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VÄLKOMMEN FÄILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ
Laipni lūdzam كَبِ اَلْهَأُ WILLKOMMEN
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SCIENTIFIC AND INNOVATIVE SOLUTIONS FOR THE ORGANIZATION OF INDEPENDENT EDUCATION

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Transition to a new socio-economic way of life, strengthening the processes of democratization and humanization, transition to a person-centered paradigm of teaching and education, which opened the door for the teacher to the world of innovations and new educational technologies and paradigms, simultaneously actualized a lot of problems and questions that have not been clearly answered so far. Practice shows that the most acute are the issues related to the attempt to explain what higher education in the XXI century, how it is necessary to train a specialist in accordance with the standards of the III generation, what will contribute to the maximum implementation of the competence approach in the training of future specialists, what innovative educational technologies will be fundamental in the organization of independent work of students, etc.

In order to find answers to these and other questions, the staff of the research center for studying the problems of quality of training of specialists of the national institute "Higher School of Management" conducted a survey among students on the eve of the All-Russian Youth Forum "I participate in education reform". The purpose of the survey was to study the attitude of students to the transformations that are taking place in the system of higher education. Some questions had a direct relation to the use of new educational technologies, their place and role in solving the problems of improving the quality of higher education, and fulfillment of the social responsibility of students.

Problems of improving the quality of higher education, fulfillment of the social order of the society related to the training of competitive future specialists, and meeting the demands of employers.

This approach to the analysis and evaluation of the used innovative technologies is conditioned by the necessity to reorient the processes and results of education to the formation of those competencies, which are primarily demanded by employers and for which the university is responsible. Undoubtedly, when solving the stated problem it is necessary to take into account the opinion of students as subjects of the educational process, called to realize in the future the competences necessary for successful professional activity. Therefore, students were asked to mark the most important competences for future professional activity, as well as to indicate those competences to which the university does not pay due attention. The analysis of the obtained data has shown that students as the most important named social competences related to the realization of the need to achieve success, the formation of abilities necessary for teamwork, establishing positive interpersonal relations, organizing and planning their own activities, making adequate decisions in accordance with emerging situations. In addition, such competencies as the ability to "generate" new ideas (creativity), knowledge of foreign ideas (creativity), knowledge of foreign languages, leadership, ability to adapt to new situations, as well as information management skills. situations, as well as information management skills [1].

In order to actualize the stated topic and optimize the educational process, similar research was conducted at Stavropol State Medical University.

According to the results of the survey, the competences were identified as priority competences for students, which we divided into two groups: professional and social. Professional competencies are related to the fulfillment of functions prescribed to the representatives of the practical healthcare system, which for students seems to be in demand in the future. The most significant at this stage for them were the following social competencies: the ability to criticize and self-criticism, competence in interpersonal relations and constructive resolution of conflict situations, the ability to work in an interdisciplinary environment and generate new ideas (creativity), the ability to work in a team, the possession of organizational and managerial competencies, the desire for success [4]. It is necessary to note the fact that the formation of the above competencies has a rather strong influence not only on the development of professional competencies, but also on professionalism. competencies, but also on the professionalism of activity in general.

Taking into account the opinion of students and employers regarding the training of future specialists, we believe that in the university it is necessary to work purposefully to create conditions that ensure the improvement of the quality of the educational process. Among such conditions we consider the introduction of innovative educational technologies in the educational process and training of university teachers for their widespread use. And, if in the professional activity

If innovative educational technologies are widely used in the professional activity of a modern higher education teacher along with traditional ones, it will allow to effectively implement competence-based, practice-oriented and professional and personal approaches.

The appeal to innovative psychological and pedagogical technologies in the process of training a competitive personality of a future specialist is not accidental. Researchers distinguish their main features as dialogical thinking, feedback, forced activation of thinking and behavior, increased emotionality, reflexion, which allow to change the content of the educational process and the position of students in this process. students' position in this process. Practice shows that the use of innovative psychological and pedagogical technologies allows to change not only the attitude of students to joint work in the dyad "teacher-student", but also to independent work, to improve the quality of its fulfillment.

It is known that in the standards of the III generation independent work of students is given special importance, it is considered as an important component of the educational process. Strengthening the role of independent work in the training of future specialists means a fundamental revision of the organization of the educational process in the university organization of educational process in higher education institution. Today, the educational process should be built in such a way that students have interrelated abilities to develop, on the one hand, the ability to self-education (the ability to learn independently), on the other hand, the ability to self-development, self-realization, successful socialization, which ensure the successful development of their professional skills.

Section VI. History, Pedagogy, Law, Psychology, Sociology, Philology, Philosophy adaptation not only in the profession, but also in other spheres of activity [5]. These tasks can be solved quite productively, if the teacher in the development of materials for students' independent work (SWS) will use tasks of a multilevel plan. In particular, the tasks of reproductive, reconstructive, heuristic and creative nature are quite popular today. Let us conduct a detailed analysis of the characteristics of the main types and forms of reporting of independent work that have different levels of complexity. The analysis of

the stated problem allows us to conclude that the effectiveness of the learning process in higher education, organization of students' independent work is provided through the integration of reproductive, reconstructive, heuristic and creative levels of tasks in the process of interaction between teacher and students. This approach in training allows to bring the personality to a new level of development, to increase its competitiveness, to form the ability to independent creative activity, to ensure the formation of a positive verbal and visual image, to teach the future specialist to conduct constructive

Negotiations, to assist him in mastering the techniques of "heuristic optimism" (success orientation) and technologies of reputation management, to gain self-confidence, to overcome complexes, to form internal motivation of professional and personal self-improvement and self-development.

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