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TECHNOLOGY FOR DEVELOPING A MODEL FOR THE DEVELOPMENT OF COMPETENCE IN STUDENTS

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ABSTRACT: It is known that improving the quality and effectiveness of teaching mutation subjects is inconceivable without prior development of a model aimed at improving the teacher's engineering competence in accordance with the objectives of this study . In this regard, it is necessary to identify the most important points that we rely on to create a model for the development of engineering competence. First of all, the model system is studied in the unity and interaction of its elements and reflects the important characteristics of the object being studied, its characteristics, structure, dynamics, characteristics of actual objects' functioning, because "the potential in which a person can study it (lot. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to answers with you."

KEYWORDS: being studied, its characteristics, structure, dynamics, characteristics of actual objects' functioning.

INTRODUCTION

Problematic teaching technology was widespread in Soviet and foreign schools in the 1920s and 1930s. The problematic education is based on the theoretical principles of D. Dyui, who founded an experimental school in Chicago in 1894, where the curriculum was replaced by gaming and labor activities. Reading, counting, writing exercises were carried out only in connection with the needs of self-emerging needs - physiological maturation - in children.

To investigate, Dyui highlighted the four most critical needs – instincts:

- Social,
- Construction,
- artistic expression,
- research.

To satisfy these instincts, a preschool child was given words (books, stories), works of art (pictures), technical tools (toys) as sources of knowledge; children were attracted to the game. At an older age, the child was offered to solve riddles, assignments, problems, and they were involved in practical activities - work.

Later, psychological and pedagogical research in the field of creativity, creative thinking and problematic education allowed us to develop the general technology of problematic education.

Today, when it comes to problematic education (problematic teaching technology), it is understood to organize a learning process that involves creating problematic situations in the

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minds of students and organizing active independent activities under the direction of a teacher. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

Content characteristics. Problem education is based on the creation of a special type of motivation - problematic, so it requires adequate construction of the didactic content of the material that needs to be presented as a chain of problematic situations.

Problem situations can vary with the nature of the unknown, the interest of the content, the level of problematicness, the type of data discrepancy, and other stylistic characteristics (Figure 1).

There are three types of problematic education based on the content of the problems being solved:

- Solving scientific problems (scientific creativity) is theoretical research, i.e. the search and discovery of new rules, laws, evidence by an intern; this type of problematic education is based on the formation and solution of theoretical education problems.

Figure 1.

Problematic situations						
With the interestingness (motivation) of the content						
New Content	An unusually simple look at the old	Connection with life	Related to practical activities of students	Communication with modern-day	History Contact	Link to the future
According to unknown X character						
X-purpose	X-activity object			X-way movement		X - condition for performing activities
By problem rate						
I — the work of independently occurring irrespective ofmethods		II - created and allowed by the teacher		III - created by the teacher, unraveled by the student		IV - independent form of problem and solution
By type of incompatibility of data						
Uns awaited events	Conflict-li	Assumptions	Rejections	Disagreements		Uncertainty-s
According to methodological characteristics						
Unconcerned	Destination	Problem Statement	Evrosistic sukhbat	Problem nomoyishs		Research Laboratories
Problematic Frontal Experience	Problem thinking experience		Problem solving	Problematic Tasks		Game Problematic Situations

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- Solving practical problems (practical creativity) is the search for practical solutions, i.e. the method of applying certain knowledge in a new situation is design and invention; this type of problematic education is based on the formation and solution of practical teaching problems.
- Creating artistic solutions (artistic creativity) is an artistic reflection of reality based on artistic imagination, including drawing, playing, playing music, and so on.

Features of technology

Problematic methods are ways to create problematic situations, to find and solve complex issues that require students to be able to update, analyze knowledge, see their nature behind individual facts and events, regulatory laws.

There are two types of problematic situations: pedagogical and psychological. The first represents the special organization of the learning process, the second refers to the activities of the students. The pedagogical problem is created by the teacher using activating actions to put questions that emphasize the differences, innovation, importance, beauty, and other characteristics of the object of knowledge.

Creating a psychologically problematic situation is an absolutely individual phenomenon: it creates a "question condition", search activity of the mind, psychological discomfort. Cognitive tasks are also very difficult and very easy cognitive tasks don't necessarily create a problem for students. Problem situations can be created at all stages of the learning process: explanation, strengthening and controlling.

Step 1 - formation of a pedagogical problem situation in which a child has a reaction to questions, external stimuli. The pedagogical problem situation is created using a variety of oral and technical tools.

Phase II is the transition of a pedagogically organized problematic situation to a psychological state: the state of the question is the beginning of active search for an answer to it, an understanding of the nature of the conflict, the formation of an unknown. At this stage, the teacher will provide a certain amount of assistance, ask leading questions, and so on. The difficulty in managing problematic education is that the emergence of a psychologically problematic situation is an individual movement, which is why the teacher should use differentiated and individual approaches.

Phase III - it is necessary to look for a solution to the problem, find a way out of the hard street with the head of the contradictions. In conjunction with or independently with the teacher, students advance and test various hypotheses, attracting additional information. The teacher provides the necessary assistance (in the proximal development zone- this is a framework of skills that an individual can help, but cannot do independently).

Phase IV - "Reaction", the emergence of a solution idea, the transition to a solution, its development, the emergence of new knowledge (BKM - knowledge, skills, skills, AHU - methods of mental action) in the minds of students.

Stage V - implementation of the found solution in the form of a material or spiritual product.

Phase VI - monitoring (controlling) long-term educational outcomes.

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Methods of creating problematic situations:

- the teacher leads the students to the opposite side and invites them to find a way to solve it themselves;
- resists the opposite of practical activities;
- represents different views on one issue;
- invites the class to consider the incident from different positions (e.g. a leader, lawyer, fiasant, teacher);
- encourages students to compare, generalize, draw conclusions, compare facts (provoke dialogue);
- asks specific questions (for generalization, foundation, specification, thinking logic);
- defines problematic theoretical and practical tasks (e.g. research);
- formulates problematic tasks (e.g. insufficient or redundant initial data, uncertainty in question formulation, contradictory information, deliberate errors, limited resolution time, elimination of "Psychological inertia").

To successfully implement problematic learning technology, you need:

- building the optimal system of problematic situations and the means to create them (oral and written words, multimedia tools);
- select and use the most current, important tasks (problems);
- taking into account the specifics of problematic situations in different types of educational work;
- Finally, in problematic education, the personal approach and skill of the teacher, which provokes the active cognitive activity of the student, is of particular importance.

Problematic levels of education not only reflect different levels of learning and mental functioning by students, but also different levels of thinking.

A normal level of unscrupulous activity is a measure of students' perception of the teacher's explanations, mastering a model of mental behavior in a problematic situation, performing independent work, and reproducing.

The level of semi-independent work is characterized by the application of the acquired knowledge in a new situation and the participation of students in the search for a way to solve the educational problem posed in conjunction with the teacher.

The level of independent work ensures the implementation of independent work of the reproductive-search type, in which case the teacher's help will be minimal if the student works independently on the textbook, uses the knowledge gained in a new situation, creates an average solution to the problem, and proves the level of complexity through a logical analysis. .

Creative activity describes creative imagination, logical analysis, finding a new way to solve, performing independent work that requires independent proof. Independent conclusions and generalizations, inventions are made at this level; artistic creativity also belongs to this level.

The logical structure of lesson-problem education is not a linear (one, two, three-line), but a more complex - spiral, "Curved" form. The logic of the teaching process is as follows: If at the beginning of the lesson, let's say, there is a problem and the next course is aimed at solving it, the teachers and students will be forced to return to class from time to time.

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