



Structural Components of the Dynamic Model of the System of Training Primary Education Masters

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ABSTRACT

The article analyzes experiments on the structural components of the dynamic model of the system for preparing masters of primary education.

Keywords:

Implicit, component, education, master, profession, personality, research, dynamics, model.

Introduction. This article provides an explanation of the structural components of the dynamic model of masters of primary education. The basis of our research is a method of pedagogical modeling of the well-being introduced in the scientific work in various fields of knowledge. The encyclopedia sources are described as a way to explore the facilities to modeling the modeling in the form of models. In turn, the model scheme, structure, character system is analog, and represents a specific look of social or natural existence, and serves to maintain, expand and manage knowledge about the object of the object..

Literature review. It can be noted that the concepts of "Pedagogical Modeling" and "Pedagogical Design" (the main task in modeling will be to identify the interaction and interactions of all systems). In design, it is planned to form a new state of a particular system. The main feature specific to the methods that our research provides is that they are inextricably affected each other, one complements and in constant interrelationships. It should be noted that the baseling goal is to match the concept of "modeling" in many ways,

because the interaction, interactions between the components, which is regularly developed through the concept of modeling, and to each other. The possibility of studying and prophecy of sensitivity is expanding.

Scientific novelty of the article. In the modeling of masters of masters, it is expedient to make the main focus on the modeling of pedagogical processes, which is accused of viewing these processes as a product of the interaction of processes to address educational issues. Therefore, as the main components of the system, the results of education, the results and the results of education, and the results of the form and the tools) are recorded. In advanced pedagogy, these components ensure the intent and content, technological and diagnostic (results of diagnostic (results assessment)). The above components form the basis of the dynamic (growing) model of masters of master's training system. We consider each of these components separately.

Analysis and results. Before consideration of the target component, we will need to mark the systems forming the system of training of

masters. While studying the problems of a systematic approach, P. Kanoxin showed four basic tendencies covering all areas of the Fan of the systems.

The main task of the first trend requires the size of the systemary and philosophical aspects of the systemic approach to social events.

Representatives of the second trend consider the system as acceptable. Scientists with supporters of the third trend stress that natural (natural) systems need to study.

Experts supporting the fourth trend considers the analysis of socio-economic systems in terms of systemic approach.

According to P. Kanoxin, the representatives of all trends will be able to form a system and even compulsory aspects that ensure the consistency of all the systems and to an orderly and managed appearance from their chaotic view. The purpose of the formation of the system is to come to the coming. Riding components consist of a system that forms a system that is aimed at developing the connection between. If a certain result is not achieved, the system will be canceled and the new system will be considered between the link between other components.

Thus, the factor former is considered as a result of the system, and in the absence of these results, the partnership between other components aimed at ensuring the full results is directed.

The research work was taken by the process of formation of research competence as a system generating the system of masters. The formation of research competence is considered as a result of the second phase in the second phase of higher education. It follows that the system should be developed, focusing on the formation of research competencies in the pedagogical process.

Advanced primary education necessitates the formation and continuous increase in knowledge. First of all, knowledge requires clarifying the features of primacy, stable nuclear (base thesaurus), that is, the minimum level of "sweetness for life".

The second important condition for the introduction of advanced primary education is

the creation of an environment that ensures the development of the skill of an individual (that is, an educational recipient) to be able to use knowledge in an innovative manner. An important factor in this is the orientation of the interests, aspirations, actions and desires of the educational person to independent knowledge and the assimilation of new knowledge, which is not required at the moment, but which will be necessary in the future. So, the goals that correspond to the requirements of modern society should be designed at each level of education in such a way that as a result, a specialist should be prepared who creatively approaches the solution of the problems of the industry, constantly "develops himself as a specialist and is able to actively organize production."

The purpose of the training of masters, based on the principles of advanced primary education is to form an intellect to develop the basis of research competency.

It is necessary to stop the concept of "Adapting Intellect". P.N. Novikov interprets the concept of the unique characteristics of the scientist, that is, based on knowledge based on the fundamental laws of nature and society. The tasks to solve the tasks is to provide for free and thinking that ensures access.

Another other aspect of the adaptable is that his owner shows his talents such as wide and rhythmic use of his natural (Interstit or quantitative assessment, including complicated. It is possible to easily solve weak structurable problems.

Technological components of the preparation system of primary education is provided on the basis of the above context of the symbiotic education.

Conclusion. It can be concluded that the basis of the process of training masters in primary education lies in the combination of traditional educational technologies and distance learning technologies. Traditional education is built on the basis of a visual statement, which is also significant for any educational process with its applicability. Even in pedagogical practices, where the most advanced pedagogical technologies and innovations are introduced,

the visual narrative method does not lose its relevance. In the training of masters in primary education, this technology reduces the chances of achieving the goals envisaged at the second level of Higher Education. However, despite this, there are such educational disciplines, departments or topics in the process of training masters that their fundamental essence can be sufficiently revealed only in the form of a visual statement, and it is precisely in this way that the visual narrative style is manifested in the form of a fundamental basis of the technological component.

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