

INNOVATIVE APPROACH TO DEVELOPMENT INITIATIVE IN STUDENTS

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Abstract

Motives and attitudes towards the profession as a whole influence the effectiveness of students' studies, which significantly affects the overall level of professional training. The motives for educational activities include: focus on obtaining knowledge, a profession, a diploma. Computer technology plays an important role in maintaining this criterion. New information technologies in the educational process are a powerful activating tool. Their use in natural science education makes it possible to intensify the educational process and make it more effective, because the nature of interaction between subjects of the educational process changes towards their greater individualization and practical orientation. A high level of competence of a university teacher in the field of educational technologies is one of the key conditions for the effectiveness of the process of their design and implementation in the conditions of an innovative educational process at a university.

Keywords: Motivation, students, education, acmeological approach

Introduction

One of the most powerful social factors that can influence the development of initiative in students is acmeological motivation.

The importance of the acmeological approach to student development and the possibilities of its application are reflected in the following aspects:

1. Educational aspect aimed at developing knowledge and skills in field of professional activity;
2. Professional competence, professional aspect associated with a certain psychological preparedness;
3. Professional excellence, the creative aspect associated with the development of professional maturity, reflexive and innovative potential;
4. The reflective aspect, which involves self-awareness and communicative competence in the process professional activity.

Reflection is crucial in the development of student initiative to ensure optimal interaction of the above-mentioned acmeological aspects.

In our opinion, the acmeological point of view serves as the basis for the development of student initiative . The acmeological point of view determines the role and place of students in



the manifestation of initiative and requires a value-oriented and responsible attitude to social activity.

From the above analyses, it becomes known that acmeological point of view organically combines an active attitude towards values such as success, achievement, activity, professional and personal development. This means that the acmeological point of view is the preparation of students for self-awareness, which determines their social activity and aspirations, focused on achieving educational, personal and social success in the process of androgogical education. The behavioral attitude in the field of initiative ensures the full implementation of the self-confidence function from the acmeological point of view. As a result of self-analysis and self-assessment of students based on external factors, a sense of confidence is formed in relation to increasing personal potential.

Based on the results of the study, taking into account the principles of succession and continuity, an integrative model for the development of initiative in students was developed.

The model includes the following blocks - targeted; procedural; criterial -evaluative:

The purposeful block contains: the goal is to develop initiative in students; tasks: cognitive formation of professional-value, socially significant motives; assimilation of knowledge to solve problems of socially useful activities; mastering techniques and organizing educational and cognitive activities; development of reflective skills; development of initiative qualities.

The procedural block consists of stages: reproductive-algorithmic; partially productive; organizational and pedagogical; personal and creative; methods and means: problem-heuristic situations, work in pairs, lecture-conference, work in groups, independent volunteer activities, group work, social projects, participation in creative and cultural activities; condition – attitude (education of a value attitude), evaluative-reflective.

Criteria -evaluative block: motivational (positive emotional attitude, motives for success; cognitive (mastering the categorical apparatus, in-depth knowledge, arguments and facts); process (mastering the skills of organizational activities, self-evaluation (critical thinking, adequate assessment of one's capabilities); subjective-creative (think innovatively, work in non-standard situations).

Levels of initiative development: high, average level, below average level, low level. In adolescence, initiative is associated with conscious motives. The formation of a worldview and future life plans is reflected as their basis. The formation of moral ideals is particularly evident at this age.

The results of the study showed a new manifestation of self-knowledge, which is considered an important structural part of the formation of initiative in students of general education institutions. In addition, a strong desire for self-education was revealed, which plays an important role in the formation of initiative in adolescents. The development of initiative among students of higher educational institutions is carried out in conditions of intensified personal and professional socialization and is combined with a stable moral and emotional orientation, the formation of precise life goals.

The solution to the research problem was carried out taking into account theoretical and methodological approaches to the formation and development of initiative in students. Interactive learning promotes the development of teamwork skills, establishing



communications and emotional contacts between participants. These features of interactive learning provide high motivation and strength of knowledge, creativity and imagination, tolerance with an active life position, the value of individuality, freedom of expression, emphasis on activity, mutual respect and democracy. According to the results of the study, it was revealed that initiative competence reflects initiative knowledge, skills and abilities.

Initiative knowledge represents information, ideas, knowledge of the characteristics of the individual and the team relating to the initiative sphere and a set of requirements for the organizer. An important component of initiative competence includes such aspects as initiative skills - business planning, combination of individual and team work, motivation education, work with group activists and coordination, control and accounting of their activities, self-control, distribution of tasks between team members and timely optimization of them functions. As a result of experimental work, the following criteria for the development of student initiative were identified: motivational (mastery of initiative competencies, description of motives related to the implementation of initiative activities); cognitive (understanding of the characteristics of the individual and the team, the goals and objectives of initiative learning activities, knowledge of the content of initiative activities, structure and technology); activity-based (work planning, combination of individual and collective work, emergence of motivation, work with group activists and coordination of their activities, control and accounting, self-control); personal-individual (the ability to exert social influence, exactingness, criticality - the ability to analyze deviations from accepted norms).

Computerization of learning allows not only to choose the logic of presentation of educational information, but also makes it possible to combine texts and graphic information with sound and film fragments. Thanks to the use of ICT in the classroom, you can show diagrams, graphs, formulas, animation of the processes and phenomena being studied, the operation of medical equipment and experimental facilities, you can turn to interactive lectures and provide a vivid presentation of educational material, use the capabilities of the Internet (videos), cloud technologies.

Modern information and communication technologies allow access to virtually unlimited amounts of information stored in the virtual information space. This provides an opportunity, when organizing the educational process, to rely on the latest achievements of science and pedagogical technologies, materials posted by the teacher on his personal pages, or on the website of the educational institution.

It is known that on average only 15% of information is absorbed through the organs of hearing, and 25% through the organs of vision. And if you influence the organs of perception in a combined manner, about 65% of the information will be learned.

The specificity of using educational material in electronic form involves the involvement of participants in the educational process in the joint “living” of educational, cognitive and emotional situations based on the own positions of each subject of learning. With such training, it becomes natural to have two centers: the teacher and the student, interacting on the basis of partnership and mutual respect.

Using electronic information resources allows you to solve the following problems:



- use graphic, video, animation and software support in the preparation of elements used in electronic educational resources;
- increase the number and variety of sources of educational information available to students;
- reduce time spent on routine operations;
- solve creative search problems, in the process of which new knowledge is formed;
- strengthen the role of students' independent work, during which the necessary skills and creative approach to problem solving are more actively formed;
- increase the efficiency and objectivity of monitoring the results of students' educational work;
- organize training according to individual curricula.

Another important point in developing students' motivation to learn with the help of modern information and communication technologies is research activity.

Students can be involved in research activities in order to teach them creative thinking, skills of analysis and systematization of the material being studied, and teamwork, which is extremely important in the future professional activities of medical workers. Participation in research work contributes to the development of general and professional competencies in students.

Increasing the speed of information transfer inevitably requires the introduction of new modern information and communication technologies in education. This requires an integrated approach and requires both technological measures - equipment with new equipment, interactive materials and programs, as well as personal interest and activity of students.

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