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**ИННОВАЦИОННЫЕ ПРЕИМУЩЕСТВА ТЕХНОЛОГИИ
МОДЕЛИРОВАНИЯ В ПРОФЕССИОНАЛЬНО-
ПЕДАГОГИЧЕСКОМ И ПЕДАГОГИЧЕСКОМ ОБРАЗОВАНИИ**
**INNOVATIVE ADVANTAGES OF THE TECHNOLOGY OF
MODELING IN VOCATIONAL AND PEDAGOGICAL EDUCATION**

Аннотация. В статье рассмотрены преимущества технологии моделирования в образовании, проанализирована технология моделирования как инновация в образовании.

Abstract. Some advantages in terms of problem modeling are discussed in this article, the concept of modeling as an innovative technology in education is analyzed.

Ключевые слова: инновации, моделирование, профессиональное образование, педагогическое образование, технология.

Keywords: innovations, modeling, vocational education, pedagogical education, technology.

The teacher of vocational education should be able not only to teach, but also to own a certain type of professional activity, and, if necessary, to implement it. Here it will be appropriate to determine that patriotic upbringing depends, first of all, directly on the teacher, and then on the student. In order to effectively engage in patriotic education of the younger generation, the future teacher should be well prepared specifically pedagogically, that is, from the point of view of pedagogy, and not the methodology of teaching a particular subject.

When realizing the activity of a teacher of vocational education, the process of mastering a specialty is not a simple process of mastering an "object"; The mission of a vocational educational institution is practical (concrete) preparation for a particular profession. The student (a student, a future teacher of vocational education) of a professional pedagogical educational institution is included in his future profession. In the process of training, professional activity is formed. In this process there is a complete formation of the personality, its formation, socialization, and professionalization. This gives rise to the need to apply new interesting technology. In our opinion, modeling technologies are just necessary in this environment for innovation.

For starters, let us cite some features of the training of the future teacher of vocational education. Among them:

1. Pedagogical training is given a secondary role, special training is put on the forefront.

2. In the process of preparing the future teacher of vocational education, a special role is assigned to the development of production and technological, organizational and managerial skills, and not the skills of methodological and pedagogical work proper.

3. Pedagogical preparation is carried out only within the framework of the working profession of the future teacher of professional education.

4. In the process of pedagogical preparation of a student of a professional pedagogical educational institution, a special role is assigned to teaching activities, and not educational.

One of the main directions of modern professional and pedagogical education is the combination of traditional methods and methods of teaching with the search for new interesting and effective ways and means of teaching. Simulation, in turn, is the process of exploring objects of cognition on their models; Building models of really existing objects and phenomena (social systems, processes of professional activity, etc.). Game simulation can be considered as a heuristic tool for the study of the corresponding pedagogical phenomena, processes or various pedagogical systems by constructing and studying their models for the purpose of their further application in pedagogical practice. Game simulation is carried out through "immersion" in a specific situation, modeled in educational and educational purposes, and assumes the most active position of the students themselves (AP Panfilov).

The use of modeling in training has two aspects. First, modeling is the content that must be learned by the learners as a result of training, the method of cognition that they need to master. Secondly, modeling is a learning activity and a means, without which complete problem-model training is impossible (L. M. Fridman). The meaning of modeling lies in the possibility of obtaining information about phenomena occurring in the original, by transferring to it certain knowledge obtained in the study of the corresponding model (T. Yu. Osnovinina). In the opinion of O. Grebenyuk. Problem-model training is based on two basic principles: the principle of problem-solving and the principle of motivation. In the practice of training a specific dependence is established: if students are faced with the need to solve educational problems, in the process of solving them they develop many qualities that characterize the formed individuality and creative personality (high level of development of intellectual, motivational, etc. spheres, initiative, independence, criticality and etc.). This dependence has a regular character - it always manifests itself when in the educational process the students are included in the solution of the problem, in the search for new knowledge. It is this provision of the necessary conditions for the manifestation of this law is of practical importance. The principle of problem solving contributes to the resolution of the following contradictions: between the existing level of education, upbringing and development of students and necessary; Between the actual level of development of intellectual (motivational, etc.) sphere and the level of its nearest development.

The next principle is the principle of motivation. Motivation is present in all activities. In the pedagogical aspect, it is necessary not only to take into ac-

count the existing level of development of the motivational sphere of students, but also to solve the task of its development. The principle governing the activity of the teacher in this aspect is the principle of motivation. This principle guides the teacher not only on what needs to be formed and what needs to be done for it, but also on how to achieve the proper result, how to encourage active learning activity [1; 2].

So, the essence of the application of modeling technologies in vocational education consists in the formulation and solution of educational and professional tasks built in the logic of future professional activity, the means of their modeling, "riddling", projection.

The foregoing allows us to identify a number of innovative pedagogical merits of modeling technologies used in vocational education [3]. They consist in the fact that these technologies:

- contribute to the personal and professional development of the student, carried out on the basis of mastering the theoretical and methodological foundations, methods and methods of work of specialists in their field by modeling future professional activities in the learning process;

- allows to ensure the unity of the aeological, conceptual and applied aspects of professional and pedagogical special content of students' preparation on the basis of the idea of sustainable development of the individual and the requirements for the modernization of higher education;

- appears as a didactic means of activation, management, differentiation of professional and pedagogical knowledge, including the individual style of professional and pedagogical activity by including variational strategic, tactical, situational tasks of different levels of complexity, with the transition from the re-productive level to the creative one;

- is an effective tool for mastering the content of professional and pedagogical education in the process of independent activity of students with the use of innovative pedagogical tools: case study methods, role games, business games, game trainings, etc.;

Simulation technologies are successfully tested on the basis of the Russian State Vocational Pedagogical University.

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