FORMATION OF STUDENTS' IMAGINATION COMPETENCE DURING PROFESSIONAL EDUCATION

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ABSTRACT

This article discusses the possibilities of creative thinking of students, independent learning, as well as the formation and development of imaginary competence, the concept of competence and its types, the tasks of the teacher in developing imaginary competencies, creative and technical thinking skills in students

Keywords: Education, vocational education, students, creative thinking, technical thinking, imagination competence, creativity, skills

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In educational institutions it is necessary to identify the acquired knowledge, practical skills and qualifications of students, general work training, the possibilities of their application in a specific area of the market economy. At the same time, teachers of higher educational institutions should also focus on familiarizing students with work processes, types of work and technologies based on the programs of the topic being studied, that is, in a logical sequence, taking into account the specifics of science, providing them with broader information about the economic possibilities of the enterprise.

Carried out in the second decade of the 21st century, the development of humanistic educational and upbringing paradigms also presuppose a new understanding of the relationship between the main subjects of the educational process in educational institutions of all levels (kindergarten - school - college - university). However, the issues of development and formation of moral relations between a teacher and a student in an educational institution remain poorly developed, despite the fact that that they form the basis of a humanistically oriented pedagogical process [2].

The process of forming technical thinking begins long before a student enters a university. The first person who helps in forming this type of thinking is a school teacher of technical sciences, such as algebra, geometry, drawing, etc. It is with the stage of mastering these disciplines that the formation begins, but it is worth considering that the knowledge and experience gained at school are necessary for the further development of technical thinking.

When entering a university, the first stage is an in-depth study of technical disciplines that were previously studied at school. This stage is necessary for the development of students' thinking and the identification of abilities in certain areas.

In the process of teaching and professional training of students, it is necessary to develop creative thinking. Creative thinking is understood as the student's ability to constructive, non-standard behavior and thinking, as well as the development of his experience .

Technical thinking is usually associated not so much with solving a problem already set by someone, but with the ability to independently see the problem, its formulation and the method of its solution. The formation of thinking is carried out as a result of technical (engineering) activity aimed at creating new engineering solutions. The result of technical activity and thinking are inventions, proposals and developments [3] .

When teaching a student in a technical field, there are several approaches to developing technical thinking:
- study of principles, approaches and phenomena based on the teacher's own knowledge;
- mastering software packages that allow the development of spatial and engineering approaches;
- independent work of the student.

Let's look at each method separately in more detail.
The first approach is the transfer of personal experience and knowledge from the teacher to students. This method can be implemented in many ways, some of which are stories, solving assigned tasks, discussing problems and methods for solving them. As is known, the interactive approach is of greatest interest to students. For example, the teacher sets a technical task for students, while depicting the subject of the task and the goal in an interactive way. In this case, each task took place in the personal experience of the teacher himself or in a similar way. After completing this task, it is possible to tell a story of life experience in relation to the assigned task. In this approach, the student develops spatial thinking.

The next approach is the use of specialized software packages. In the modern world, there are many programs that allow you to solve certain engineering problems. The main advantage of this method is the visual representation of the results of technical thinking. When certain conditions of the problem change, the student promptly changes the approach to implementing the solution due to the results obtained earlier. Due to the visual display of the results, the student forms a complete picture of the engineering phenomena that are taking place, which can subsequently be used to solve real problems [5].

The final approach is the independent work of the student. In this case, the success of the approach depends only on the student himself, because not everyone is ready to read technical literature and search for information independently. Reading and analyzing literature leads to the conclusion that the use of information technology is necessary. Technologies have a rich potential for the learning process, allowing you to combine verbal and visual teaching methods.

Modern researchers (A.N. Alekseev, O.B. Yupisheva , D.Yu. Trushnikov, and others) define humanistic education of the individual as a historically established system of views that recognizes the personal value of a person, his right to development, freedom, the manifestation of his abilities, happiness and independence, considering the welfare of a person as the main criterion for assessing social institutions and determining the desired norm of relations between people from the standpoint of humanity, justice and equality [4] .

It is a fact that requires no proof that the main task in organizing the educational process is the effective use of pedagogical technologies. But today, most pedagogical technologies are devoted to theoretical problems, and the impact on practice is less noticeable. This fact requires the development of methods for faster practical implementation of modern technologies.

In turn, it is now necessary to master modern competencies and receive "lifelong education" in order to master rapidly changing professions. It is mastering the principle of "lifelong learning" based on a competency-based approach that provides the necessary knowledge, skills and qualifications (freedom, creative approach, creativity, quick and correct decision-making, initiative, critical thinking, etc.), which means that in the future the master will acquire greater significance.

In modern psychological science, a deep connection is established between the formation of a person's humanistic orientation and the implementation of humanistic education, which is a historically established system of views that recognizes the personal value of a person, his right to development, freedom, the manifestation of his abilities, happiness and independence, considering the good of a person to be the main thing [1] .

The modern education system implements such humanistic functions of the individual as providing opportunities for personal and professional growth, creating conditions for the self-development of the creative individuality of a person and the disclosure of his spiritual potential.

In education, the competence-based approach covers pedagogical and psychological processes that ensure the harmonious development of professional and personal competencies of an individual and a clear definition of the educational effect and result. [6].

In order to organize training based on a competency-based approach, first of all, it will be necessary to analyze these processes in the shell of pedagogical, professional reflection, develop a scientific justification, a clear concept of a competency-based approach, create (localize) concepts, forms and methods related to this area.

Thus, in our opinion, competence is a set of criteria that determine whether a person applying for a particular position has the necessary knowledge, skills, qualifications, personal qualities and distinctive features. In other words, competence is the ability to apply existing knowledge, skills and competencies in everyday activities, a set of theoretical and practical knowledge necessary to achieve a certain result.

Competence is when a student has the relevant competencies. Competence is the minimum experience that a student has accumulated in terms of personal qualities and activities in a given area. Competence is a set of personal qualities of a student, determined by the experience gained during his/her activities in the specified social and personal sphere [7] .

It should be said that while in the scientific community there is a common – unified conclusion in the definition and interpretation of the essence of competencies, there are different approaches and scientific conclusions in the process of their classification.

Below, analyzing the competencies mentioned in foreign and domestic scientific studies, we classify them as follows:
    1. General (basic, universal, important, superstructure) competencies – is a set of knowledge, skills, competencies, which, being applicable to all individuals, are concentrated on the personality, talents and abilities of the individual. Personality traits, valor and qualities can be innate, formed on the basis of life experience, reading, study, work, self-esteem of a person (character traits, willpower and responsibility, decency, independent behavior, etc.) as a result of development .

2. Professional competencies - consist of a set of knowledge, skills and qualifications aimed at developing a specific profession, specialization, or specialty in a specialty.
To possess these competencies, specific knowledge of a particular profession will be required, and the presence of these skills will be determined by passing a test or practical work.

During the learning process, students of professional educational institutions develop subject-oriented competencies (as part of professional competencies) and general competencies (basic).
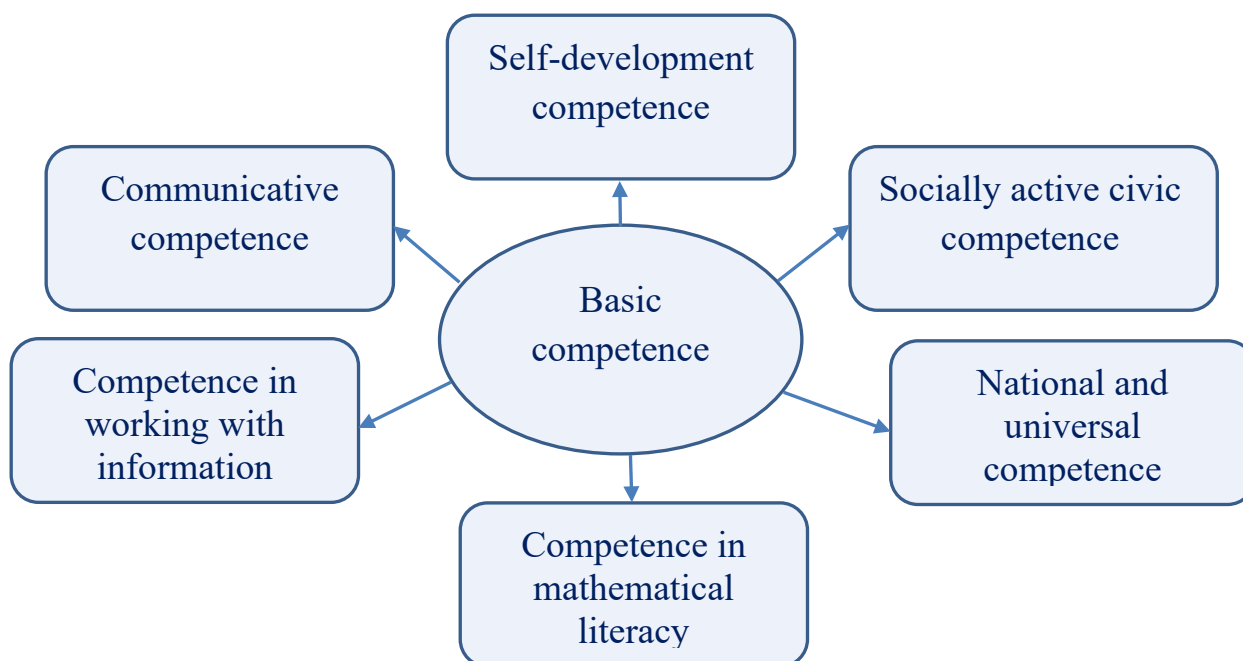

Fig. 1. List of basic competencies of students

It should be noted that in our country special attention is paid to teaching general competencies related to the foundation and science in the process of teaching general education subjects in the general system of secondary and secondary specialized, vocational education.
Basic competencies:

1. Communicative competence is the ability to interact in social situations in one's native and foreign languages, to follow the culture of communication, to develop social flexibility, and the skills of effective work in a team.

2. Competence in working with information – involves the ability to track, sort, process, store, and effectively use information from media sources, ensure their safety, and develop competencies in mastering media culture.

3. Self-development competencies – involve acquiring skills for constant independent physical, spiritual, mental, intellectual and creative development, striving for maturity, independent reading and learning throughout life, systematically improving cognitive skills and life experience independently, alternative assessment of one's own behavior and the ability to make independent decisions.

4. Socially active civic competence - implies the development of the ability to sense the phenomena and processes occurring in society and actively participate in them, to know one's civic duties and rights, to observe them, to have an attitude and legal culture in labor and civil-legal relations.

5. National and universal competence refers to the development of the ability to be loyal to the Motherland, to love people and adhere to universal and national values, to understand art and works of art, to dress properly, to follow cultural rules and a healthy lifestyle.

6. Competence in mathematical literacy, awareness of scientific and technical innovations and their use - involves the development of skills in drawing up personal, family, professional and economic plans based on accurate calculations, reading various diagrams, drawings and models in everyday activities, using scientific and technical innovations that facilitate human work, increase productivity, and lead to the creation of favorable conditions. These competencies are developed in students through general education subjects.

Basic qualifications are universal knowledge, skills and competencies required to perform work in a certain group of professions, as well as the qualities and abilities of an individual.

Basic competencies determine the versatility of a specialist, social and professional mobility and allow him to successfully adapt in various social and professional communities.

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