

THE ROLE OF MODELING IN IMPROVING THE PROFESSIONAL SKILLS OF A TEACHER IN HIGHER EDUCATION

The aim of the article is to find out the place and role of modeling as an important modern method of teaching in the educational process. Identify and substantiate the appropriate conceptual positions that underlie the improvement of pedagogical skills of teachers of higher education institution. To reveal the content and structure of training of future teachers of higher education institutions, to introduce modeling in the educational process of educational institutions.

The main task of higher education institutions today is to prepare a qualified graduate who is able not only to apply in practice the knowledge, skills and abilities, but also to make original and non-standard decisions in situations that arise in professional activities.

The training of future teachers of educational and pedagogical sciences needs special attention. In the system of training students of higher education institutions, the central place is occupied by the teacher, whose task is to equip students with a set of knowledge, skills and abilities set out in the curriculum and the implementation of psychological training for professional activities.

The teaching of educational, pedagogical sciences is characterized by specific psychological and pedagogical features, knowledge of which helps the teacher to correctly determine the ways of influencing students. The main point of the educational process is the interaction between teacher and student.

Teachers form a habit of students to independently acquire knowledge, skills, abilities and improve their pedagogical skills. Assessing the professional qualities of students, teachers check the readiness of students for independent activity. Therefore, a teacher of a higher education institution must be able to model the educational process.

The study of psychological and pedagogical literature on the introduction of modeling as a method of teaching and its role in improving the professional skills of teachers allowed to state that scientists mainly focus on defining the notions of "modeling", "design", "professional skills".

The study of this problem allows us to say that the pedagogy of modeling consists in creating imaginary situations that require the solution of certain pedagogical problems and professional evaluation of the teacher.

Modeling in pedagogy is the creation of such situations-models, where real objects are replaced by symbols and the relationship between the participants is not natural but organized specifically under the teacher's guidance, i.e., artificially. The purpose of modeling pedagogical situations is to form the readiness of future professionals to work in the university, to conduct classes, to organize educational work.

Modeling is focused on the active independent activity of students, on the development of creative thinking, and the formation of skills to predict results; therefore, this teaching method should be actively used in the educational process.

Pedagogical design of any pedagogical situation may include the following types of student activities: analysis and evaluation of the task, the formation of the situation to be modeled; planning of forms, methods and means of modeling of a pedagogical situation, writing the methodical instructions for a lesson or educational work; realization of the idea and practical reproduction of the created project; improvement of knowledge and skills.

The introduction of the method of modeling in the educational process gives reasons to state that the modeling of the teacher's educational activity is an important component of pedagogical design; it promotes the development of students' professional skills and creative abilities, stimulating their cognitive activity independence.

Modeling as a method of teaching in higher education institutions plays an important role in improving the teachers' pedagogical skills, creates favorable conditions for updating and deepening interdisciplinary links, allows to create conditions as close as possible to the conditions of future professional activity of students.