Ways of Implementation in the Future of the Formation of Information and Modeling Skills in Students of the Technical Direction

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ABSTRACT

This scientific article presents opinions on the stages of formation of information-modeling skills in technical students, taking into account the use of information communication technologies.

Keywords: Skill, information modeling, model, stimulus, modeling, competence, creativity, information and communication technologies, intellectual, design, motivation.

Introduction. In the formation of information-modeling skills in students of the technical education direction, the following educational ideas were selected:

humanization of the educational and pedagogical process;

rational integration of training courses;

experience-creating an optimal educational environment for conducting test work.

Achieving the quality of education is the basis for the successful education and further professional activity of the future engineer, in the formation of his competitive specialist qualities, it is necessary that the training of engineering personnel meets the requirements of the Times, should act as a system of continuing vocational education in the field of vocational guidance, training or retraining of Engineers, ensuring

Analysis of educational and pedagogical literature, assessment of pedagogical potential helped to choose the technology of training graduates capable of developing an enterprise strategy to achieve the highest production efficiency and quality of work in organizing passenger and cargo transportation after the start of professional activities.

This tax is the following: related to quality in the implementation of Education;

offering innovation;

support initiative;

to study the problems of implementing its modeling with a convenient Organization of management;

of particular importance are the possibilities of organizing joint project activities with higher educational institutions, industries, etc.

Specific aspects in the use of modeling in students during the study of interaction activities:

Skills and qualifications to be able to use ICT;

Determination of motivation in the implementation of a creative approach to the proposal of the model.

The introduction of the formation of information modeling skills into educational practice, the clarification of unifying concepts –

reveals the visualization of the problem solution.

During the implementation of the experimental study, it was found that it is necessary to control the provision of efficiency and quality, not to ignore the requirements of the state and society, to give motivation, to support the creative approach and the use of non-standard forms of education, to focus on stimulating scientific and pedagogical cooperation.

Formative stage: presents organizational aspects related to the presentation of a model that forms information modeling skills in future engineers, aspects of Constructivism associated with the presentation of a model and its implementation into practice, as well as analytics carrying out the verification of experimental-test work.

The initial stage is the organization stage, in which a team is formed and a scientific leader is appointed; the procedure for making clarifications and estimating the models provided by students is determined; administrative control and independent management are established.

Models created by students are studied, discussed and prepared to present it in public.

A Creative Group is formed by educators from among those who strive for the optimal implementation of their activities. It should be noted that the activities of professors within the framework of Group cooperation are characterized by mobility in the field of experience-testing and innovative activities. Also, at this stage, Control and experience groups were formed in higher educational institutions, where experimental and test work was organized.

The tasks of this creative group include: modeling aimed at improving various educational situations and activities; creating models using ICT; the formation of skills to be able to model production processes, etc.

The stage of Constructivism – the organization of practical training in terms of studying theoretical and practical situations for the creation of a model [24]; the proposal of a model by students; the creation of a model; the public presentation of a model; the interpretation of this model from a scientific point of view and the presentation of its results at various conferences

The meaningful component of the model was expanded by conducting voluntary integrative courses for the author-developed experimental group, such as “innovative process management”, “innovative management”.

The situation in the content block of the presented model – the content of education for students in the educational process is the main target, which manifests the main mechanisms in itself. Integration coordination; general principles in the selection of educational content such as independent development, responsibility, competency, continuity, continuity, consistency, goal coordination and openness in combining the main objectives of the model.

The proposed training course "innovative process management" is presented in accordance with the principles of integration coordination; independent development; competence, continuity, continuity, consistency, which contributes to the formation of information modeling skills in students.

The modern paradigm of Education presupposes basic approaches that provide for modeling and implementation as various elements of professional activity.

The proposed modeling knowledge activities are facilitated by the implementation of relevant conversations, colloquiums, conferences and various role-playing games related to business.

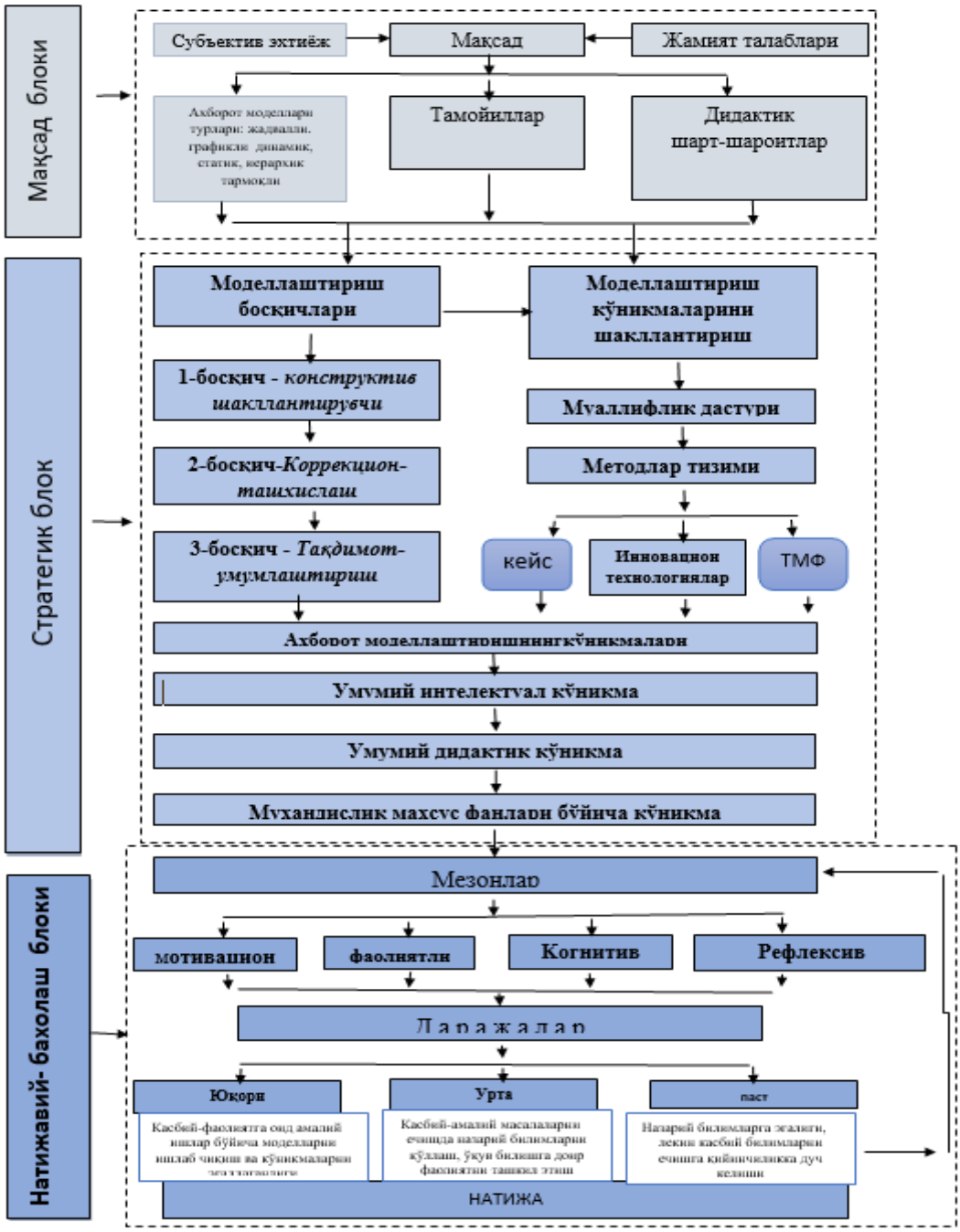

Figure 1. Model for the formation of information modeling skills in students.

Models were created within the framework of mastering the course "management of innovative processes" using interactive educational technologies.

New educational technologies in information and interactive description imply the development of interaction, knowledge of its study and elimination in various problem situations; develop thinking activities and make it possible to carry out a creative approach to troubleshooting.

Conclusion: Through the organization of educational games, the game will show various character connections in its participants, which will give impetus to the assimilation of new knowledge. The use of ICT in the game process serves to make the game interesting, to make it effective through visualization. The use of the latest achievements of ICT contributes to the formation of scientific imagination, organizing the educational process in an interesting way.

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