

Pedagogical Technologies for the Development of Students' Professional Competence in Conditions of Blended Learning

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Abstract

The main purpose of the study is to determine the key aspects of the use of technology for the development of students' professional competence in conditions of blended learning. To improve the efficiency of educational processes in the formation of professional competence of students in universities, a holistic, systematically organized activity is used to create favorable conditions for the successful functioning of a student. The research methodology involves the use of modern methods of theoretical analysis. Based on the results of the study, the key aspects of the application of technology for the development of students' professional competence in conditions of blended learning were identified.

Keywords:

Pedagogy, Education, Learning, Students.

1. Introduction

Modern conditions of the development of society necessitate a new vision of the tasks, structure and content of higher education, which will certainly make adjustments to the training of a specialist. The meaning of modern education is manifested in the formation of a professionally competent specialist, the maximum disclosure of the creative potential of each individual in the modern socio-cultural situation. This is the reason for the relevance of the article. The quality of specialist training is assessed through indicators of competence, independence, readiness to make decisions in situations of alternative choice, the ability to adapt to rapidly changing political, social and industrial conditions, motivation for continuous education and professional growth. In this regard, the content and technologies of higher education should focus on the definition and formation of a set of special knowledge, skills and experience, determined by general cultural and professional competencies,

the mastery of which characterizes the general competence of a future specialist.

Modern society is in great need of highly educated professionals. Particular attention is paid to the training of future farmers, since the further development of civilization is impossible without agricultural production, which is the basis of human existence. The formation of a future specialist in the agro-industrial complex directly depends on the formation of significant personal qualities, mastery of scientific professional knowledge, skills and abilities necessary to perform professional duties. In this regard, the orientation of the educational process of an agrarian university on humanistic principles is of particular importance, since the professional activity of an agrarian without humanistic guidelines can become a disaster for society.

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2. Methodology

The following methods were used to characterize the features of using the technology for developing students' professional competence in conditions of blended learning: induction and deduction, comparison and systematization - to characterize the modern understanding of the features of using technology for developing students' professional competence in conditions of blended learning; synthesis and analysis - trends in the development of features of the application of

technology for the development of students' professional competence in conditions of blended learning; morphological analysis to clarify the significance of the features of the application of technology for the development of students' professional competence in conditions of blended learning; abstract-logical - for theoretical generalizations and conclusions of research on the features of the application of technology for the development of students' professional competence in conditions of blended learning.

3. Research Results and Discussions

Psychological and acmeological training is a type of social and educational technology, the technology of which is subject to certain patterns, based on a number of methodological principles, involves the implementation of successive stages, each of which includes the use of special methods. By acmeological training, we mean a system of special psychological influences consistently implemented in the learning process, operating within the framework of objective and subjective-objective factors aimed at the complex formation of cognitive, activity, personal, motivational-value, reflective-evaluative components of the main competencies of factors).

An urgent task of modern psychology is to study the features of the professional development of a future specialist, which ensures the personal development and self-realization of a student as a subject of future professional activity. During the period of transformational changes in modern society, new requirements are imposed on the personality for its professional and personal development as a subject of future professional activity. The future specialist must have certain professionally important qualities, a high level of psychological readiness for future professional activity, professional suitability and a high level of professional competence, social and professional mobility, responsibility and independence in making professionally informed decisions.

The process of professional development of a student as a subject of future professional activity consists of the following stages:

- 1) the emergence of professional intentions and admission to a professional institution;
 - 2) reproductive assimilation of professional knowledge, skills and abilities;
 - 3) professional adaptation;
 - 4) realization of personality in professional activity.
- The development of each stage of professional development is accompanied by the emergence of contradictions and crisis phenomena.

The central concept of the problem of professional development is the concept of competence. Competence, according to scientists, is a set of knowledge and skills necessary for effective professional activity, namely: the ability to analyze, anticipate the consequences of professional activity, and use information.

Competence as a formed ability, professionalism, personal experience, self-confidence, abilities, skills and abilities, etc. are the main qualities of a future specialist who is able to make professional decisions correctly.

If competence is interpreted as a given norm or requirement for the training of a future specialist, then competence is a formed quality or the result of a student's learning activity. Among the certain qualities of a future specialist, the following are determined: flexibility of adaptation in changing professional situations; acquisition of the necessary knowledge and skills to solve applied professional problems; critical thinking; use of the latest professional achievements; analysis of professional information; identification of regularities in solving professional problems; communication skills and ability to work in a team; self-development of one's morality, intellect and cultural level. In the light of the requirements for the personality of a future specialist, the university environment defines as a goal not only the acquisition by students of relevant professional knowledge, but also the formation of their professional competence. It is the formation and development of professionally important competencies that will lead to the acquisition by the future specialist of multifunctional skills focused on the practical vector of development. The development of certain areas of professional activity requires from the subject of future professional activity the ability for self-organization and self-realization, suitability for successful professional adaptation. Professional competence is defined by researchers as an integral feature of a person's business and personal properties. These qualities

reflect the level of her knowledge, skills and abilities necessary for the implementation of certain professional activities, as well as her moral position. Professional competence is the result of the professional growth of the individual and the development of the professional abilities of the subject of future professional activity.

Consequently, the competence of the individual is not limited to knowledge, skills and abilities, since knowing how to perform a particular professional activity or being able to perform it does not mean that there is a desire to work and be creative about future work. In this regard, the component of the general competence of the student's personality is the formation of social and personal responsibility as a component of the competence of the subject of future professional activity. An analysis of the scientific literature made it possible to determine that as a result of higher education, a future specialist should develop some integral social and professional quality that allows him to successfully perform professional tasks and interact with other people. This quality can be defined as a person's holistic social and professional competence. Consequently, the socio-professional competence of a future specialist is his personal, integrative, formed quality, manifested in the adequacy of solving (standard and requiring creativity) tasks in a variety of social and professional situations. Social and professional competence is manifested in the actions, activities, behavior and deeds of a person. The basic component for the formation of the socio-professional competence of a person is a set of personal qualities of a person, such as purposefulness, organization and responsibility. These personal qualities determine the integral characteristic of the student's personality as the subject of future professional activity. For successful professional activity, it is necessary to form in the future specialist not only professional competencies, but also special ones that provide a general direction for the professional activity of related professions that are necessary when creating a new competitive product or service. Such competencies are called metaprofessional. Thus, the scientist includes social, metaprofessional and professional competence as part of the integral social professional competence of the future specialist, each of which is a whole set and subset of competencies.

Professional competencies are focused on successful labor activity in a specific professional environment, ensure the quality and reliability of work within related professions. Metaprofessional competencies provide a general orientation of professional activity and are associated with the personal qualities of a person. Social competencies are connected with human activities in society. Social and meta-professional competencies coincide in professions belonging to the same field of knowledge. The development of a future professional occurs only when a person realizes his participation and responsibility for everything that happens to him, while trying to actively promote or counteract external circumstances, plan and determine the goals of professional activity, change himself in order to achieve them.

Consequently, the professional competence of the future specialist implies the possession of the actual professional activity at a sufficiently high level and the ability to design their further professional development. Note that today the specialties and specializations of future specialists, professional technologies and means of labor are changing significantly. After some time after graduation, the acquired knowledge becomes obsolete and the professional profession decreases. The researchers revealed the existence of contradictions between the need for a future specialist to be able to solve the tasks assigned to him in the conditions of professional activity, taking into account informational features and the lack of means and methods in the professional training system necessary for the formation and development of relevant professional competencies. The features of the future specialist in the process of professional development during their studies at the university quickly respond to changes in society, which leads to their greater structure and differentiation. It should be noted that a significant component of the professional competence of a future specialist is responsibility, which characterizes the direction of the subject of future professional activity, influencing the process and results of professional activity, primarily because of the attitude to one's professional duties and qualities.

Study practice in the third year is a platform for the destruction of ideal ideas about the profession. Thus, the future specialist moves to the stage of development of educational and professional identity.

It should be noted that the crisis of the professional choice of a future specialist is clearly manifested in the first and last year of study at a university. However, already in the 4th year, under the influence of industrial practice, the student is completely self-determined, takes responsibility for his life as a result of his own choice, discovers new abilities and new properties in himself, which is manifested in the formation of his own professional identity.

4. Conclusions

In general, it is possible to characterize strategic competence as a whole as the ability to use strategies in various spheres of human activity, that is, to overcome difficulties that arise and achieve maximum efficiency in its implementation. Strategic competence in educational and professional activities is the ability to overcome various kinds of educational problems associated with solving further professional tasks. The implementation of strategic competence in self-designing future professional activity is the most important factor in mastering one's profession and achieving high results in it. Determining the place of strategic competence in the composition of social and personal competences is a difficult task. The various competencies that make up the socio-personal competencies are closely interconnected, capable of performing a double and triple role. They act simultaneously as educational, social, socio-cultural, professional. One of the difficulties in considering strategic competence is that by singling out large categories of strategic abilities by function and even including them as separate components in the composition of strategic competence, it is also possible to define them as independent sub-competences.

Strategic competence is understood by us as the ability to develop various short-term or long-term plans for using the knowledge, skills and abilities available to the individual to overcome difficulties in educational and professional (professional) activities. The indicated ability is called upon to come into action whenever there is a need to find solutions to real-life or possible problems in the course of solving educational or professional problems.

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