Contextual Approach to the Professional Training of Future Primary School Teachers in the Field of ICT

Melieva H. H. [1]

[1] Lecturer at the Kokand State Pedagogical Institute

Abstract: This article describes the change in the requirements for the professional training of primary school teachers as a result of the emergence of new processes related to informatization, integration, technologization, etc.in education.

Keywords: primary school teachers, competence, respondent, information and communication technologies, professional competence, questionnaire, pedagogical observation, conversation.

INTRODUCTION

Medicine The competence approach imposes its requirements on other components of the educational process - content, pedagogical technologies, monitoring and evaluation tools - primarily aimed at new views on the evaluation of the goals and results of vocational education. The main requirement for the implementation of a competence-based approach in the professional training of primary school teachers in the field of ICT is the development and implementation of learning technologies that create conditions for attracting students to various types of activities (communication, problem solving, teaching, training, discussions, debates, project implementation, etc.).) [1].

In our opinion, when a student who is "just entering" a future profession uses ICT tools when performing professional tasks and does not perceive these tools only as a means of teaching, when creating real professional conditions, pedagogy becomes a need for scientifically based educational technologies that can be applied in the educational process. and the educational process in higher educational institutions,

It is this technology that makes it possible to form at a high level all the components of the competencies of future primary school teachers to work with ICT tools.

A.A. Elizarov highlights the implementation of contextual learning and activity experience as conditions for the formation of competence to work with ICT tools and indicates that the teacher's mastery of the skill of working with general-purpose ICT tools should be carried out in the process of modeling the preparation of didactic means and design of functionally oriented components of educational activity [2].

Based on this, in this study, in order to improve the competencies of future primary school teachers to work with A.A. ICT tools proposed by Verbitsky, the possibilities of using a contextual approach were considered [3].

According to the presented approach, without attributing contextual learning to educational technologies, its main task is to further improve teaching and teaching activities based primarily on creative, productive thinking, behavior and communication, and not on the processes of perception or memory. Therefore, with a contextual approach, methods and forms of active and intensifying education and even whole technologies that ensure the intensive development of the personality of the student and teacher acquire special importance. With the help of forms and methods of active

learning, not only the content of professional activity is modeled, but also the social relations in which it is carried out.

A.A. The theory put forward by Verbitsky is based on the concept of "context" (in psychology) [from the Latin context – continuous communication, communication].

Context is understood as a system of internal and external conditions of behavior and activity, which determines the content and significance of a particular situation as a whole and its components, affects the peculiarities of perception, understanding and reformulation of a particular situation by the subject.

Accordingly, the internal context reflects the complex of knowledge and experiences, psychophysiological and personal characteristics of the current subtext; and the context of the flash reflects practical, socio-cultural, spatial-temporal, as well as other characteristics of the situation.

The combination of contexts with a number of meanings-the essence in human activity, consciousness and psyche (mental experience, mental state formed as a result of reflection of objective events in consciousness) reflects in its OMG a unique image of the universe and acts as a mechanism for the formation of individual characteristics of a person in the processes of life, professional activity and education. According to the contextual approach, a person cannot embody any professional activity outside the context of a life situation that includes not only himself, but also external circumstances, other people who are in a relationship with him. This complex of all the mentioned aspects forms a context that gives this situation a personal meaning and meaningfulness.

Modeling situations related to professional activity in the educational activities of students makes it possible to include the content of kelagusi's work in the context of real educational and life relationships, which means that it contributes not only to the assimilation and use of knowledge, but also to their perception as a means of activity having professional and personal significance. Thus, the training is carried out simultaneously in a two-way context: in the context of the professional and life situation of the student, together they help to ensure the professional and social competence of the future professional. A.A. According to Verbitsky, the basic principles of contextual education are characterized by the following rules:

➢ the principle of pedagogical support for the inclusion of personal positive characteristics in the educational activity of the student;

➢ the principle of the leading role of joint activity, interpersonal interaction and dialogical communication of subjects of the educational process (teachers with students, students with students);

➢ the principle of pedagogical justification of the combination of new and traditional pedagogical technologies

➢ the principle of harmony of training and education of a specialist's personality [4]. One of the central problems is the correspondence between the forms of organization of educational activities of the future primary school teacher and the forms of professional activity that he studies.

As adequacy, only traditional and new teaching methods can be brought together, each of which should complement the adequate content of the types of activities being mastered, and this, in turn, should be complemented by the holistic content of the simulated professional activity. It refers to the transformation of the content and forms of educational activity into the corresponding content and forms of professional activity.

There are three main forms of activity in the contextual educational model. These are educational, additional professional and educational-professional forms of activity.

In educational activities, information is mainly transmitted and assimilated; and in the additional professional form of professional activity, practical, technological and socially significant content is modeled; in the educational and professional form, the student performs actions and deeds that correspond to the norms of proper professional and social relations of specialists who enter into

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interpersonal interaction and communication (in the process of collective distributed labor). Due to the transition from one basic form of activity to another, students have the opportunity to use educational and scientific information as a means of implementing these forms of activity, to master real professional experience, to naturally enter the profession. Taking into account these forms of activity, the content of vocational training in the field of ICT is modeled. In addition, methods and forms of training organization are defined. The problem of teaching methods is one of the most important problems of didactics. This remains relevant both in theory and in practice. As it is eliminated, the educational process itself, the activity of the teacher and students, and therefore the result of training in all higher education, manifests itself.

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