



Pedagogical and didactic conditions for the development of design and construction competence in students based on an individual approach

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ABSTRACT

The following features, which allow to determine the interests, desires and attitudes of students in the organization of their individual activities, are specially recognized in pedagogical experiments.

Keywords:

pedagogy and didactics, teaching teaching, Integration, pedagogical integration, individual activities.

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. At the same time, teachers are required to approach each student individual and direct the student to individual learning.

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The principles of teaching lay the laws and laws of teaching. The laws and laws of teaching prepare the ground for the development of theoretical foundations of teaching principles and the application of pedagogical activities. It should be noted that the laws and regulations of teaching vary and update the state and social orders currently placed before the credit-module system, the purpose and functions of society's social life, the

educational process, and the level of development of science.

Teaching principles are consistent with their orders to the education system, as well as a process that will be updated, modified, developed, and uniquely reflected in the social, economic, political, legal, spiritual, and educational changes that are taking place in society.

The formation of the content of the individual activities of students in the process of the credit-module system is based on the chosen theory of organizing the content of education, as in the traditional education system, and takes into account the relevant principles.

Educational principles are the main rules that determine the cooperation of participants in the pedagogical process.

As a result, in our prohibition work, we have made extensive use of the following **principles of individualization, motivation (arouse interest), systematicity, integration, scientific, vocational education,**

multilaterality of education, integrity and integrity, prognosticity, and independence.

Below we pause them for the content.

Principle of individualization. The main feature of this principle is to take into account the individual discipline of each student, the unique trajectory of his/her personal development and the characteristics of spiritual processes. The individual result of each participant in the program will then be a creative achievement that matches the level of creativity as individual characteristics.

Motivational (arousing interest) principle.

The essence of this principle is to encourage a student's individual educational activities, which is the basic rule. Stimulating a student's interest in learning material, encouraging him or her to learn, and encouraging him or her to actively think creatively during training are among the problematic tasks.

The principle of systematicism is the systematic explanation of the knowledge and skills that students need to acquire—the integration of new knowledge, skills with previously mastered knowledge, skills, thereby expanding and deepening the scope of students' concepts and imaginations, and systematically representing the student self-development program. At the time of a systematic approach, there is a systematic movement from simple to complex, from old to new, from knowledge to skill, and from skill to skills.

The principle of integration involves taking into account the knowledge, skills, skills and experience gained from various subjects, ensuring the flexibility of teaching content, relying, integrating, creating the most convenient conditions for the equal development of professional communication, social competence.

Integrativity and interdisciplinary relationships, which are designed to integrate science at the level of content and technology, as well as ensure their connection with the professional activity of future vocational education teachers.

The principle of integration is also aimed at a holistic understanding of knowledge in the context of integrating material from various scientific fields, the availability of interdisciplinary links and connections. "Integration involves integrating parts as a whole." Pedagogical integration is viewed as the creation of large modules in the form of a process of combining goals, content, principles, forms of organizing the learning process, as well as in interacting with components of the learning process.

The principle of science requires that students be provided with scientifically-based, practically tested information for learning. The latest advances and discoveries of science and technology should be used to select them. In the process of acquiring scientific knowledge, students develop scientific knowledge and thinking. The scientific content of the teaching material taught in each lesson should be broad and in depth and should form not only knowledge but also thinking and the student's individual educational activities. To do this, the teacher needs to improve his or her scientific skills and be aware of the discoveries and scientific innovations of modern pedagogical technologies. The knowledge that the student is learning must certainly be theoretically approved and tested in practice.

Principle of division of the level of vocational education. Its essence is that it is desirable to divide the educational period into two phases. The first must be aimed at acquiring fundamental knowledge that does not become obsolete over time and forms the basis of professional training in general. The second, called professional training, is a phase that includes "the first step in bringing a graduate to an expert level and adapting him to future activities", which must include a relatively short period of time when "society and technology will not change" [214].

The principle of multiplicity of education entails the possibility of acquiring additional specialties in teaching. This is important in order to take care of an expert and achieve a

multitude of areas of education in conditions of change in the structure.

The principle of secedence and polarity is significant in the individual activities of students. This can be explained by the fact that qualities such as students' knowledge, thinking ability, and abilities are absolutely incompatible and that the issue of creativity given to them also prohibits them from growing in special complexity and gradually.

Prophecy (prognostic) is a principle that involves preparing vocational education teachers for research based on their advanced content, taking into account the dynamics of development of innovative processes in vocational education, manufacturing, technology, economics, management, and other fields. 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.

The principle of independence is the importance of students' individual activities. Ensuring a high level of thinking, an important organizer of independence prohibits gradually complicating the activities of self-development individually. The independence and activity of the student is an incompatible concept. In this bond-activism represents a student's intense passion for creative work, independence, as a high point of activity.

In pedagogy, "conditions" refer to factors and situations related to the effectiveness of the pedagogical system. In modern didactics, the concept of "conditions" is a collection of factors and components that ensure the success of teaching.

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