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The Issue of Directing Students to Professional Education on the Basis of an Innovative Approach

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Abstract: This article will talk about the methodology of directing students to professional education on the basis of an innovative approach. The methodology for improving the preparation of students for innovative pedagogical activities, the rounding method of innovative activities, the model of innovative activities, the methodology for achieving the established maxad in the short term using optimal (most optimal) methods, the ways are presented.

Keywords: innovative teaching methodology, innovative application method, innovative approach method, innovative methodology types, innovative methodological technology, innovation, innovative worldview, innovative theory methodology, innovative process methods.

The orientation of future teachers to professional education is based on improving the preparation of innovative pedagogical activities, an in-depth analysis of the content and character of teacher labor. In order to have a sufficiently complete and objective idea of the professional-pedagogical activity of a teacher belonging to this category, it is necessary to build a suitable model for him[1].

A Model is"an object of any nature to which one can place the object being studied in such a way that its study provides new information about that object".

Modeling is the construction (or selection) and study of such an object (model) of any nature, to which the object being studied can be placed in such a way that its study gives new information about this object".

A complex approach has been adopted in the modeling of teacher activity, which is characterized by the principles of" interdisciplinary dependence, completeness and levelness when looking at an object." These principles are considered one of the realistic research tools of modeling and serve to ensure the integrity of the teacher's innovative activities being designed. We will briefly dwell on these principles in order to clarify our further efforts to create a model[2].

The principle of interdisciplinarity implies the implementation of the synthesis of a presumptive picture of an object, that is, the interpretation of the innovative activities of specialists-teachers relies on the social science, psychological-pedagogical, methodological and other disciplines that they study. However, when determining the list of important components of innovative activity, the interdisciplinary correlation of research is not ensured without the rational integration of these

disciplines. The main task of this principle is to combine all the educational subjects studied by specialists – teachers-subjects in order to create a model.

The second principle (completeness of the study) arises from the adequate representation of the object in the model. It is known that the lack of completeness in the study reinforces the unreliability of the result obtained. This limits the area of its use. Completeness means that the unexplored edges of an object are understood and, in a structured form, express its integrity accordingly. The completeness of the analysis is considered a direct guarantee that in the model all aspects of pedagogical-innovative activity are recorded. Given this circumstance, the list of indicators of teacher activity and its morphological composition are formed sufficiently complete (not absolute, Of course) due to multiple verification using various methods.

The third principle requires the study of the object under study to be classified into more general and more private factors, situations, States capable of representing the integrity of the object at each level. When creating a model of pedagogical-innovative activity of a specialist-teacher, multi-leveledness is expressed in all its stages. Therefore, on the basis of this principle, a list of components of the innovative activity of a specialist-teacher was compiled, at that level – a list of components of a general, intermediate and specific level. Consequently, the content of the activity is reflected separately at each stage and serves different purposes.

When developing a model of methodological innovative activity of teachers, two interconnected and interconnected objects were noted: the personality of the teacher and his pedagogical-innovative activity. Such activities we saw, on the one hand, as a generalized and insufficiently unified (brought to the same) phenomenon, and on the other – as a methodological system inherent in a certain circle of subjects (officials), which carries out the holistic general goals of school education – the preparation of student youth for labor in accordance with independent life and the requirements of This activity is composed of a number of separate actions (methods of achieving a common goal) and interrelated components, each of which corresponds to a certain professional function of a specialist – science teacher[3].

Let's look at the first type of activity – “moving innovative methodological experience”. It included three classes of activities that differ in the tasks that teachers of the Russian language of the general secondary school should solve[4].

The first class is “Analysis and assessment of the content of news”; the task is to analyze and evaluate the level of novelty of pedagogical experience. The second class is “analysis of the introduction of experience and its assessment”; the task is to obtain information on the scale of its introduction. The third class is the “development of a mechanism for moving innovative proposals”; the task is to draw up a development plan for mastering new actions.

The quality of the second type of activity “development of pedagogical, methodological innovations” includes four classes of activity. The first class is a “critical analysis of methodological practice”, the task of which is to determine the degree of elaboration of the problem in the theory and practice of pedagogy. The second class is the” search for solving ideas of the problem", its task is to establish existing conflicts, choose methods and methods for solving them. "Development of innovative projects" is a third class, the task of which is to distinguish between design stages, to clarify the goals of each stage, the time of their implementation. Finally, the fourth class is the” evaluation of innovative projects", the task of which is considered to be the evaluation of productivity[5].

The third type of activity is “pedagogical experiment-testing”, which includes four classes of activity. The first class – “the setting of goals”; the task – the performance of the main tasks of the test; the second class – “planning” - the development of a research program, implies the omission of the main question. The task of the third class – “transfer” - is to gain new scientific information proving the advanced assumption using the necessary techniques based on the research carried

out. The task of the fourth class, known as" analysis and evaluation of results", is to draw conclusions and make suggestions.

The fourth type of activity, called" transmission of innovative methodological experience", also includes four classes of activity, each class having specific tasks. If the first class, that is, the "setting of goals", implies the separation of the main tasks of the transmission of new pedagogical ideas, the second class – "planning of tasks" is the determination of the composition and sequence of actions for the transmission of news, the development of calendar plan-graphs. The third grade, known as the" transfer process", requires the implementation of an effective didactic process, that is, the organization of goal-oriented educational activities of students. The last fourth stage - " analysis and evaluation " - controls and evaluates transmission movement[6].

Analysis of the content of teacher-innovator labor, as expected, showed that a lot of time is spent moving and transmitting innovative methodological experience, that is, the educational process and its preparation. (Rounds I and IV - 68.3 percent). However, the development of pedagogical Innovations takes almost a third of the teacher's working time (type II – 30.9 percent). When conducting a pedagogical test, a lot of time is spent on technical and methodological support and analysis of its results (6.2 percent). This fact, of course. True, it is possible (also necessary) to significantly reduce the time consumption at the expense of preliminary preparation of the pilot class and re-working the stages of conducting the Study. [7]

Based on the FIRs above, it is considered expedient to represent the research process in a view consisting of two stages:

The research process can be expressed in a view that consists of two stages:

decomposing a non-standardized list of knowledge into pieces;

systematization of sorted knowledge, their verification of completeness and representativeness.

The basis for the fragmentation of knowledge was empirical material obtained using a methodology developed and tested during the study. As a result, we have separated the knowledge used by the teacher in the implementation of innovative activities in general secondary schools. This knowledge was analyzed to completeness[8].

The systematization of the sorted knowledge was carried out using generalised levels. The first and second of these degrees are unified (listed equally) to select the necessary knowledge for teachers of different disciplines, while the third and fourth levels of generalization of knowledge in the innovative field differ depending on the direction of teacher training[9].

At the first level of generalization of knowledge, a set of theories was chosen, united by a common sign, evoking a holistic picture of laws and significant connections in different areas of reality. Thus, the sum of the total knowledge extracted is represented at this level by:

a) the field of methodological knowledge, which includes theories that reveal the laws of innovation, methods for conducting pedagogical research;

b) the field of psychological and pedagogical knowledge includes theories that reveal and explain the laws of innovative processes.

v) the area of methodological knowledge combines a set of theories that reveal the sequence of introduction of pedagogical innovations into the teaching process and assess their effectiveness.

g) A special field of knowledge, consisting of a set of theories explaining the features of pedagogical innovation for a separately derived science.

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