance with the main curriculum and other types of classes determined;
- increase the mastered content of educational courses; individual selection of elective subjects and creative works on topics.

In our opinion, the main elements of individual learning activities are: the meaning of the activity (why I am doing it); setting a personal goal (waiting for the result); plan implementation; reflection (awareness of one's activity); degree; consists of adjusting and re-defining goals. It also reveals the elements of the educational program necessary to launch the individual educational trajectory of future elementary teachers:

- Values - teaching for self-awareness of a person in life, manifestation and development of personal qualities, realization of the destiny of an individual person;
- Motives - future elementary school teachers' interest in learning, enjoyment of achieving educational results; professor-teacher's interest in the development of future elementary school teachers, enjoyment of communicating with them;
- Norms - future elementary teachers take responsibility for their own learning; the reputation of the professor-teacher is created due to his personal qualities and learning competence and self-development;
- Goals - education is aimed at mastering the basics of human culture and basic competencies: value-semantic, innovative formation, cognitive, communicative, etc.; knowledge of the professor-teacher's right to personal educational goals of the future elementary school teacher;
- Conditions of the participants of the educational process - the professor-teacher creates conditions for independent learning; mutual cooperation;
- Form and methods - democratic; dynamic forms of organizing the educational process; pay

attention to the independent work of future elementary school teachers;

- Tools - the textbook is filled with the most powerful resources of information and telecommunication systems and mass media;
- Supervision and evaluation change the focus on self-monitoring and self-esteem of future elementary teachers, teacher-teacher and future elementary teacher reflection as a means of redefining goals.

GM Kuleshova also emphasizes the necessary conditions for the implementation of an individual educational program of students: mastering and accepting the elements of the goal paradigm: values, motives, norms, goals, etc., the main principle of heuristic education recognition - setting the goal of the future elementary teacher of the principle of personal education.

Having studied the opinions of scientists, the following components of the individual education program of the future elementary school teacher were determined:

The goal includes the establishment of goals and leading directions in the field of education formed on the basis of the state educational standard, the main motives and needs of the future elementary school teacher.

The content reflects the content of education implemented within the framework of a specific educational program. At the same time, the content of education, which is one of the factors of economic and social development of the society, is to ensure the self-determination of the individual in the implementation, development, strengthening and improvement of the rule of law, for his self-management. should be aimed at creating conditions it is necessary to take into account

The educational content should provide:

- the general and educational competence of the society in accordance with the world level of culture;
- formation of the future elementary school teacher's vision of the world in accordance with the level of modern knowledge and the level of the educational program (level of education);
- integration of the person into the national and world culture;
- the formation of a person and a citizen integrated into the society of his time and aimed at improving this society;
- reproduction and development of human resources of the society.

The technological component includes the technologies, methods, tools used in education and training systems.

Diagnostics - diagnostic support system.

The organizational-pedagogical component determines the regime conditions for the implementation of the program, the characteristics (age, level of readiness for assimilation, educational needs) of the future primary school teacher to whom the educational program is directed; achievement confirmation forms, etc.;

Effective - description of the expected results of the implementation

In this regard, the individual educational trajectory was developed by the future elementary school teacher together with the professor (participation with their different share), the readiness of the future elementary school teacher for this type of activity and the relevant depending on the availability of skills. A program of educational activities that reflects the educational understanding of the goals and values of society, the orientation of educational interests to the subject and the need to harmonize them with the needs of society, education that suits his individual learning and communication style the results of free choice of content and forms, options for presenting the products of educational activities are considered.

Individual educational trajectories, his interests in education are multifaceted - education for acquiring knowledge, skills and competences of creative and practical activities is personal and socially oriented, and education is oriented towards knowledge, creativity and practice. distinguishes directed trajectories.

The structure of the joint activities of the professor-teacher and the future elementary school teacher in their development and implementation is determined by the methodological foundations of pedagogical support for future elementary school teachers, which is freedom, self-

determination will consist of a combination of ideas of self-determination and individuality development.

Accordingly, the logic of the interaction of subjects is as follows:

- Pedagogical organization of the interaction of subjects on the process and perspectives of the selection of educational situations by future elementary school teachers;
- organization of a sequence of events of personal and social importance in educational activities;
- to encourage and advise the implementation of personal educational trajectories of future elementary school teachers, in this process their ability to make a prospective plan is formed and developed.

elements are goals, values, content, forms of behavior corresponding to them, communication and teaching of future elementary school teachers at a certain time stage.

to the characteristics of interaction, as well as to certain general characteristics of the process of interaction of subjects, dialogue, relations, the right to express one's opinion and respect for other points of view, reconciliation of conflicts, interaction freedom of choice of secret subjects, equality of participants in the educational process, openness, recognition of self and other's uniqueness, taking into account socio-cultural norms of communication, creative activity, equivalence of main activity and develops learning competence.

Therefore, the development and implementation of individual learning trajectories is carried out in a certain sequence:

1. Based on personal observations, the professor-teacher examines the documents of the future elementary school teacher, including his portfolio, and analyzes the individual characteristics of the future elementary school teacher (his interpersonal communication style, all years of "qualitative dynamics of learning, educational preferences: education; and extracurricular") projects the possible direction of his individual educational trajectory and predicts the speed and results of its implementation. Thus, the professor-teacher, as a first approximation, develops his own version of the individual educational trajectory for the future elementary school teacher.
2. in the course of a series of organized individual conversations or group discussions, he discusses the possibilities and prospects of building an individual educational trajectory together with the future elementary school teacher, encourages the future elementary school teacher to form his own point of view . individual development path, if necessary, to correct his ideas and the self-esteem of the future elementary teacher.
3. In order to form the readiness of future elementary teachers to freely choose the content of their individual educational trajectory and develop relevant skills, the teacher-teacher will conduct pedagogical situations (dialogue exercises, business games, etc.) models or emerges spontaneously in the learning process. micro or macro groups in which the future elementary school teacher is included.
4. The future elementary school teacher and professor-teacher combine their ideas about the trajectory of individual education and correctness, determine the sequence, pace and other aspects of the planned activities.
5. The professor-teacher makes sure that the prospective elementary school teacher understands the results of the selection (interviews, observation of educational and extracurricular activities) and takes responsibility, and gives him independent feedback in the process of "testing" allows action, individual learning trajectory, consults as needed. At the same time, he observes the nature of interpersonal communication of the future elementary school teacher, studies the dynamics of his development along the trajectory and, if necessary, creates motivational situations to stimulate the activity of future elementary school teachers.
6. Also, encouragement and correction of the future elementary school teacher on the individual educational trajectory takes place in the process of microgroups and individual consultations and discussions. At the same time, the typical problems of future elementary school teachers related to their own characteristics, individual ways of achieving success, communication and learning problems specific to the situation of individual trajectories, individual education harmony of interests with state requirements is ensured.
7. In turn, during the implementation of the planned activities, the future elementary school

teachers face problems of education and interpersonal communication that they cannot solve. Turning to the professor-teacher with a request for support, they enter into mutual relations with him, actively participate in activities and communication situations modeled by him. As a result, they develop an individual algorithm to solve the problem by themselves or have the necessary experience for it.

8. The professor-teacher together with the future elementary school teachers organizes the presentation of the results of the implementation of the individual educational trajectory and the reflection of the whole process in various forms, from individual communication, microgroup discussion to show technologies.

Results And Discussion

The described sequence of interaction between professors and future elementary school teachers includes the consistent activation of certain pedagogical functions: analysis, design, consultation, coordination, etc. Based on the leading function of professors and teachers in this or that period of working with individual educational trajectories, it determines the main directions of their activity: analytical and design, consultation, coordination and organization.

A necessary condition for the effectiveness of the development and implementation of educational trajectories, specially organized pedagogical support is that the teacher-teacher can consciously and independently develop an individual educational trajectory and secondary situations - as a process of creating the initial conditions for the implementation of the strategy through appropriate responsible selection. for learning, communication, behavior and its individual evaluation system and a way out of conflict and problematic situations that do not contradict socio-cultural norms.

The concept of "individual trajectory of the development of learning-cognitive competence" applied to future primary school teachers is the individual trajectory of the development of learning-cognitive competence by creating an environment, organizing psychological and pedagogical support, helping to grow in the future. cognition presents individual personal characteristics as a way of self-development of a person in activity.

It examines the need for individual educational trajectories in the process of preparing educational competence. –It is the organization of educational activities aimed at the future elementary school teacher, which ensures the gradual development of competencies and contributes to the formation of a person in the preparation of an individual educational trajectory based on state standards and curriculum requirements. counts. Future startup The class moves to the teacher's method of self-education, its further improvement, and the individual method of the graduate's educational competence. Formation of an individual educational trajectory ensures content-information supply, module-matrix supply, administrative and technological supply relations. The content and information provision of the individual education trajectory is based on the needs of the labor market, the social order and the requirements of the state education standard, taking into account the requirements of the curriculum; informational and technological development of the educational environment is taken into account. This learning-cognitive competence is determined by the educational program, curriculum, educational process schedule and curriculum by subjects. The module-matrix supply for the formation of an individual educational program includes excerpts from the curriculum, the curriculum for each semester, and specifies the list of compulsory and elective subjects to be studied. Each subject is represented by modules and didactic matrices. The study discipline includes a set of modules, each of which is a logically completed didactic block. The didactic matrix of the module defines the topics and types of lessons for their study. Each academic discipline is provided with educational and methodological material and e-learning content (resource).

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