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М. В. Фоминых, А. Митина
M. V. Fominykh, A. Mitina
ФГАОУ ВО «Российский государственный профессионально-педагогический университет», Екатеринбург
преподаватель, Плайя-дель-Кармен, Мексика
Russian state vocational pedagogical university, Ekaterinburg
teacher, Playa del Carmen, Mexico
Fominykh.maria12@yandex.ru

ОРГАНИЗАЦИОННЫЕ ФОРМЫ ОБУЧЕНИЯ В РАМКАХ ПРОБЛЕМНОГО МОДЕЛИРОВАНИЯ

ORGANIZATIONAL FORMS OF TRAINING IN THE FRAMEWORK OF PROBLEM MODELING

Аннотация. В статье рассмотрены и проанализированы формы обучения и контроля как часть методической системы в рамках проблемного моделирования обучения. Особое внимание уделено проявлению самостоятельности студентов в учебной деятельности. Определены характеристики методической системы обучения студентов педагогических специальностей базовым, общепрофессиональным учебным дисциплинам и дисциплинам профильного цикла.

Abstract. The forms of training and control as a part of the methodological system in the framework of problem modeling are analyzed in this article. Special attention is paid to the manifestation of students' independence in educational activities. The characteristics of the methodological system of teaching students of pedagogical specialties of basic, general professional academic disciplines and profiling disciplines are determined.

Ключевые слова: проблемное моделирование, инновационные технологии и подходы в обучении, методическая система, формы обучения и контроля, профессиональное образование.

Keywords: problem-model approach, problem modeling, innovative technologies and approaches in training, methodological system, forms of training and control, professional education.

Organizational forms of training-are options for direct and indirect pedagogical communication between teachers and students in the educational process. The analysis of practical activities of teachers at the University shows that it is important for the teacher to create conditions for students to formulate educational goals taking into account their educational opportunities [1, 3, 6]. The means of implementation of such a transition are active teaching methods (problem lectures, business and role-playing games, situational tasks, lectures, seminars, laboratory work, course design, consultations, tests and exams, etc.). For training students at universities they traditionally use a variety of forms of training and forms of control presented in the table. 1.

Table 1. Forms of training and control in modern pedagogical practice.

Forms of training		Forms of control	
Aimed at theoretical training	Aimed at practice	Traditional	Innovative
<ul style="list-style-type: none"> • Lecture • Seminar • Laboratory work • Controlled 	<ul style="list-style-type: none"> • Practical class • Implementation of the thesis • Writing papers 	<ul style="list-style-type: none"> • Control work • Individual interview • Thesis defense 	<ul style="list-style-type: none"> • Testing • Rating • Graded examination of the

individual work • Individual • extracurricular activities • Conference • Consultation	• All practices • Project activity	• Project defense • Colloquium • Test • Translation and terminal exams	integrative training course
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When studying the disciplines of the profile cycle of this specialty, the independent work of students plays an important role.

There are several systems of classification of types of independent work, for example Pidkasisty P. I. in a basis of classification put four levels of independence in cognitive activity of students [7]:

1. Reproducing independent work on the model. Cognitive independence of the student is manifested in recognition, comprehension, memorization, summing up the known method of solving a new problem.

2. Reconstructive and variable independent works. In their performance cognitive activity and independence of the student does not go beyond elementary education.

3. Heuristic independent works. In the performance of these works cognitive activity and independence of the student is expressed in his generalizations in the analysis of the problem situation and finding a way to solve the problem.

4. Creative (research) individual works.

Independence as a certain quality of personality is one of the most important in learning- it is different types of group and individual cognitive activities organized in the classroom and in extracurricular time and carried out without the direct assistance of the teacher. Individual work includes self-formulation of a conscious goal, the definition of tasks and the choice of effective ways and means of their implementation, timely correction, which is carried out by the teacher, as well as training monitoring and evaluation the results of activity. The degree of independence of the student and the head of the teacher may be different [2, 4, 5].

We believe that the manifestation of students' independence in educational activities is not only the quality of personality, but also a specially formed ability that occurs under certain didactic circumstances.

Forms of training and control in the framework of the methodical system of training disciplines of the profile cycle in the context of the problem-model approach are presented in table 2.

Table 2. Forms of training and control in the framework of the methodical system of training disciplines of the profile cycle in the context of the problem-model approach.

Forms of training		Forms of control	
Aimed at theoretical training	Aimed at practice	Traditional	Innovative
<ul style="list-style-type: none"> • Practice-oriented lecture • Seminar with elements of heuristic conversation Laboratory work • Controlled individual work • Individual extracurricular work • Individual work • Conference • Consultation 	<ul style="list-style-type: none"> • Practical class • Project modeling • Consultation • Heuristic conversation • Implementation of the thesis • Writing papers • All practices • Project activity 	<ul style="list-style-type: none"> • Control work • Individual interview • Thesis defense • Project defense • Colloquium • Test • Translation and terminal exams 	<ul style="list-style-type: none"> • Testing • Rating • Summarization • The problematic messages • Annotating • Round table • Dispute • Graded examination in several specialized disciplines

The main characteristics of the methodical system of giving students of pedagogical specialties knowledge in the sphere of basic, general professional academic disciplines and disciplines of the profile cycle we will determine:

1. Science-based planning of the learning process;
2. Unity and interpenetration of theoretical and practical training;
3. High level of difficulties and fast pace of learning;
4. Maximum activity and sufficient independence of training;
5. Combination of individual and collective work;
6. Saturation of educational process with technical means of training; Informatization of educational process;
7. Quality management of educational process;
8. Design and implementation of innovative technologies in the framework of the methodical system in the conditions of advanced vocational education.

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Н. Х. Холмуродова
N. Kh. Holmurodova

Самаркандский государственный университет, Самарканд, Республика Узбекистан
Samarkand State University, Samarkand, Republic of Uzbekistan
nargiza x.85@mail.ru

ОСНОВНЫЕ СОСТАВЛЯЮЩИЕ МЕТОДИКИ РАЗРАБОТКИ ИНТЕГРАТИВНЫХ МОДУЛЕЙ ПО РАЗВИТИЮ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ

THE MAIN COMPONENTS OF THE METHODOLOGY FOR THE DEVELOPMENT OF INTEGRATIVE MODULES FOR THE DEVELOPMENT OF FOREIGN- LANGUAGE PROFESSIONAL COMMUNICATIVE COMPETENCE OF STUDENTS

Аннотация. В статье приводятся структура и содержание методики разработки интегративных модулей по развитию иноязычной профессиональной коммуникативной компетентности студентов неязыковых высших образовательных учреждений.

Abstract. The article presents the structure and content of the methodology for the development of integrative modules for the development of foreign-language professional communicative competence of students of non-language higher educational institutions.

Ключевые слова: иноязычная профессиональная коммуникативная компетентность, интегративный модуль.

Keywords: foreign-language professional communicative competence, integrative module.