



## PREPARING THE FUTURE PHYSICS TEACHER TO DESIGN HIS INDIVIDUAL TRAJECTORY IN HIS PROFESSIONAL DEVELOPMENT

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### ABSTRACT

In this article, in the process of designing an individual trajectory, the sequence of collaborative actions between a teacher and a student to design an individual educational path for a student within a separate educational discipline, taking into account the individual characteristics of students, student activity sub One of the main educational goals in the design of an individual educational course is to consider his professional and personal development, and the content of the academic subject serves as a means of organizing his educational and cognitive activities, and individual education In order to solve the problem of organizing the training of students in lim fields, it is shown that it is necessary to use complex psychological-pedagogical diagnostics, which is necessary to determine the level of professional and personal development of students.

### KEYWORDS

Individual educational trajectory, professional development, diagnostics, motivation, age characteristics, planning, cooperation.

### INTRODUCTION

In the educational system of the developed countries of the world, special attention is paid to the issues of studying the professional competence of the teacher, researching the parameters related to his professionogram. The effectiveness of the continuous education system in the world is closely related to the creation of an environment for the development of

individual competence in the processes of training future teachers. From this point of view, in the design of the individual trajectory of the professional development of the future physics teacher, it is important to carry out scientific research work on the improvement of the quality and efficiency of education, the creation and implementation of the



theoretical and methodological support for the improvement of creativity evaluation criteria. .

Currently, the development of society requires a new stage of education. Higher education has the task of training specialists who are creative, responsible, proactive, self-aware and can quickly adapt to new conditions. Preparing the future physics teacher for professional pedagogical activity, first of all, designing the educational process, developing an individual educational path for each student, personal development in the course of educational activities, the ability to self-diagnose must be aimed at acquisition. This creates the need to reconstruct the educational process in higher education institutions and, in connection with this, to search for and develop new technologies for teaching students. Today, schools need a teacher who is creative and can show his personal professional style. A number of scientists (V.A. Slastenin, V.A. Kan-Kalik, A.V. Mudrik, etc.) note in their works that "Only the teacher who has achieved creative individuality in his development has the greatest influence on the identification of students' abilities and the development of their personality. 'can show'.

Modern trends in the development of the educational process imply the development of student-oriented technologies and teaching methods, ensuring the cooperation of all subjects of the educational process. Also, today, the problem of pedagogical design of students' educational activities taking into account their individual characteristics in learning certain academic subjects within the framework of the tasks of humanizing education is urgent. One of the methods of individualization of education is to organize the development of students according to individual educational directions. Currently, the changes taking place in society are creating a situation where new requirements for teacher training in education are

updated. When we talk about the goals of higher education, we emphasize, first of all, professional and personal development of the student.

At the same time, the educational process should be oriented to the interests and requests of students, their educational needs, which is person-oriented, related to the identification and consideration of individual characteristics of students, their education in the design of lim and cognitive activities and requires the use of individually oriented educational technologies.

In the process of analyzing the literature, we found out that currently the development of student-oriented and individual-oriented educational technologies is based on the individual characteristics of students, it involves the formation of their individuality and the manifestation of their activity, initiative and personal interests. Taking into account the individual characteristics of students, it will be possible to solve the problem of organizing their educational activities by developing the technology of designing individual educational courses for students based on the results of complex psychological and pedagogical diagnostics. At the same time, the process of designing and implementing individual educational directions for students to master academic subjects includes active cooperation between teachers and students.

By designing an individual trajectory, we understand the joint activity of a teacher and a student, in which the future process and result of the purposeful, professional and personal development of students in solving specific educational problems within a certain educational discipline is determined. The technology of designing an individual trajectory is a sequence of collaborative actions between a teacher and a student to design an individual educational path for a student within a particular educational discipline, taking into



account the individual characteristics of students. one of the main educational goals in the design of an individual educational course is his professional and personal development, and the content of the academic subject serves as a means of organizing his educational and cognitive activities. Research shows the need to use complex psychological-pedagogical diagnostics necessary to determine the level of professional and personal development of students in solving the problem of organizing the training of students according to the planned individual educational directions. The main goals and tasks of complex psychological-pedagogical diagnostics are to determine the initial level of professional and personal development of students, to develop and implement individual educational directions in the study of their abilities, needs, and a person-oriented approach to learning. we can see in the conditions and takes into account individual personal parameters in the educational process when providing information and analyzing the individual psychological characteristics of the students participating in the educational process, as well as identifying the problems of each student and developing educational and developmental programs . In this place, the level of professional and personal development of students will increase, there will be significant positive changes in the attitude towards educational activities in the study of certain subjects, and the level of awareness of the practical importance of future psychological and pedagogical knowledge will increase. This was helped by the filling and maintenance of the "Individual technological map", which reflects the individual educational path developed together, taking into account the interests, capabilities and individual characteristics of each student.

The analysis of psychological and pedagogical literature showed that it is important to determine the

theoretical conditions for studying the specific features of training future teachers for the design of individual educational trajectories of students. The readiness of the future teacher to design individual educational trajectories can be considered as the ability to create conditions that develop personal qualities, knowledge, skills and abilities of students based on personal educational needs. As an integrative person, the future teacher's readiness to design individual learning trajectories for students fulfills a system of functions, the hierarchy of which is presented in the following sequence: the function of individualization,

- diagnostic,
- projective
- organizational,
- technological,
- motivational,
- support function,

reflective and analytical functions. Organizational, technological, motivational and support functions are carried out by the content-activity component of the studied training, which is the system of professional skills of the teacher in organizing the vital activities of the children's team, involving students in various types of activities. includes, of course, according to their educational needs and interests. The evaluation criteria of this component is the organization of students' life activities according to individual educational trajectories, understanding the need for co-authorship in their design. Diagnostic and projective functions are manifested in the diagnostic and prognostic component of the studied preparation. It consists in the ability to determine the needs and capabilities of the student and control the process of self-knowledge, the result of which is an individual



educational trajectory in the form of an individual educational path is to manage the process of self-knowledge. Reflexive and analytical functions are performed by the reflexive-analytical component. The development at different stages of designing individual educational trajectories of students is the assessment criteria of the ability to analyze the results of teacher and student activities, increasing reflexivity, individualization, each of the components considered as a system-forming function. done in one. The future teacher's readiness to design individual learning trajectories is manifested at different levels. High-level representatives recognize the role and responsibility of students and other professionals in the design of individual educational trajectories, comprehensive understanding of technologies, tools, forms and methods of individualization of education, diagnosis of educational needs of students characterized by a high level of educational development are the skills to do. A higher level is characterized by generalized ideas about the means, forms and methods of individualization of education, the ability to recognize the role of students and other professionals in the process of developing an individual educational trajectory project, and to identify educational needs. The average level is characterized by difficulties in choosing technologies, tools, forms and methods of individualization of education, insufficient knowledge of methods of determining the educational needs of students, the role and responsibility of the student in designing an individual educational trajectory. recognition with The low level includes prospective teachers who do not focus on interaction with students and other professionals in the process of designing individual educational trajectories, and who have significant difficulties in identifying the educational needs of students and the technologies, tools, forms of individualization of education. and having scattered ideas about methods, episodic recognition of the

student's role and responsibility in developing an individual educational trajectory.

The systematic component of the future teacher's readiness to design individual learning trajectories for students is content-based and activity-based. A system-forming tool is a project activity that has the greatest potential in shaping the studied preparation and is aimed at shaping each component. Additional tools for the formation of the content-activity component are examples, game activities and modeling of pedagogical situations, because it is important to expand opportunities and strengthen the impact of project activities. The process of forming the future teacher's readiness to design individual educational trajectories for students includes three stages. Each stage means readiness as a whole, giving priority to individual components aimed at formation. The first stage is aimed at renewing the understanding of the importance of the activity of designing individual educational trajectories and understanding the specific features of this process. Students' positive attitude towards individualization of education is renewed, ideas about pedagogical reflection, analysis and development activities of the teacher are formed.

The structure and content of the individual educational trajectory is the student, the role of the student in this process is understood. The second stage of the experiment is aimed at developing future teachers' ideas about diagnostics in the educational process and understanding its role in designing individual educational trajectories of students. At this stage, future teachers understand the need for pedagogical diagnostics, develop the ability to choose diagnostic tools and analyze the educational needs of students and their own activities in the design of individual educational trajectories of students, design individual educational trajectories, ideas are formed about the



expected results, the technologies for assessing student achievement.

The third stage of the experiment is aimed at developing the future teacher's analytical and reflective skills. Students will develop the skills to diagnose the learning needs of students, reflective skills, professional understanding and self-analytical ideas.

In our opinion, preparing future teachers to implement individualized learning trajectories - individualized learning trajectories is a collaboration between teachers and parents, psychologists, social pedagogues and additional education teachers to expand opportunities. It is necessary to study the stages, mechanisms of interaction, as well as the features of preparing the future teacher for the design and implementation of individual educational trajectories for different age stages.

## CONCLUSION

Individual educational direction is a changing structure of educational activities that reflects the personal characteristics of the student, developed and managed on the basis of a complex psychological and pedagogical diagnosis together with the teacher, reflecting his personal characteristics. The organization of the educational process of students according to the planned individual educational directions, taking into account the complex psychological and pedagogical diagnostic information, helps the targeted professional and personal development of students in solving specific educational problems within the framework of a separate educational discipline. . Subject-subject relations are established between the participants of the educational process, and the content of the subject works as a means of organizing educational and cognitive activities.

In the design and implementation of individual educational courses for students, it is necessary to use complex psycho-pedagogical diagnostic data, which allows you to monitor continuous changes in the indicators of individual areas of the student's personality (motivational, intellectual, emotional, volitional). will give.

The organization of the educational process for students in individual educational areas is based on the technological approach and represents the interaction of the teacher and students, with step-by-step design and implementation (targeted, motivational). , design, technological, effective stages) of individual educational directions, continuous diagnostic work, reflection and correction of individual educational directions, and compliance with the necessary pedagogical conditions.

The process of designing individual educational courses for students helps their professional and personal development if the following pedagogical conditions are created:

- the existence of subject-subject relations between the student and the teacher during the design and implementation of individual education;
- awareness of the need for professional and personal self-development of the future teacher; use of reflective and creative forms of work;
- development and implementation of student-oriented educational technology;
- mastering the stages and content of designing individual education courses;
- monitoring the dynamics of the formation of personal qualities of students on the basis of comprehensive psychological-pedagogical diagnostics.

The joint activity of teachers and students in the development and implementation of individual



educational directions can increase the level of learning, develop general educational skills, empathy, communication skills, reduce anxiety, and improve self-esteem. It helps to increase the level of awareness. Control of learning activities and internal motivation is a necessary tool for learning specific subjects. At the same time, the conducted research does not cover all issues related to preparation for designing individual educational trajectories for the future physics teacher. In our opinion, learning to prepare future teachers for the implementation of individual educational trajectories is an interaction between teachers and parents, psychologists, social pedagogues and additional education teachers to expand opportunities. relationship stages, mechanisms. It is important to study individual educational trajectories, as well as the features of preparing future teachers for the design and implementation of individual educational trajectories at different age levels.

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