



Formation Of Collaborative Skills Of Students Based On Multi-Vector Pedagogical Approaches In Higher Education

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ABSTRACT	<p>The concept of multi-vector in the education system, approaches to the creation of a multi-vector model for improving the qualifications of education workers are analyzed. Based on the analysis, an image of a new multi-vector system of additional professional education, built on the basis of a professional standard for a teacher, is proposed.</p>
Keywords:	multi-vector, additional professional education, professional standard of a teacher, professional development, multi-vector model.

Introduction

Multi-vector development of educational systems is a trend of the 21st century. This concept came to education to denote approaches that are diametrically opposed to the linear and sequential construction of the educational process, associated with non-linear, variable, personality-oriented design of individual strategies and practices. Multi-vectorism reveals the combination in one model, in one approach, of different vectors of development of a particular educational system or educational process, in terms of direction and magnitude.

Materials And Methods

In this case, the multi-vector model of advanced training began to be considered as a mechanism for combining the best practices for implementing a personality-oriented training strategy, which includes:

- the introduction of a cumulative system of obtaining additional professional education with mandatory presentation of a portfolio of each student who has completed training;
- training and support of professional activities of students by tutors;

- inclusion in advanced training of internship sites with successful managerial or pedagogical experience in modernizing education [4].

Results And Discussion

Within the framework of the final conference on testing the model of a multi-vector system of continuous education (advanced training) of school principals in the general education system using modular programs, the results of advanced training of managers were discussed, among which the following should be noted:

- development of modular programs based on certain deficiencies in the management activities of heads of educational institutions;
- interactive mode of training for all categories of students;
- implementation of the team principle of work in the process of advanced training;
- activation of training through project activities of students, the use of case technology;
- formation of a tutor position of the head of an educational institution;
- focus on the growth of not only professional, but also personal competencies of students;
- constructive change of management attitudes in the learning process [1].

In this case, the following actually became mandatory conditions of such a system:

- a modular principle for developing and implementing advanced training programs with mandatory allocation of invariant (basic) and variable modules;
- measuring the required volume of advanced training (professional development) in hours, determining the minimum required volume of mastering modules (programs), for example, 144 hours over three years;
- the main principle for classifying advanced training programs, as before, remained the category of students (by position held, subject taught);
- the ability for students to choose both variable training modules and organizations implementing them.

The rationale for this model is that the development and improvement of the level of professional competence of teachers is a continuous process, and a multi-vector model can become the basis for creating a variety of individual educational routes for teachers,

taking into account the professional and personal needs, the level of existing training of teachers [2]. Important in this multi-vector model is the dissemination of advanced (innovative) experience, the possibility of organizing autonomous and corporate training with the direct support of tutors, organizing internships based on internship sites, the use of active and interactive learning technologies, as well as the creation of conditions for the implementation of various forms of self-development of teachers.

The third, most modern approach, came to education from the economic sphere, where one of the effective forms of development of innovative processes are clusters or cluster associations. The purpose of creating clusters is the integration of resources, technologies and competencies that cannot be fully provided by one organization or even separate industry complexes. Today, cluster associations built on the integration of science, education and production have become widespread in education. Such a model, for example, is proposed at the Novosibirsk Institute for Advanced Training and Retraining of Education Workers [5]. This model is designed to solve the following problems:

- creation of conditions for free, multi-vector, personality-oriented and in-demand professional growth of a teacher;
- primary focus of the general substantive vector of advanced training on the main, verified directions of modernization of education;
- implementation of interactivity, modularity, project-based, distance and continuity as factors that ensure a creative, individual approach to advanced training;
- updating and multi-aspect dissemination of the experience of teachers (including those who are improving their qualifications);
- creation of conditions for continuous and objective assessment by the teacher of his/her level of qualification.

To solve these problems, a four-element model of the system of advanced training of education workers has been developed, which includes such components as self-determination, relevance of competencies, feedback, and continuity. Each of the elements contains in its

structure content-technological and organizational clusters, which together provide a solution to all the problems discussed above. The content clusters include such modules as regulatory and legal, socio-economic, health-preserving, institutional and media, subject-technological, marketing and others. An education worker selects at least three modules, which ensures multi-vector advanced training. The project-organizational cluster includes a multi-level qualification framework, a complex of educational organizations that can provide high-quality advanced training in the selected modules (reference points for the growth of professionalism). The dissemination cluster ensures the exchange of pedagogical experience of participants in the educational process of advanced training. The control and reflective cluster includes the analysis of the professional growth of an education worker, control and self-control of the activities of teachers in the course of advanced training, adjustment of the process of professional growth of a teacher, assessment and self-assessment of professional changes in the process of advanced training.

In this case, the multi-vector model of advanced training should be considered as a complex of integrated clusters or cluster associations that have different directions, but are united by some common goal, basis.

Such a basis, which creates the opportunity to develop a new multi-vector model of professional development (advanced training), is the professional standard of a teacher [3].

The generalized labor functions identified in the professional standard make it possible to take as a basis for the classification of all educational modules the learning outcomes in the form of competencies, each of which will correspond to the professional difficulties (deficits) formulated as requirements for a teacher in the professional standard.

Conclusion

The development and implementation of new multi-vector models of advanced training will make it possible to create a system of additional professional education that meets modern requirements for teachers, as close as possible to their professional problems and the

individual trajectory of their professional development.

References

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