

лично-профессиональных затруднений и восполнения образовательных дефицитов.

Представленные сущность, структура и уровневое содержание НМС являются основой моделирования процесса научно-методического сопровождения деятельности педагогов по педагогической профилизации в учреждениях общего среднего образования. Целенаправленная организация процесса НМС позволит развить профессиональную компетентность педагогов, осуществляющих профильную и допрофильную педагогическую подготовку учащихся, а также повысить эффективность педагогической профилизации образовательного процесса в целом.



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SCIENTIFIC AND METHODOLOGICAL SUPPORT OF TEACHERS' ACTIVITIES AS A FACTOR IN IMPROVING THE EFFECTIVENESS OF PEDAGOGICAL PROFILING

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Abstract. The article discusses the essence, structure, level content and directions of scientific and methodological support of teachers' activities on pedagogical profiling of the educational process in institutions of general secondary education.

Keywords: scientific and methodological support of teachers' activities, pedagogical profiling of the educational process.

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ДЕБАТЫ КАК СПОСОБ РАЗВИТИЯ ИНФОРМАЦИОННОЙ КОМПЕТЕНТНОСТИ У СТУДЕНТОВ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация. В статье рассматриваются ключевые моменты исследования по развитию информационной компетентности у студентов профессионального образования. Анализ результатов исследований по проблеме формирования информационной компетентности позволил автору определить наиболее оптимальные условия развития указанной компетентности в процессе применения технологии дебатов.

Ключевые слова: компетентность, информационное общество, информационная компетентность, дебаты.

In the information society of the XXI century, the main value is the independent acquisition of new knowledge obtained through unhindered access to information and the availability of basic skills and competencies. At the same time, the exchange of information has neither spatial nor temporal boundaries. The modern information society is more interested in its citizens having high information competence.

There are certain characteristics of society: economic, political, social, etc. Often, the availability of information technologies is considered the only feature of the information society, but by themselves they do not determine its fundamental economic, social, cultural and political characteristics, among which the following are the main ones:

— in the modern world, countries that have reached the stage of the information society have the most efficient and powerful economy, leading in all indicators of the well-being of citizens – the standard of living, its average duration, social security, medical care and healthcare. These countries are also ahead of the rest in building civil society, ensuring human rights and the foundations of democracy;

— scientific and technical potential plays a leading role in the structure of the productive forces of the information society. Hence the second frequently used term is "knowledge society" or "knowledge-based society". The new role of science as the basis of the welfare of society is the most significant, irrevocable and promising change that has occurred in the life of mankind over the past century;

— in industry and the service sector, the leading role is played by the knowledge-intensive industries that ensure the intensive nature of economic growth, including information;

— the economy of the information society is innovative in nature, and innovations take the form of cascades and their diffusion in society proceeds much faster than before;

— in the information society, the quality of work and its qualifications are of particular importance. The information economy needs workers with high

professional training, widely educated, capable and ready to participate in strategic planning.

— The information society has a highly developed, rich information infrastructure [1].

In this regard, the role and responsibility of the education system in all its links are increasing, which should ensure the training of the necessary number of specialists, including the scientific elite, and the overall high enough level of literacy of the population necessary for civil society.

Important goals of modern education are the development of students' ability to act and achieve success, the formation of such qualities as professional universalism, the ability to change the field of activity, methods, and activities at a high level. There are such requirements as personal qualities, mobility, determination, responsibility, and the ability to acquire and apply knowledge in unfamiliar situations, the ability to build communication with other people. Therefore, the main result of the activity of an educational institution should not be a system of knowledge, skills and abilities of a person to act in a particular situation. This explains the emergence of many ideas of the competence approach in education. The issue of core competencies has become the subject of discussion all over the world. The transition to an information society requires solving fundamentally new tasks of training people adapted to rapidly changing realities, able not only to receive, store and reproduce information, but also to create new and manage information flows and effectively handle them [2].

Modern education, if it really claims to be modern, consists in creating conditions for the formation of competencies among graduates that ensure their success and demand for professional and psychological comfort in their personal lives. One of the key competencies, in our opinion, is information competence.

Competence is a special personal ability to solve a certain class of professional tasks. Jurisdiction is also understood as formally described requirements for personal, professional and so on the quality of employees (or any group of employees). A set of competencies; the availability of knowledge and experience necessary for effective work in this subject area, called competence. Competence is a new quality of the subject of activity, manifested in the ability to systematically apply knowledge, skills, values and allows solving various contradictions, tasks, best practices in a social, professional and personal context. Competence is an objective result of the development of human competencies.

Information competence is analyzed both in the narrow and in the broad meaning of this word. In a broad sense, information competence is determined as the ability of an individual to regulate problems of an individual, educational and professional nature through information and communication technologies. In a narrow sense, information competence refers to the property of an individual, expressed in his readiness for the independent use of information and

communication technologies in work in order to fulfill educational and factual issues. Information competence provides the skills of a person's activity with data that come from various sources and have a variety of content and presentation methods. The concept of information competence is considered to be versatile, having characteristic features in connection with the profile of training and continuously changing in connection with the degree of informatization of society and the education system [3].

The concept of information competence is interpreted as well as a set of knowledge, skills and abilities developed during training and self-training in information technology, in addition, the ability to work with the support of information technology; a complex individual mental state achieved by combining abstract knowledge and actual skills to work with different types of data, using the latest information technology. Information competence is considered a significant component of professional competence. Information competence presupposes an intensive understanding of the methods of extraction and translation of diverse data, possession of advanced information technologies in training, based on a structural complex of methodological and universal knowledge [4].

The community of teachers faces a very important task – to prepare a modern person for life and work in a rapidly changing information society, in a world where the process of new knowledge is accelerating. Only a person with a high level of information competence can become successful in modern society.

Information competence is the ability to independently search, analyze, select, process and transmit the necessary information with the help of information technologies [5].

The formation of information competence involves [6]:

- mastering knowledge and skills in the field of computer science and information and communication technologies;
- development of communication skills;
- the ability to navigate in the information space, analyze information.

Today, the need for a new type of specialists capable of self-realization and functioning in new socio-economic conditions, combining a high level of culture, education, intelligence, professional competence, is becoming increasingly realized. Only on the basis of applying new approaches to working with the flow of information, it is possible to achieve certain results. One of the most popular technologies among teachers in the modern educational system is the technology of debates. As an educational technology, debates allow solving a large group of educational tasks, which include: working with large amounts of information, forming a communicative and information culture; fostering tolerance, tolerance to other points of view; developing critical thinking; developing self-regulation and self-control skills in stressful social situations.

Today, the classic type of student debate is a competition between two or more teams at the same time. Teams are trying to defend their side – to be "for" or "against". Debates are held on various topics: from the discussion of the fight against corruption in the education system to the feasibility of exploring galaxies. To speak at the debate, participants will have to carefully study the topics and start searching for the necessary information. It is during the preparation for the game that the level of independence increases and the process of forming information competence is activated. The participants of the debate will have to check the facts using the methods of evaluating information sources (to verify the competence of the source, the rating of the source, comparison of facts, etc.), analyze, synthesize, and edit the information received.

The debater must independently acquire knowledge; apply his knowledge in practice to solve various problems; work with various information, analyze, generalize, argue; think independently and critically, look for rational ways to solve various problems; be sociable, contact in various groups, flexibly adapt to changing life situations.

Thus, the process of forming information competence contributes to the development of communicative qualities, the ability to apply the acquired knowledge, the development of information and communication technologies, thereby forming a comprehensive personality.



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DEBATES AS A WAY TO DEVELOP INFORMATION COMPETENCE AMONG STUDENTS OF VOCATIONAL EDUCATION

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Abstract. The article discusses the key points of research on the development of information competence among students of vocational education. The analysis of the research results on the problem of information competence formation allowed the author to determine the most optimal conditions for the development of this competence in the process of applying the debate technology.

Keywords: competence, information society, information competence, debate.

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**ГУМАННО-ЛИЧНОСТНАЯ ТЕХНОЛОГИЯ В ОРГАНИЗАЦИИ
ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА
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Аннотация. В статье рассматривается специфика организации образовательного пространства по концепции гуманно-личностной технологии Ш. А. Амонашвили. Предоставлена модель образовательного пространства, разработанная с учетом особых образовательных потребностей учащихся с нарушением слуха.

Ключевые слова: образовательное пространство, личность учащегося, рабочая зона.

В настоящее время содержание обучения и воспитания определяется вне зависимости от личностных интересов и потребностей учащихся. Однако нельзя забывать о том, что учащиеся должны добровольно принять это содержание, заинтересоваться им и по-настоящему увлечься учебно-познавательной деятельностью. По мнению Ш. А. Амонашвили, подобного результата можно достичь путём максимального учёта развивающихся потребностей и потенциала личности ребёнка, стремящегося быть самостоятельным и независимым, через специальные формы и способы управления образовательным процессом, помогающих школьнику осознать себя как личность [1, с. 65].

Данная работа должна проводиться не только в учреждении образования педагогами, но и в домашних условиях семьёй учащегося. По нашему