



## Formation of the Preparation of Future Builders Independent Educational Role

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**Annotation:** The process of forming the readiness of future specialists for independent educational and cognitive activity on various logical grounds. The model of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training, including the purpose, objectives, principles, forms, methods, means, pedagogical conditions, criteria, result.

**Key words:** pedagogy, methodology, educational, task, independent, specialist.

The development of the economy radically changes the requirements for professional personnel. The country needs such specialists who not only have an excellent command of their profession, actively participate in the improvement of production, but also strive for advanced training, mastering related professions. This leads to new targets for the professional training of future specialists, including the formation of readiness for independent educational and cognitive activity. The readiness of future specialists for independent educational and cognitive activity is a component of their creative potential, the opportunity to increase their competitiveness in the labor market, a factor of professional and career growth, self-realization throughout life.

At the same time, studies indicate that the theoretical foundations of the formation of students' readiness for independent educational and cognitive activity in the process of vocational training in primary vocational education programs are not sufficiently disclosed. The subject of scientific discussions is the model and pedagogical conditions for the formation of readiness of students of the primary vocational school of the construction profile for independent educational and cognitive activity. Thus, the urgency is caused by the aggravation of the contradiction between the objective need for professional training of future specialists capable of self-education, self-realization throughout life, and the insufficient development of scientific and methodological support for the formation of readiness of future builders for independent educational and cognitive activity.

The revealed contradiction allowed us to formulate what are the pedagogical conditions for the formation of the readiness of future builders for independent educational and cognitive activity in the process of professional training? The process of forming the readiness of future builders for independent educational and cognitive activity. Pedagogical conditions for the formation of the readiness of future builders for independent educational and cognitive activity in the process of professional training. To identify, theoretically substantiate and experimentally test the pedagogical conditions for the formation of the readiness of future builders for independent educational and cognitive activity in the process of professional training. The process of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training will be effective if: • the principles of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training are determined; the model of formation of readiness of future builders for independent educational and cognitive activity on the basis of interrelation of target, substantive, procedural components of



professional training is developed; pedagogical conditions of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training (complex (scientific-methodical, educational-software, information-technical) support are revealed; stable orientation of teachers to include individual and group forms of independent educational and cognitive activity of future specialists in the process of professional training; motivational and value attitude of future builders to independent educational and cognitive activity; rating monitoring of the formation of readiness of future builders for independent educational and cognitive activity).

To determine which caused the presentation of scientific material: - to give an essential characteristic of the readiness of future specialists for independent educational and cognitive activity;

- to identify the features and determine the principles of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training; - to develop a model of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training; - to identify pedagogical conditions for the formation of readiness of future builders for independent educational and cognitive activity and to test their effectiveness in the process of experimental works.

The following research methods were used to solve the tasks and verify the hypothesis put forward: - theoretical: analysis of psychological and pedagogical literature and federal state educational standards, study and generalization of innovative pedagogical experience, synthesis, induction, deduction; - empirical: observation, conversations, questionnaires, pedagogical experiment, diagnostics.

- the process of forming the readiness of future specialists for independent educational and cognitive activity, performing cognitive, axiological, conative, integrative functions, is theoretically justified; - the principles (cascade, taxonomy) of forming the readiness of future specialists for independent educational and cognitive activity in the process of professional training are determined and scientifically substantiated; - a model of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training has been developed and scientifically and methodically substantiated, including the goal, tasks (formation of students' motivational and value attitude to independent educational and cognitive activity; inclusion in the content of professional training of educational material that determines independent educational and cognitive activity; development of professional and pedagogical culture of teachers and masters of industrial training), principles, forms (classroom; extracurricular), methods (organization of educational and cognitive activity; stimulation and motivation; control and self-control); means (linguistic and sign systems, . visual), pedagogical conditions; criteria (motivational, volitional), result; - pedagogical conditions have been identified and tested (complex (scientific-methodical, educational-software, information and technical) support; stable orientation of teachers to include individual and group forms of independent educational and cognitive activity of future specialists in the process of professional training; motivational and value attitude of future builders to independent educational and cognitive activity; rating monitoring of the formation of readiness of future builders for independent educational and cognitive activity) formation of readiness of future builders for independent educational and cognitive activity in the process of professional training.

Characteristics of the readiness of future specialists for independent educational and cognitive activity as a stable motivational setting for the active and effective development of general cultural and professional competencies in order to form the ability to solve non-standard professional tasks and lifelong learning, as well as its structure-forming components (motivational, intellectual, volitional) are determined; - the features of the formation of the readiness of future builders for



independent educational and cognitive activity in the process of professional training (the formation of the need and ability to implement the acquired knowledge in practice, taking into account the constantly changing requirements of production; the gradual development of an integral system of professional-group and individual-personal values), due to the trends of ensuring the effectiveness of knowledge and the formation of sustainable interest in the future profession; - the levels of (reproductive, productive, creative) readiness of future builders for independent educational and cognitive activity in the process of professional training have been clarified.

Scientific and methodological recommendations on the formation of the readiness of future builders for independent educational and cognitive activity in the process of professional training, "Organization of independent educational and cognitive activity", textbook "Technology of installation of frame-sheathing structures", textbook "Materials Science (dry construction)". The results of this work can be used when reading a special course in pedagogical higher and secondary specialized educational institutions, in the system of advanced training of pedagogical personnel of institutions of primary vocational education.

They are supported by modern psychological and pedagogical theories; methodological validity of the initial theoretical positions; the use of scientific research methods adequate to its purpose, subject and objectives; experimental verification of the provisions of the hypothesis. Professional and pedagogical practice took place at all stages of the study.

The essential characteristic of the readiness of future specialists for independent educational and cognitive activity, as a stable motivational setting for the active and effective development of general cultural and professional competencies in order to form the ability to solve non-standard professional tasks and lifelong learning. 2. Principles of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training: cascading, allows us to consider independent educational and cognitive activity as a continuous purposeful process, manifested in the gradual development of general and professional competencies in classroom and extracurricular time, through self-goal setting, self-planning, self-organization, self-stimulation, self-control, self-evaluation of results; taxonomicity, assumes a systematic ordering of the structure-forming components of the readiness of future specialists for independent educational and cognitive activity and design

The process of forming the readiness of future specialists for independent educational and cognitive activity on various logical grounds. The model of formation of readiness of future builders for independent educational and cognitive activity in the process of professional training, including the purpose, objectives, principles, forms, methods, means, pedagogical conditions, criteria, result.

Pedagogical conditions (comprehensive (scientific and methodological, educational and software, information and technical) support; stable orientation of teachers to include in the process of professional training individual and group forms of independent educational and cognitive activity of future specialists; motivational and value attitude of future builders to independent educational and cognitive activity; rating monitoring of the formation of the readiness of future builders for independent educational and cognitive activity) and the levels (reproductive, productive, creative) of the readiness of future builders for independent educational and cognitive activity in the process of professional training.



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