Structural elements of didactic skills of educators in the educational process: theoretical and methodological approaches and principles

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Abstract. The point is that the activity of the educator, who carries out the training of prospective specialists in the field of education, special requirements are made in connection with the effective disclosure of the potential of the modern information learning environment in the process of formation of students' professional skills. In the process of professional development of students, mutual cooperation in the field of education, as well as dynamic pace of development of pedagogical information teaching environment, the pedagogue views not only the application of effective technologies, but also the interaction in the field of Education.

1 Introduction

Today, the practice of teaching related to the development of information and Communication Technology in the field of vocational education has changed significantly. The most active changes are associated with the development and introduction of new media into the educational process, the peculiarity of which is their ability:
- to organize the perception of educational information in a new way - more complex, systematic, multifaceted;
- to stimulate the cognitive interest of students, maintain the motivational area of teaching and its emotional attitude;
- Organization of self-introduction, rapid, final control of educational results.

In the learning process, teaching can help in the implementation of various teaching models including interactive learning models with the use of information tools:
- compliance with the improvement of the teaching process, modern capabilities and requirements of teaching subjects;
- develop independent work capacity;
- development of students ' creative abilities;
- increase motivation on the subject under study;
- individualization of training;

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- development of the ability to self-educate and further develop, etc.

We know that the formation of didactic skills is a long – term complex process, in which the stages associated with the logic of professional training (from theory to practice), the structure of pedagogical activity (from the Gnostic component - to the project), the improvement of skills (their transfer from one level to another - up) are objectively present.

Analysis of pedagogical ideas on the meaningful replenishment of the structural elements of didactic skills of educators showed that the authors consider them without taking into account the changes in the didactic system that occur under the influence of a changing information learning environment. The research of many researchers did not focus on developing the content of didactic skills associated with new information learning conditions, the state of a changing information learning environment [1-6].

The introduction of a new educational tool is not a guarantee to improve the quality of the future teacher's preparation, even if it is an informational tool for the subjects of the educational process and has a high level of knowledge. Educators and students will be able to solve it with special problems of the educational process, such as checking knowledge, providing remote access to various educational resources, presenting the results of educational activities, organizing special forms of educational communications, etc.it can be used for k, which affects the change in the style of pedagogical activity, the improvement of educational communication and the effectiveness of the educational process.

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2 Methods

Didactic preparation of students is a key element of the process of professional formation of the future teacher. Improvement of didactic training of modern students has become a pressing problem of vocational training in a higher institution. The results of the study of modern teaching and practice of special studies have been presented [7-9], which makes it possible to identify the following characteristics of teaching in an information learning environment:

1)broadening and enhancing the role of students in the types of educational activities carried out on the basis of information and computer technologies, (information activities, Network Information cooperation, modeling of the studied objects, their relations and processes; information formalization, creation of e-learning resource; use of instrumental information systems);

2) change in the ratio of teaching functions without change: information function gradually fall into the fund, giving way to design, design, organization, communication functions, etc.; the educator to some extent remains an engineer;

3) the active acquisition and use of ICT by educators (multimedia presentations, work in virtual laboratories, new media of teaching, e-learning resources, etc.) serves as not only a new tool, but also as didactic conditions that help to formulate competencies that enable students to work in the information environment;

4) the emergence of new structural forms (hypermedia and hypermedia) in the provision of educational materials, the expansion of types of educational-methodical materials (electronic textbooks, electronic tests, instrumental means of modeling educational materials, educational and controlling software tools, etc.).

This makes it possible to identify some of the features of mastering skills in the learning process. For example, it is necessary to create conditions for the active independent activity of students: the formation of qualification is an individual process, which is determined by the individual characteristics of the student, the level and readiness of his development, as well as how the student reacts to this activity, what kind of motivation this activity gives him,.In addition, if the student is not a third-party observer, but actively participates in Real professional activity, the formation of didactic skills will be more effective.

Often the formulas of the elements of the didactic system interfere with the achievement of them. In a number of works, the content of didactic skills is determined by the type of activity (evurial activity - mental activity aimed at identifying previously unknown things). Many authors consider the didactic abilities of a modern educator from the point of view of the immutability of the information environment of pedagogical activity.

Some authors (V. A. Krasilnikova L. K. Raiskaya [10] and others) although they emphasize the relevance of the influence of information conditions on educational processes, the problem of the formation of didactic skills reflecting the changing capabilities of IOS in future teachers has not been sufficiently developed. Most researchers did not focus on developing the content of didactic skills related to new educational information conditions.

The authors analyzed the current state of didactics and identified four unresolved problems:

- lack of clear, universally defined definitions of basic didactic concepts, such as the learning process, content, teaching methods, forms of learning, subject of learning, etc.;
- lack of clearly expressed and recognized by the didactic community legislation on the educational process;
- excellence in didactic research of methods of natural sciences (observation, experiment);
- didactic research is conducted mainly on the basis of the traditional ("knowledge") approach; personal orientation, competence and lack of adequate study of other approaches.

The analysis of the selected problems will enable them to identify the differences between didactics of industries and information societies. The essence of the difference is that, first of all, in the modern information environment, the cognitive activity of students is formed and their willingness to learn in individual, independently constructed trainings. Secondly, the process of development of didactic knowledge increasingly corresponds to the humanitarian feature.

At the same time, it is necessary to understand that classical didactics is not rejected, but changes and improvements in the existence of Information Society.

Therefore, taking into account the problems of using a new network interactive learning tool in the teaching process, we will focus on identifying didactic skills that should be formulated in the future in order to create conditions for the successful acquisition of basic skills in the teaching process.

From the point of view of an active approach, an important aspect of the formation of didactic skills of students is the knowledge gained in the process of mastering the Educational Sciences. In our study, the formation of didactic skills in the use of Network Interactive means of teaching in students in the study of "information and communication technologies in teaching", "digital teaching resources in pedagogical practice", "social Internet services in teaching" during the four academic years of the following subjects of the professional cycle in the direction of "teaching physics and mathematics" from the 2nd to.

The interaction of knowledge acquired by students in the study of Educational Sciences with didactic skills formed on the basis of this knowledge is shown in the diagram by arrows. In order to master the didactic skills groups allocated for the use of network interactive learning tools in teaching and learning activities, it is necessary to have knowledge of various teaching Sciences. At the same time, it becomes clear that each group includes a number of private abilities.

3 Results and discussion

The content of interactive techniques and their application. In today's fast-paced time, the most effective way to increase the effectiveness of education is optimal way-to organize classes using interactive techniques the establishment is regarded as. So what are the interval techniques themselves? Partridge what didactic possibilities? Interactive in the educational process, what are the appropriate, purposeful application of the techniques, what guarantees the results?

From a logical point of view, interactivity is, above all, social conversation of subjects (dialogue), action based on interaction, represents the conduct of activities.

The concept of " interactive "in English means"interact" (in Russian derived from the word" interaktiv"), from the lexical point of view "inter" – mutual, " act – - means to act, that is, to act among themselves means.

Interactive education –knowledge, skills, qualifications and a certain moral to organize their mutual actions on the way of mastering adjectives based education. Interpersonal-knowledge of participants in the educational process, skills, qualifications and mastering of certain moral qualities Organization of a joint, collaborative action possession of merit.

Every specialist in the field of education is good as far as I know, traditional education is also based on dialogue (dialogue), and this conversation it is organized in the following forms of interaction:

We have shown that each group of interactive methods in the modern educational process in the improvement of didactic competence uses information technologies and computer technologies, as well as information programs (Fig. 1).

On the basis of complex methods of interactive teaching, a program has been developed to improve their communicative competence; it is aimed at the acquisition of norms and values of future professional activity by students, their understanding of the importance of teacher labor and their mutual development of professional abilities.

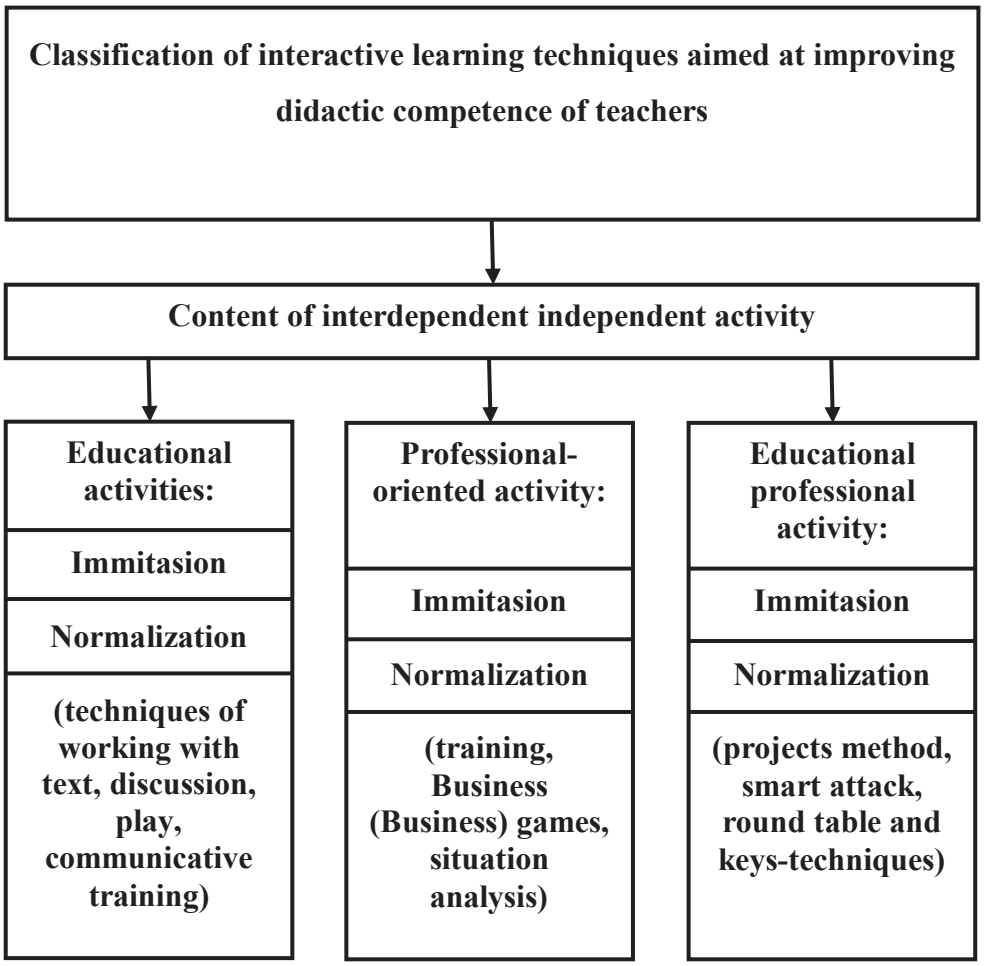

Fig. 1. Classification of interactive educational techniques aimed at improving didactic competence

In this case, the Coordination of views in the activities of the student group is based on the situation-communication on the general position in solving educational and professional tasks. Activities were organized with educational texts for better understanding and analysis on the basis of interactive tasks, interactive methods, technologies for the development of critical thinking through reading and writing.

At the active-developing stage - the improvement of communicative competence was carried out consistently, not on the basis of the solution of students ' educational tasks, but on the basis of their professional duties and production (pedagogical) practice, using interactive teaching methods. At this stage, the decisive factor is the formation of a positive communicative communication experience of students on the basis of interactive teaching methods (work in project groups, business Games, analysis of production problems on the basis of keys methods; production (pedagogical) practice, training with the participation of specialists-practitioners, discussions, clever attack).

In order to improve the communicative competence of students at the creative-professional stage, it is aimed at Interactive interaction, broad involvement not only in lectures, but also in work in creative groups when carrying out group projects with the help of brainstorming, role-playing, situation analysis, trainings, discussions; in the course project and graduation qualification work, in the pedagogical (production) practice, in the; as a form

of control and evaluation in the conduct of controls and final controls, stages such as mastering communicative competence with students are understood (Table 1).

Table 1. In the process of improving didactic competence, the methods of interactive education include

Communicative methods of action	Interactive learning techniques
Ability to communicate both written and oral at the state level	Discussion, clear vazitlarni analysis, critical opinions technology methods
The ability to formulate oral and written speech in a logical, rational and clear way	Discussion, Analysis of concrete situations, methods and methods of critical thinking technology
Preparation for the use of one of the foreign languages in communication	Discussion, methods and methods of critical thinking technology
Ability and preparation for practical analysis of different opinion criteria	Clever attack, keys-techniques, work in small groups
Preparation for cooperation with colleagues	Discussions, business and role-playing games, grouplararo dialogue, projects method, games
Ability to work in a team	Projects method, training, mind Attack, Games
Preparation for discussion and discussion	Debates debates
Readiness to search for information on a particular topic for output (speaking) in training	Methods and methods of critical thinking technologies
Preparation for public access (speaking), evidence	Discussions, debates, business and role-playing games
Ability to resolve conflicts in the general business process	Trainings

Unlike traditional teaching, interaction between the main participants of the educational process"interfaolocation" – a group of educators, educators and educators, the possibility of intense discussions, exchange of views it is organized in the framework of the project "pedagogical education", in which free thinking, non – binary expression of personal views, joint izlash solutions to problematic situations, yuzaga mutual affinity of educators in mastering educational materials, " pedagogic education the group of recipients of education is characterized by"mutual respect, understanding and support for each other, being in a sincere relationship, achieving spiritual unity, etc."

4 Conclusion

Thus, in the process of acquiring didactic skills in the application of Network Interactive means of teaching future teachers, it is necessary to integrate the knowledge gained in mastering the disciplines of the professional cycle in order to organize educational and educational activities of students. This means that it is not enough for the student to study the content of the educational discipline: it is necessary to organize the educational process in order for the future teacher to have special didactic skills.

To do this, at the first stage, the network interactive learning tool should be used as a pedagogical tool and provide students with the solution to their learning tasks. Then the students will be able to develop such an educational tool through the performance of Special Assignments, to understand it as a means of interaction of the subjects of the educational

process, which in the future will allow the teachers to develop the ability to use this tool as a didactic tool, that is, the student will be able to use this tool

At the final stage, it is important to formulate didactic skills on the use of a network interactive tool for organizing the educational and educational activities of students, as well as to control and evaluate the performance of their educational tasks.

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