

Modeling Of Students' Quasi-Professional Activities

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Annotation: In the article, the quasi-professional activity organized within the framework of contextual education is considered as an opportunity to form professional and pedagogical competencies of students. The role of quasi-professional activities in the step-by-step professional training of future biology teachers is indicated. Consideration of these tasks is explained by the author's belief that the quasi-professional model of education can be fully implemented not only in classrooms, but also in other practice-oriented educational areas of higher education. As a result of the step-by-step introduction of future specialists to contextual quasi-professional activities, university students develop the necessary basic competencies.

The article also analyzes the main approaches to the process of forming students' professional competencies: activity-competency approach, student-oriented approach, systematic approach. In the process of professional education, the leading forms of activity are determined.

Keywords: competence, competency, competence model, quasi-professional activity, modeling, contextual education, professional and pedagogical competencies.

Introduction

Intensively developing society development, global technological revolution, social strategic changes are increasing the need for professionally competent personnel. Ensuring the effectiveness of strategic goals requires the formation of professional competence of future biology teachers, adaptation to international indicators, and the development of effective methods of preparing them for quasi-professional pedagogical activities, as well as all the owners of the field. Formation of professional competences of students of biology education still does not meet the necessary modern indicators. The root of this problem goes back to the methods of pedagogical activity in this direction. A practical solution to the problem is provided by the introduction of modern pedagogical technologies into the process of biology education, the full use of their interactive capabilities, and increasing and strengthening their interest in learning professional sciences.

The theoretical analysis of the issue of professional training of future biology teachers shows that various aspects of this problem have

been thoroughly studied in the field of pedagogy. However, in the conditions of modern scientific and technical development, this issue requires a new approach. In particular, it is important to create a generalized model of a competent biology teacher and to determine the most effective modern methods of student activity, work forms in the process of forming professional and special competencies. This allows future teachers to understand, implement and rationally organize self-education activities in the process of improving their professional skills.

In the process of education, students develop and develop various competencies necessary for their future professional activities. Graduates of biology education should have general, professional and professional competencies [1].

At the same time, it is necessary to be able to distinguish between the concepts of "competence" and "competency". Competence is a new formation of the subject of activity, which describes him (the future teacher) in terms of readiness to perform professional and pedagogical activities. In other words, a teacher

who has acquired certain competence successfully solves certain functional tasks (professional competences) [2].

In the process of real professional activity, competence manifests itself in each specific case and organizes the activity of a teacher and a student. In turn, the types of activities in this situation motivate the formation of a certain professional competence and its development [3].

In modern scientific literature, the following are presented as the main approaches to the process of formation of professional competencies of students:

- activity-competency approach (F.G. Yalalov et al.) each student, realizing his/her individual abilities and capabilities, ensures the formation of a true owner of this field by connecting with the requirements of the profession and with his/her own ideas about the important professional qualities of a biology teacher. In the process of learning and cognitive activity, the student becomes an active subject of the learning process, in particular, in the evaluation of his own activity.

- person-oriented approach in professional education (B. I. Baydenko, Ye. V. Bondarevskaya, Ye. F. Zeyer, V. V. Serikov, V. I. Slobodchikov, I. S. Yakimanskaya) is oriented to the individual characteristics of students in the educational process at the university, includes the formation of their unique professional activity, the provision of subject-subject cooperation.

- systemic approach (I. V. Blauberg, V. N. Sadovsky, E. G. Yudin, etc.) determines the understanding of activity as a system. The process of teaching students is considered as a set of the following components: activity subjects, goals, content, forms of implementation of this content, methods, tools, etc. A systematic approach requires the implementation of the principle of the unity of theoretical fundamental knowledge and practical experience [3].

The main problem of any professional training is to ensure the transition of students from the educational process to the acquisition of real professional activity. The separation of theoretical training from pedagogical practice and the impossibility of conducting the practice itself in an educational institution leads to the conclusion that a proper connection between education and professional activity is necessary. In some psychological sources, such mediating activity is called "quasi-professional" [4].

Quasi-professional activity is a professional activity aimed at transforming the content and forms of the student's educational activity into a relevant, highly generalized content and form of professional activity.

Quasi-professional activity is, first of all, the previous knowledge of students is manifested as a means of education and professional activity, and it forms in them a stable ability to rely on theoretical knowledge in practical activities. The growth of new knowledge and skills necessary for solving new tasks is encouraged [5].

Quasi-professional activities cover the blocks of professional training of students continuously during the educational process and ensure continuous communication between students, teachers and practitioners. It is considered as a professional activity in content and form of education, as a result of which students will have experience of independent design of individual elements of future professional activity.

Analyzing the existing experience, we present educational and professional activities as three leading forms of activity in the process of teaching students at the university. The conditional sequence of the main forms of activity, their place and content in the process of professional training can be expressed as follows:

Stages of professional training of future biology teachers

Specific aspects of professional training	Content of activity
The 1st stage of education is educational activity	

Academic (theoretical) classes (lectures, seminars)	Receiving and assimilating information
The 2nd stage of training is quasi-professional activity	
Harmonization of theoretical training with practical elements (game technology, design, modeling)	Compilation of integral parts of pedagogical activity (subject-technological and social-role content)
The 3rd stage of education is educational and professional activity	
Pedagogical practice, educational and scientific-research work.	Practical activity in accordance with the standards of professional and social relations

We will briefly describe the features of each stage of preparation of future specialists for professional activity, as shown in the table, as an example of the activities of the "Biochemistry and Molecular Biology" science and the "Quasi-professional activity" scientific circle by the students of the "Biology" field of education of Bukhara State University.

The first stage is aimed at students' acquisition of academic theoretical knowledge during lectures and seminars.

The second stage includes contextual learning, which is a more meaningful approach for future biology teachers with visits to the audience of the "Quasi-professional activity" circle. This stage includes a number of complementary, interrelated activities that determine the professional direction and are organized in the space of polysubject interaction [6].

The contextual polysubjective approach is based, first of all, on the analytical observation of students in the process of getting to know the specific features of classes and programs of general education, secondary and special educational institutions. The analysis of trainings and various innovative programs creates a basis for understanding the experience of specialists in terms of applying it to their pedagogical activities. Analytical activity is also related to recording observations of experienced teachers in the process of communication with students.

Later, this complex, analytical work will help to model pedagogical situations, justify the choice of options for their solution in the context of pedagogical humanization. Secondly, a contextual multi-subject approach to the quasi-professional activity of future specialists includes modeling of development programs of school, vocational colleges, high school education, and subsequent analysis together with a consultant teacher. Such a step-by-step process helps to overcome the fear of conducting preliminary trial lessons with the participation of the teacher in classes with students.

Observations show that it is the second stage of student learning that is related to quasi-professional modeling, and the third stage that allows successful independent implementation of educational programs based on education and professional activity. According to the authors, the importance of this stage is to understand the relevance of students to the needs of their students as future biology teachers.

As a result of our long-term observations, it is worth noting that in the process of preparing students for future professional work, along with the effectiveness of contextual quasi-professional activities, teacher activity that responds to the practice process also plays an important role [7], i.e. providing assistance at the stage, which consists not only of visiting classes, but also of developing programs, technological maps, detailed discussion and analysis of joint activities

with them. It is mentoring that can significantly improve the training of specialists in the field of teacher education.

With the transition from one main form of activity to another, students will have an increasingly developed practice of using educational information as a means of implementing this activity, mastering real professional experience, and creating a natural entry into the profession. Using the forms, methods, and means of education, the student's activity takes place on the basis of the needs, goals, actions, actions, means, educational results, from education to professional and professional activity [8].

The professional activity of a future biology teacher can be conditionally divided into components that are relatively autonomously mastered by students in the process of solving individual tasks in a certain system. These include prognostic and design, constructive, organizational, communicative and reflexive activities (N. V. Kuzmina, Ye. I. Rogov, V. A. Slastenin).

The identified components of pedagogical activity are closely related to functional goals. The design component includes the long-term goals of education and training, as well as strategies and methods for achieving them. The constructive component reflects the specific characteristics of the teacher's own activity and the activity of students, taking into account the direct goals of education and training. The organizational component determines the teacher's ability to organize both his own work and the work of students.

The communicative component describes the specific features of the teacher's interaction with the student. Finally, the reflexive component includes a comparative analysis of the planned and implemented processes in the activities of the teacher and his students.

Each of them includes elements of activity such as motive, goal, planning, current information processing, operational image, decision-making, actions, checking results and correcting actions. In a certain pedagogical

activity, these components are filled with specific content [9].

Before discussing the description of the model of formation of professional competencies among future biology teachers, it is important to indicate the main components of the structure of pedagogical activity. They are: the general theme, purpose, content, operational and activity components of the pedagogical process, pedagogical conditions, and it is important to distinguish the effective-reflexive component [10, p. 28].

The interdependence of these components of activity and the forms of operation are very clear: activity is formed by motives and goals; the purpose of the activity acts as its future result; the motive motivates to achieve the goal and the teacher determines the meaning of what activity is necessary; as a result, the meaning of personal professional pedagogical activity or, in other words, the subjective position of the teacher is formed.

At the same time, the process of activity development takes place. The future teacher develops as a person as a result of his activity. This happens due to the assimilation of motives, goals, processes, actions, social norms. At the same time, the activity itself is expanding and becoming more complicated. This is not a simple action, but a natural development law of activity.

As an integral process that ensures the effective interaction of all components of pedagogical activity, such construction serves to form the knowledge, skills and abilities that a specialist needs to acquire, and to develop the necessary personal qualities as a person and subject of activity.

In building the generalized competency model of the biology teacher, we relied on the idea that it is impossible to develop the activity subject without developing the activity system. That's why we worked based on the most important principle of activity - the principle of professional orientation of education in the organization of students' educational, extracurricular and scientific-research activities.

The model represents seven main professional competencies, each of which corresponds to a certain part of the pedagogical activity system [11]. It is based on the formation of activity as a whole system, as well as the general restructuring of the student's personality. We have included the following in the leading components:

- motivational (preparation to use the educational environment to achieve teaching, learning and development results);

- purposeful (the ability to solve the purposeful tasks of raising, teaching and developing students in the types of their activities);

- personal (ability to design trajectories of professional growth and personal development);

- meaningful (ability to design a comprehensive pedagogical process);

- information (knowledge of modern psychological-pedagogical theories of education and upbringing, understanding of their specific features in school, vocational colleges, high school educational conditions);

- technological (ability to use modern methods, teaching and diagnostic technologies);

- effective (level of formation of professional competences).

Quasi-professional activities of students cover the entire process of studying at the university. Professional training of students is built in several directions (with the formation of professional training of students): connecting theoretical knowledge of students with professional (teaching) activities (in the course of lectures, practical and laboratory classes); orientation towards acquiring basic professional skills and ensuring self-awareness in the role of future teachers (conducting psychological-pedagogical seminars);

- organization of students' scientific and research activities (on the basis of scientific and professional circles, during the course and diploma theses preparation, in the course of

training and field practice, during the implementation of various experimental assignments);

- Pedagogical practice, which provides for the step-by-step introduction of future biology teachers to the pedagogical process, which provides them with a full understanding of the laws and principles of teaching and upbringing, preliminary professional skills in the main activities of specialists of educational institutions, and allows you to acquire skills. [12].

Each type of quasi-professional activity is presented to students in a systematic and consistent manner during their education. Initially, modeling of the pedagogical activity of the future biology teacher is carried out. It is mainly used within the framework of mastering lectures, practical, seminar and laboratory classes on the main subjects of the course and studying faculty subjects. In these forms of quasi-professional activity, students are guided professionally, they understand the need for further self-improvement, formation of professional knowledge, professional development of the individual.

In the second year, students are directly immersed in the educational environment. During the educational practice, they acquire basic professional skills and qualifications, including the initial stages of scientific-research activity.

In order to acquire professional skills and professional experience, it is necessary for future biology teachers to undergo qualification (field and production) practice and pedagogical practice. During the qualification practice, students learn more about their specialty, and during the pedagogical practice, students deepen their theoretical knowledge about the age characteristics of their students and the specifics of pedagogical work with them, and they learn the methodology of teaching their specialty subjects and educates his audience and acquires the skills to study the age-related characteristics of his students and further develop them as individuals.

Pedagogical practice in the fourth year allows the student to perform a completely

different professional role, which is necessary for professional formation and development. Pedagogical practice as a teacher of a school, vocational college or lyceum allows a student to directly perform methodological work: planning work in a school, vocational college or lyceum; get acquainted with the types and content of supervision in educational institutions, the content of educational and methodological materials, etc. Educational and research activities during practice are important for professional self-determination of the student, for choosing a problem for further scientific research.

Thus, in the process of consistent and systematic involvement of students in the methods of quasi-professional activity, the formation of basic professional competencies is carried out. This approach is based on professional tests that students pass gradually. First, the ability to use theoretical knowledge to understand the psychological and pedagogical reality and solve individual pedagogical problems is formed; primary general pedagogical skills that form the most general models of effective professional activity of a teacher are formed; and finally, reflexive creative abilities related to the development of individual methodical bases of future professional activities of each student are formed [13]. At the same time, it is important to note that pedagogical practice should be conducted in conditions that consistently approach the conditions of the actual pedagogical process, as well as increase the students' readiness.

Conclusion

It can be concluded that quasi-professional activity is the most effective form of professional training for future biology teachers. Its various forms make it possible to form all types of activities in future biology teachers, as well as systematically prepare a student for professional activity. Quasi-professional activity is based on the principle of professional orientation of education, the most important principle of activity in the organization of educational, extracurricular and scientific-research activities of students.

As a result of the involvement of future biology specialists in contextual quasi-professional activities, students of the higher educational institution acquire various stages of professional training in an organic sequence:

First, as a "teacher" - they develop professional competencies in the field of pedagogy and psychology; will have information about the structural structure of programs of general education, secondary and special educational institutions; learns the principles and standards of pedagogical activity in this field.

Secondly, as "practitioners" - they adopt the system of innovative tools, methods, techniques, technologies;

Thirdly, they, as "researchers", learn to analyze and study their own pedagogical activity, summarize and evaluate the experience of educational institutions based on the development of pedagogical programs, and master the methods of scientific research.

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