

APPLICATION OF INNOVATIVE METHODS IN THE DEVELOPMENT OF INFORMATION SKILLS OF STUDENTS OF PROFESSIONAL EDUCATIONAL ORGANIZATIONS

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Abstract: The article briefly outlines the importance of implementing a competency-based approach to open-source systems. The methods, techniques, and technologies used in the development of competence in working with information in the disciplines of the professional cycle are briefly described.

Keywords: competence in working with information, competency-based approach, competent specialist, types of competencies,.

The basis of state educational standards for secondary vocational education in the specialty, which represent a set of requirements mandatory for the implementation of basic educational programs of secondary vocational education by educational institutions, is a competency-based approach. Competence is interpreted as a system of values, personal qualities, knowledge and skills of a person, ensuring his readiness to perform professional duties.

A competency-based specialist is not just a graduate of secondary vocational education who is knowledgeable and proficient in the methods of professional activity, he is a person who is capable of independently solving problems in new conditions and situations, using various opportunities for this, motivated to find solutions to problems and professional improvement, i.e. career and personal growth. Thus, we can identify the following ideas that contribute to the effective formation of competencies and allow achieving these goals:

- integration of various results of education and self-education when solving problems;
- SELF-activity, SELF-development, SELF-control;
- orientation towards long-term personal goals.

The introduction of a competency-based approach to the system of secondary vocational education (SVE) is associated with the possibility of a qualitative change in the training of

specialists. The basis of competence is a sense of one's own success and usefulness; a person's awareness of the ability to effectively interact with others. Graduates of secondary vocational education institutions, without sufficient professional qualifications and practical experience, experience particular difficulties in adapting to the labor market. In the context of the dynamism of market relations, vocational training cannot guarantee a graduate a job not only throughout his life, but also in the near future. A large number of young people have to retrain and acquire a new profession. We need not only to implement all methodological and educational tasks in our lessons, but in many ways to also implement educational tasks. LEARNING TO LEARN is precisely the beginning of the work on developing general competencies. The development of logical thinking, communication abilities, the development of coherent monologue speech, the formation of an adequate understanding of the world around us, the development of memory - all this is an integral part of the work of our teachers.

The following types of competencies are distinguished:

- Educational and cognitive competence is a set of skills and abilities of cognitive activity. Mastery of the mechanisms of goal setting, planning, analysis, reflection, self-assessment of the success of one's own activities.
- Information competence is the ability to independently search, analyze, select, process and transmit the necessary information.
- Communicative competence is the ability to interact with other people and the ability to work in a group.

In the new requirements for the results of mastering the main professional educational program, priority attention is paid to the formation of general and professional competencies that characterize the future professional activities of graduates of secondary vocational education institutions. Therefore, the training of specialists in these institutions must be carried out taking into account the adjustment of methodological and technological aspects of education, an objective revision of existing values, targets and pedagogical means based on the knowledge, skills and experience of students. It is necessary to introduce such educational technologies that will be aimed at the individual development of the personality of the future specialist and citizen. A specialist aimed at independence, creativity, competitiveness, and professional mobility, which certainly requires a new approach to preparing a future professional.

According to the Federal State Educational Standard for Secondary Professional Education, the competence of a future specialist includes general and professional competencies.

General competencies (GC) are a set of social and personal qualities of a graduate that ensure the implementation of activities at a certain qualification level. General competence is understood as the ability to successfully act on the basis of practical experience, skills and knowledge in solving problems common to many types of professional activities.

General competencies are formed in the process of educational and extracurricular activities of students while studying a complex of academic disciplines and professional modules. The choice of techniques and methods for the formation and development of general competencies is relevant and important for the effective organization of students' educational activities.

Professional cycle disciplines are mandatory. What methods and techniques can be used to develop basic competencies among students of specialty 270802 "Construction and operation of buildings and structures"? Let's consider examples of the methods used for some general competencies that are used in disciplines of the professional cycle.

GC 1. Understand the essence and social significance of your future profession, show sustained interest in it.

Formed as a result of the use of methods and techniques:

- demonstration of educational films followed by discussion;
- observation of professional activities in production;
- selection of tasks with a professional orientation;
- meetings with specialists, project method, discussion;
- holding professional competitions, quizzes, olympiads, competitions;

GC 2. Organize your own activities, choose standard methods and ways of performing professional tasks, evaluate their effectiveness and quality.

Combination of methods and methods:

- action according to instructions, exercises (reproducing, training, imitation, creative);
- tasks for streamlining professional actions (building logical, cause-and-effect relationships, chronological ordering, ranking), simulation situations, trainings;
- all types of independent work in training sessions, laboratory and practical work (with elements of independent planning - at the beginning of work, and independent self-assessment

- at the end), mini-projects (carried out and presented in class), role-playing, business, organizational and activity games ;

➤ systematically completing homework, preparing reports, abstracts, research and design work of any type, creating a professional portfolio, working on an individual assignment, program.

GC 3. Make decisions in standard and non-standard situations and take responsibility for them. Formed as a result of the use of methods and techniques:

➤ problem-based learning (problem question, problem task, problem situation, problem lecture, problem experiment); the trial and error method, which also assumes the ability of the student to doubt his decisions, return to the beginning, and correct his mistakes;

➤ solving the same problem in several alternative ways, choosing the most optimal one based on a reasoned discussion of educational problems with redundant conditions;

➤ educational tasks with insufficient conditions that require searching for additional information; case method, any type of project activity (primarily research and practice-oriented projects);

➤ practical work of a search and research nature, having a life (everyday, professional, social) context;

➤ tasks with a time limit, including mini-projects implemented as part of the lesson.

GC 4. Search and use information necessary for the effective performance of professional tasks, professional and personal development.

Formed as a result of applying methods:

➤ search and collection of information (tasks to search for information in reference boGCs, the Internet);

➤ information processing (preparing questions for the text, tasks for organizing information - building logical, cause-and-effect relationships, chronological ordering, drawing up diagrams, graphs, tables and other forms of visualization of the text;

➤ tasks related to the analysis and synthesis of information obtained from educational films or educational materials; tasks to summarize the materials of the discussion that toGC place);

GC 5. Use information and communication technologies in professional activities. Formed as a result of mastering:

➤ information on the Internet and from various electronic media;

- use of IT tools for processing and storing information;
- extracting information from electronic media;
- presenting information in various forms using a variety of software;
- creating presentations in various forms.

GC 6. Work in a team and in a team, communicate effectively with colleagues, management, and consumers.

It is formed by using tasks where the student:

- establishes a positive communication style;
- recognizes other people's opinions, accepts criticism, but, if necessary, defends his own opinion;
- conducts business conversations in accordance with ethical standards;
- answers questions aimed at clarifying factual information;
- maintains an official style when preparing documents;
- organizes a collective discussion of the work situation in the group.

GC 7. Take responsibility for the work of team members (subordinates) and for the results of completing tasks.

It is formed as a result of performing collective tasks, creative or research projects in small groups in classes using active forms of conducting:

- quizzes;
- business games;
- lessons-competitions.

GC 8. Independently determine the tasks of professional and personal development, engage in self- education, consciously plan professional development.

When implementing state educational standards, teachers are faced with the task of most effectively using various methods to develop general competencies among students of the specialty, allowing them to gain practical experience in the process of mastering the main professional educational program, and master methods of continuous professional and personal growth.

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