Pedagogical Science in Professional Education

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ABSTRACT

This article discusses the problems of training specialists in vocational education. Pedagogical science in the system of continuous education, increasing its effectiveness, developing the theoretical and methodological foundations of its functioning, forecasting and developing relevant fundamental and applied research, innovative processes in pedagogy, a differentiated form of education, raising the level of scientific research.

Keywords: educational system, educational institutions, pedagogical science, methodological foundations, integrity of the system

The implementation of a radical reform of the educational system is possible only when relying on social experience and the achievements of modern scientific thought, advancing the scientific and methodological support of the educational process at all levels, in all forms and types of educational institutions of the continuous education system.

The system of continuous education and the pedagogical science that provides it, by their very nature, "work" for the future. Reflecting this objective reality, the reform of education and training of personnel has put forward complex long-term strategic tasks for pedagogical science. These tasks include the whole complex of pedagogical problems related to the scientific support of the goals, content, methods, means of organizational forms of education and training at different levels of education, taking into account the prospects for the socio-economic and scientific and technical development of the country. Pedagogical science is increasingly aware of the fact that among the integral qualities inherent in a holistic system of lifelong education, such as the purposefulness of the system, its controllability, multi-connectedness, predictability, multi-criteria and others, there are also such objective qualities as the relative stability and inertia of a given systems. The changes that are constantly occurring and accumulating in the external sphere in relation to the education system constantly put forward and periodically exacerbate the problem of adapting the existing education system to the dynamic requirements of science, technology, technology, production, culture and everyday pedagogical practice.

In this regard, there is an acute issue of a qualitative increase in the efficiency of the research process in the pedagogical sciences, the development of progressive pedagogical and information-innovative technologies, modern educational and methodological complexes, the formation of the content of education and the creation of state educational standards for the relevant types of vocational education. At the same time, there is an insufficient level of methodological and theoretical training of researchers and a poor supply of R&D with modern, reliable, objective research methods. This is a significant brake on reforming the structure and maintenance of continuous education, reaching a qualitatively

new level of training of qualified competitive specialists.

The goal of the development of pedagogical sciences is to predict and develop relevant fundamental and applied research in the system of continuous education, taking into account socio-economic realities, market reforms, national-cultural and historical features, spiritual, moral and intellectual heritage, universal values.

The priority areas of research in pedagogical sciences for the near future and the long term should be considered:

development of theoretical and methodological foundations for the functioning of the system of continuous education, strategies and tactics for its renewal;

study of the problems of integration of pedagogical knowledge into the general system of human sciences, development of progressive traditions of a holistic educational process;

study of innovative processes in pedagogy, creation of a reliable experience in the upbringing and education of young people;

formation of a differentiated form of training in vocational education, ensuring continuity and succession;

study of the problems of professional diagnostics, adaptation, professional selection, orientation and personality development;

psychological problems and patterns of personality formation, taking into account age characteristics, levels of giftedness and intelligence, its social and professional development;

socio-psychological problems that reveal the mechanisms of interaction of the system: "state-society-collective-personality-nature";

updating the content of education, the optimal ratio of its main and accompanying components at all levels of the system of continuous education;

creation and use of new information and pedagogical technologies in the educational process, development of appropriate software and didactic support;

theoretical, methodological and organizational foundations for the development and introduction of state educational standards;

creation and implementation of a new generation of educational and methodological complexes in the systems of continuous education;

psychological-pedagogical and medical-biological foundations of education and social adaptation of children with developmental anomalies;

psychological, pedagogical and methodological aspects of the functioning of the native language in the conditions of multilingualism, multinationality;

study of ways and methods of using historical, cultural and educational traditions, means of ethnopsychology, folk pedagogy and world cultural and educational systems in the system of continuous education of the republic.

The implementation of priority areas will ensure:

The integrity of the system of continuous education based on the organic relationship, unity and continuity of all its links: pre-educational and non-educational institutions, general education schools of various types and educational institutions of vocational education;

Updating the content of education on the basis of improving the principles and criteria for its selection, as well as forms, teaching methods, choosing and implementing the most rational and effective methods, technologies, taking into account modern achievements of domestic didactics and world experience;

widespread use in lifelong education of advanced psychological, pedagogical, information technologies;

flexibility, progressiveness and national-cultural nature of forms, methods of teaching, education of a developed personality;

adaptability of education to public and personal interests and needs based on the comprehensive integration of education, culture, science, and production.

The main results of this activity will be: theoretical and methodological base of the system of continuous education; social educational system of personality formation, including specific contingents of students (gifted, with deviations in behavior and development); state education standards for basic educational programs; a new generation

of educational and methodological complexes (original textbooks, teaching aids, didactic materials, educational and methodological, regulatory documentation, test materials, etc.); modern information and pedagogical technologies; criteria and procedures for assessing the quality of education and the results of the functioning of the system of continuous education; a new generation of professional professionals capable of socio-economic conditions.

Thus, the implementation of priority areas of research topics and problems in the context of clear coordination and interaction between scientists and specialists in various fields of knowledge will make it possible to put into practice the state policy in education, which will further deepen socio-economic reforms in the republic.

In the issues under consideration, the development of a new direction within the framework of a single pedagogical science - pedagogical prognosis, in all parts of a holistic, complex and dynamic system of continuous education, is of particular relevance.

It seems important to identify generalized, systematizing objects that make it possible to focus on solving the priority tasks of predictive research and, at the same time, outline specific methodological guidelines for the most effective conduct of such research.

What pedagogical components determine the prospects for the development of an integral system of lifelong education, require prognostic substantiation and (which is very important) are amenable to forecasting? In the most general form, such objects are educational systems (as applied to each type of education) and the pedagogical system (as applied to the education system as a whole).

In a number of components of the education system, prognostic substantiation is most required, and at the same time, the goals and content of education are more amenable to forecasting. Obviously, the approach to the choice of methods, means and organizational forms of training directly in the educational process depends decisively on the prognostic substantiation and systematic adjustment of these components. Therefore, didactic forecasting of the goals and content of education seems to be one of the most promising areas of pedagogical research at this stage in the development of pedagogical prognosis.

Obviously, the division of an integral educational system into subsystems of training and education is artificial. Therefore, the requirements of an integrated approach to the prognostic substantiation of all components of the educational system in a single research cycle should be considered as the fundamental principle of pedagogical research. Localization of research in the leading areas of predictive research does not mean ignoring this principle. It only takes into account the real possibilities of today, contributes to the practical implementation of its prognostic function by pedagogy.

Pedagogical forecasting should be understood as a specially organized process of obtaining advanced information about the objects of pedagogical research in order to optimize the content, forms, means and methods of educational activities.

Starting to study the methodological problems of pedagogical forecasting in relation to the education system, it is necessary first of all to clarify the main tasks that the methodology of scientific and forecasting activity in pedagogy is designed to solve. The most productive level consideration of these problems.

First, we are talking about the methodological substantiation of the very process of scientific knowledge of the development of the future system of continuous education, taking into account the multifactorial nature of its optimal functioning. At this level, the philosophical and epistemological problems of obtaining advanced information in this area are solved, the initial methodological principles that determine the strategy of pedagogical forecasting are determined.

Secondly, the object of the methodology is the approaches to conducting predictive research in the field of education. The objectives of the methodology are to

substantiate the legitimacy and expediency of using one or another approach.

Thirdly, we are talking about specific prognostic methods and techniques for obtaining prognostic information about certain aspects of the object of pedagogical forecasting.

The task is to highlight the most significant features of a particular method, to indicate the possibilities of its practical application in solving specific pedagogical problems.

The principle of objectivity makes it possible to establish a general strategic direction of prognostic activity, which will be successful only if it is freed from attempts to voluntarily impose one or another subjective opinion and from mechanical registration of the objective properties and relations of pedagogical activity, a simple statement of already established trends in the development of education.

In connection with the multifactorial nature of pedagogical phenomena, the concept of scientific foresight acquires special methodological significance. Foresight in pedagogy can be effective only if the principle of development is observed, i.e. if the contradictions inherent in pedagogical phenomena are taken into account in due measure. Some of them act as the driving forces of the educational process, while others slow it down.

Knowledge of the general methodological principles of pedagogical forecasting is a necessary but insufficient condition for successful forecasting studies, the productivity of which depends decisively on the approach to their organization. One of the most effective approaches to the predictive study of education is the program-target approach, considered in modern management theory as a means of practical implementation and deepening of a systematic, integrated approach.

Education is a complex dynamic, self-regulating, multi-level, with its inherent forces of development, an integral system that performs diverse interrelated functions, which is in certain relationships with the environment. When forecasting such a complex system, the use of forecast forms, the distinguishing feature of which is the complex perception of the object under study, is of particular importance. They will make it possible to use all the requirements of system analysis in the study of education, to discover the hierarchy of elements and the scheme of their subordination, and to consider functional relationships.

In general, it is expedient to make pedagogical forecasting an integral part of the nationwide scientific forecasting service. Only under this condition would it contribute to the full implementation of the principle of an integrated approach to the predictive justification of optimal systems of vocational training and education of the younger generation.

Ultimately, the development of forms of communication between science and the educational process will provide an opportunity to carry out fundamental and applied scientific research in the field of education and training, intensify scientific developments in the field of didactics and the theory of education, scientific and methodological developments for organizing and ensuring the quality of education in accordance with state educational standards.

Stimulating the participation of scientific personnel from the field of fundamental and applied science in the educational process, to ensure the connection between the pedagogical and scientific and technical creativity of young people.

To ensure an increase in the “science-intensiveness” of educational practice, the involvement of practicing teachers in an active research process. Expand the network of experimental sites of scientific institutions - as a testing ground for studying the effectiveness of the implemented pedagogical technologies. To improve work on the generalization and dissemination of the advanced pedagogical experience of teachers and collectives of educational institutions of the republic and foreign countries.

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