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THE ROLE OF THE PEDAGOGICAL SYSTEM AND PEDAGOGICAL TECHNOLOGIES IN THE TRAINING OF FUTURE PROFESSIONALS

Abstract: This article discusses the role of the pedagogical system and pedagogical technologies in the training of future professionals.

Key words: pedagogy, pedagogical technologies, methods, methodology, personnel

Аннотация: В статье рассматривается роль педагогической системы и педагогических технологий в подготовке будущих специалистов.

Ключевые слова: педагогика, педагогические технологии, методы, методика, кадры.

The pedagogical system of the university, being the basis of the educational process of training a specialist at the university, systematically reflects the purpose, content, principles, forms, methods and means of activity of the management, teaching, scientific and administrative staff of the university in organizing and conducting educational, methodological, educational and scientific work, monitoring and assessment of the level of preparedness of students and cadets.

In [5], based on the analysis of pedagogical concepts, the following conclusions were made. First, that the pedagogical system is a target system of education and upbringing, where specific pedagogical tasks are solved. Secondly, the pedagogical system is based on the goal, content, forms, methods and means of activity (organizational, educational, methodological, educational), which determine certain actions of teachers and students to master the methods and means of future professional activity. Thirdly, the pedagogical system is a

"system-process" in which the formation of the personality of a future specialist with given qualities is carried out.

The main elements of the pedagogical system are:

teaching staff - management and teaching staff;

students - students and cadets of the university;

the purpose of training a specialist and the requirements for the level of his training;

the content of education, as a certain number of tasks of training, upbringing and development of a future specialist;

principles, forms, methods and means of teaching and educating students and cadets, monitoring and assessing their preparedness.

Let us consider the essence of the main structural elements of the pedagogical system and the principles of their interaction in the process of teaching and educating students.

Educators are the subjects of the system, whose functions include planning, organizing, maintaining, monitoring, evaluating educational, methodological, scientific and educational work and ensuring the educational process. Responsibility, duties and rights of officials of the management and teaching staff are determined by the current legislation of the Russian Federation, orders of the Minister of Defense of the Russian Federation and regulatory documents approved by the head of the university. The level of professionalism of teachers is a decisive condition for the quality and effectiveness of the educational process and, accordingly, the effectiveness of the pedagogical system.

Students are an object of the system. Students, in accordance with professional educational programs within the framework of the pedagogical system, master the knowledge, skills and abilities of future professional activities, acquire and develop the necessary personal qualities. The educational

activity of students in the course of the educational process is as close as possible to the conditions of the professional activity of a specialist.

The purpose of training a specialist and the requirements for the level of his preparedness determine the main quantitative and qualitative indicators and criteria in accordance with which the educational process should be organized and by which its results should be assessed. The specified element of the pedagogical system is system-forming and predetermines the content of education, tasks, forms, methods and means of educational, methodological and scientific work of the university, faculty, department and teacher. Clarification by trainers and students of the goal of training a specialist and the requirements for the level of his preparedness makes the educational process focused on specific results, active and intensive, and the educational activity is creative in nature. This allows you to avoid stereotypes and stereotypes in teaching and fully implement the principle of scientific character and perspective in the training of a specialist.

The content of education forms the basis of professional educational programs, in accordance with which the tasks of educational, methodological and scientific work of the university, faculty, department are formed, the logic and interrelationships of academic disciplines are determined, the forms and means of educational activities are selected. At the same time, the content of education for students is determined in accordance with the qualification requirements. The content should be structured in such a way that it reflects the achieved level of science in this field of activity and serves as the basis for the theoretical, practical and psychological preparation of the student for future professional activities.

The principles, forms, methods and means of teaching and educating students, monitoring, assessing their progress and preparedness form a "tool" for training a specialist of a specific profile, specialty (specialization) and qualifications, and in unity with the forms and methods of activity of the

management and teaching staff in planning and the organization of the educational process - pedagogical technology.

The result of the functioning of each pedagogical system for training a specialist at a university is the level of knowledge, skills, abilities, and the formation of personality traits of the students.

The level of knowledge, skills and abilities of students should be characterized by a minimum number of indicators, criteria and at the same time meet the requirements of sufficient objectivity. Otherwise, the control and assessment of the results of teaching and upbringing, the educational activities of teachers and students becomes cumbersome, laborious, and most importantly, not understandable for students, which does not allow them to timely regulate the process of self-education.

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