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Pedagogical conditions for the formation of informational and methodological competence of learners

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Abstract

The article is aimed at investigating the modern views of scientists about the informational and methodological competence of students of pedagogical specializations via comparative qualitative research methods. As a result, the competency-based approach of students is changing through learning how to apply logic and methods of scientific and pedagogical research in standard situations and etc. In conclusion, full education is often seen as a necessary condition for achieving a comfortable standard of living, as an important factor in the progressive development of society and the economy.

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Keywords: Pedagogy, competence, methodological, information, internationalization.

Condiciones pedagógicas para la formación de la competencia informativa y metodológica de los alumnus

Resumen

El artículo tiene como objetivo investigar las opiniones modernas de los científicos sobre la competencia informativa y metodológica de los estudiantes de especializaciones pedagógicas a través de métodos comparativos de investigación cualitativa. Como resultado, el enfoque basado en la competencia de los estudiantes está cambiando a través del aprendizaje de cómo aplicar la lógica y los métodos de investigación científica y pedagógica en situaciones estándar, etc. En conclusión, la educación completa a menudo se ve como una condición necesaria para lograr un estándar cómodo de vivir, como un factor importante en el desarrollo progresivo de la sociedad y la economía.

Palabras clave: pedagogía, competencia, metodológica, información, internacionalización.

1. INTRODUCTION

The main feature of the system of modern education is the preparation of creative individuals who, in their professional work, are free to use the latest achievements of science and technology. In this case, I draw attention to blended learning, which must be studied and

implemented about the Republic of Kazakhstan in the educational system. This training model will allow in the new digital global environment to implement the "Digital Kazakhstan" program, which will successfully allow you to compete with other countries in this direction, and in the future - enter the top 30 countries that use innovative technologies. In this case, it is necessary to pay attention to the international experience of the countries of the European Union. As in the whole world, we see trends in the individualization of learning. Unlike the EU, in Russia, this direction is called the "humanization of education".

The process of internationalization is visible in various educational systems (the introduction of common values, approaches, and requirements for an effective educational process, the development of personal competencies in all educational institutions in a global environment). Modern post-industrial society challenges education, which becomes the most important social elevator in achieving high status, as well as the main capital that allows you to be competitive in the world of digitalization (HUGHES & SMAIL, 2015). The most important role in this process is played by the combination of education itself with self-education, as it guarantees the effective development of personality as a result of socialization. In this case, the main factor is competence - abilities based on knowledge and experience, values and inclinations that are formed during training and self-education, actively affect the person's social mobility.

It is no coincidence that in 2018 the European Commission issued a document "On Key Competencies for Lifelong Learning",

which presents a body of knowledge, skills, and relationships. The document lists the key competencies that are essential for the development and education of the contemporary person, starting with childhood and throughout life. These competencies stand out as literacy, language, mathematics, science and technology, engineering, digital, civic, business, cultural, socialization and learning competencies (ANTROPOVA, 2019). The development of personal competences requires a sufficiently flexible educational environment, aimed at new innovative teaching methods, special training of future teachers, who can build a flexible individual approach to the education of schoolchildren. Both in the CIS and EU countries, the methods of studying the needs, project, mixed, game, experimental and labor training, the technology of social-emotional and phenomenally oriented education are considered to be very popular in pedagogy.

2. METHODOLOGY

The experience of G.R. Khusnetdinova and the team of authors published on the materials of the 26th scientific-practical conference in 2019. This work analyzes the causes of deficiencies in the work with the use of new technologies that teachers in higher educational institutions have:

1- Many teachers do not improve their level of qualification in the digital environment through self-education;

2 - The habit of many of them in the classical system, which excludes the use of high technology in lectures, seminars, etc .;

3 - Poor motivation to introduce new elements in teaching for various reasons, most often due to congestion;

4 - Lack of priority, and as a result - poor result.

This analysis allows a deeper look at the possible causes of the reluctant use of information technology in the professional activities of teachers, but many researchers such as TAKIZHBAEVA & ASYRBEKOV (2017) and KHUTORSKOY (2003) note that difficulties methodological plan is one of the main reasons for highlighting methodological competence, without it it is impossible to determine the level of pedagogical skill of a teacher. The teacher's methodological training is the process of mastering the system of methodological knowledge, skills, and abilities, and as a result, the readiness for their implementation. In this vein, it is precisely methodological competence that is the determining factor in the professionalism of a teacher. Modern pedagogical science interprets this concept differently:

- Master's knowledge of various teaching methods, knowledge of didactics, the ability to use them in combination with techniques in the learning process;

- An integrative, multi-level professionally significant characteristic of the teacher's personality, which is reflected in the "sum" of professional knowledge, in the effectiveness of the process of education and training of schoolchildren;

-Based on all elements of psychological, pedagogical, methodological and subject knowledge, skills, experience, the motivation of the individual.

we are talking about a specific system that includes the organization and management of the entire educational process in the framework of the informatization of professional teacher education. In this case, it is necessary to highlight the main areas that determine the methodological competence of future specialists:

- Methodological research activities;
- The development of new pedagogical technologies - cognitive activity in education;
- E-Education system;
- The use of information and communication training tools.

In all of these areas, the main challenge is to develop the intellect of both future teachers and students. In this case, intelligence is a key concept, value, and talent in cognitive, artistic-aesthetic, communicative, and spiritual-value activities (ABDULLAEVA, 2019). The connection between the development of the methodological system of education and the information methodical competence of future specialists is visible in the light of the informatization of education. Scientific interest in the issues of informational and methodological competence of future specialists in the modern world is associated with the complication of production processes (the formation of education as the main factor of production); the use of democratic processes as a public resource, ready to ensure the intensity of the economy (ZACHERMAN & FOUBERT, 2014).

3. RESULTS AND DISCUSSION

The main purpose of training is to master the program. For students with experience in professional activities, seeking professional growth, wishing to develop their competencies, it is aimed at self-identification of a person. In the educational process, it is necessary to distinguish several stages. Introductory - involves familiarization with the rights and obligations when discussing individual training programs with the main provisions of the selected courses, self-assessment of their abilities and practical skills for self-study and work with educational material, adjusting the educational program following the needs and problems of a particular student. The main stage is mastering knowledge and acquiring skills in the field of basic subjects and courses, acquiring the volume of knowledge and skills necessary to fully satisfy educational needs, develop thinking, creative and communicative abilities, promote student projects, professional and practical training.

The generalizing stage is focused on the preparation of the master's thesis. The topic should be unique in terms of information sources. If a student works with electronic information resources, independently processes and analyzes the material, his work can meet the requirements of research work. According to the Federal State Educational Standard of Higher Education, methods of organization and teaching technologies are focused on the development and implementation of innovative teaching technologies. They involve giving interactive lectures, conducting group discussions, analyzing

business situations based on the case method, simulation models, conducting role-playing games, training, and other technologies. In this case, the student-teacher in the process of learning and self-development receives specific experience and knowledge, with the help of self-reflection analyzes the meaning and significance of the acquired skills and abilities, conducts experiments.

Theory and practice are thus combined into a single whole and form the future worldview. In the process of educational activities, the transfer and assimilation of theoretical knowledge are carried out during the lecture. Interactive lectures use two-way communication; role-playing games, demonstration of visibility, and switching to technical teaching aids are appropriate here. There are lectures-communications, lectures-discussion with intensive feedback, with elements of "brainstorming", with case analysis, in the format of a press conference. Quasi-professional activities include group discussions, case studies, role-playing games, training, and other technologies. Group discussions in the educational process with master's students can be presented in the form of round tables, forums, debates, symposiums, press conferences, "teleconferences", etc.

The main thing in the formation of the future teacher is the formation of professional values of personality, which are laid in the process of learning and perception of norms, principles, ideals, theoretical generalization and understanding of experience, in the process of reflection of knowledge of real relations in the professional activities of each student. Their content includes the knowledge of the methodological nature of the essence of education as a social

phenomenon, as a process of education and training in the interests of man, society, the state, the relationship between pedagogical theory and practice, different levels of pedagogy methodology. In the process of mastering the basics of pedagogical activity, students get ideas about the object, subject, and tasks of pedagogical science, about the place of pedagogy in the systems of human sciences, its internal structure, relations with other sciences, about the features of their mutual influence; the essence of education as a special sphere of social life and its historical character; on the content of the pedagogical process in terms of a systematic and holistic approach; on the forms of interaction of pedagogical science and pedagogical practice.

Analyzing the questionnaire conducted among undergraduates, I come to the conclusion that they give priority to non-traditional forms of training: modeling, role-playing games, micro-teaching, etc., as well as the forms of students working in pairs, in groups. As a result, the competency-based approach of students is changing. This happens through learning how to apply logic and methods of scientific and pedagogical research in standard situations (the method of opposition in practical exercises); exchange of experience, identifying pedagogical problems, finding the best ways to solve them with the aim of forming students' skills and constructive interaction with people (entering into communication with a communication partner, establishing contact with the interlocutor, the ability to behave in accordance with the situation); preparing students for debates, round tables, project presentations, stage plays, in the process of preparing

for which they gain experience in the group; the use of frontal surveys by students of each other to verify acquired basic concepts, paired projects on a given topic, etc.

Future teachers expand their skills through the application of visual clarity in the form of presentations, multimedia, which reconstructs the socio-cultural and pedagogical environment; they try their hand at making presentations pedagogical design. The pedagogical design allows you to create a professional environment to create active, independent and proactive students by involving them in project research activities to develop learning skills, creativity. Using the above-mentioned methods, forms, and means of education provision for the extension of the boundaries of the worldview of students and self-determination in personal and professional-cultural spheres. It is advisable to complete the study of the pedagogical cycle not only through traditional tests and examinations but also through the diagnosis of practical experience acquired by students in the course of pedagogical practice. The ability to be active, as a requirement for a modern specialist (to find, collect, analyze and apply), makes it urgent to prepare the future teacher for the constant updating of knowledge, which makes it necessary to master various competencies in the process of all professional activities of a person.

When studying the importance of this issue, the fact of weak use of argumentation by students (bringing arguments or arguments with the intention of provoking or strengthening the support of the other side (audience) to an advanced position) was revealed (RABOTKINA, 2019). This fact worries both Russian teachers and teachers from the

Republic of Kazakhstan and Uzbekistan (ABDULLAEVA, 2019). In overcoming this problem, informatization is an important link, as it combines research on the formation and development of information literacy, competence and informational and methodological competence of an individual. Two directions of its application and understanding are distinguished: the first is a computer, a data bank, electronic media, etc. the second direction provides for the informational and methodological competence of the future teacher, and here the most important factor is the ability to correctly set the goal, goal setting.

So, at the interrogation of students by the teacher of the Karaganda state university Ahmetzhanova G.A. (Kazakhstan) on a question of a statement of the purpose in studying of discipline "Technologies of creation of electronic educational resources", on the foreground there were general cultural and comprehensively developing purposes (54 % of respondents). The second group of students focused on the effectiveness of future teaching activities (40%). The third group, 6%, set the main objective of their studies as the main goal of obtaining a higher education diploma. Such a survey allows the teaching staff to choose the most important topics of academic disciplines in the methodology of scientific cognition and the construction of a general scientific picture.

Thus, the information competence of a specialist is understood as a special type of organization of subject specialist knowledge, allowing to make the most effective decisions in the process of professional and pedagogical activity. The content of information and

methodological competence is determined by the ability to apply a variety of information models, expressed by the integral multilevel development of a professional. By the ability to use information, we understand its search, collection, processing and use in the professional-pedagogical activity. Of course, the complexity of teaching is associated with the conditions of reforming higher education and the transition to a multilevel system of education. Qualitative implementation of such principles of education is possible in case of combination and continuity of curricula of bachelors, masters, specialists into a single whole.

The principles of interdisciplinarity, consistency, career guidance, modular training should be primarily reflected not only in the curricula of academic disciplines but also implemented in the systematic activities of teachers. The future teacher in modern conditions is responsible not only for the availability of theoretical material but also for the scientific organization of its assimilation (at seminars, training, etc.). An important element of the culture of the 21st-century teacher is such factors as the development of algorithms, assignments, independent analysis and synthesis of knowledge. In modern conditions, methodological competence becomes an integral characteristic of the personality of a teacher, building the structure of methodological training, methodological thinking, methodological culture, and methodological creativity. One of the main goals of the system of methodological work in higher educational institutions of the pedagogical direction is the identification and elimination of discrepancies between the existing and the required level of

methodological competence of the teacher, the continuous formation of its high level.

4. CONCLUSION

Education as the main factor of production in the modern world community is the main criterion of social progress, the basis of the economic stability of the information space. It is education as the most important value and fixed capital in modern society that stimulates a person to master new knowledge and make innovative decisions due to the development of creativity. A full-fledged education is often a necessary condition for achieving a comfortable standard of living as an essential factor in the progressive development of society and the economy. Knowledge in the information space is becoming an integral element of the general cultural and comprehensively developed modern man. In the global world, a highly qualified teacher becomes an important part of the formation of a new information space, contributes to the formation of not only a European identity but also a Eurasian unified educational environment.

Understanding of education in the modern world community as the main, leading factor in the social and economic process is a criterion of social development, economic power. Education as the most important value and fixed capital of modern society makes a person able to stimulate the acquisition of new knowledge and make new decisions. Full education is often seen as a necessary condition for

achieving a comfortable standard of living, as an important factor in the progressive development of society and the economy. Knowledge must become a trend of continuous development of human spirit, knowledge, as well as the ability to formulate and make decisions.

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