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FORMATION OF PRACTICAL SKILLS OF THE STUDENTS IN THE PROCESS OF STUDY OF SPECIAL SUBJECTS

The article deals with the formation of students' practical abilities in the process of professional disciplines "Theory and methods of formation of elementary mathematical concepts of preschool children" (normative part of the curriculum) and "individual approach to the formation of elementary mathematical competence" (variable part). The pedagogical conditions that ensure the use of theoretical knowledge to solve professional situations are revealed. The following active methods and forms of training are determined as effective: discussion, reflective inversion, interview, brainstorming, heuristic questions, problem polylogue, business and role games, analysis of specific situations, problematic seminars, workshops; the method of synectics, incident, immersion, simulation of professional situations and so on. They make students' learning activities close to actual practice.

The process of gaining the practical experience during training sessions by future teachers of preschool education is presented. Students were offered some situations, in which they determined the symptoms of the problem, formulated it by their own efforts, additionally gathered some important information, facts and sound arguments and found their solutions. As the result of the analysis of theoretical knowledge they learned how to formulate the problem.

Each task involved several variants of its solution, equally close to the optimal and suitable for the particular circumstances. In the final discussion, students compared their proposed alternative solutions to the task and convinced themselves in their feasibility. During the class, the teacher focused on the solutions processing, which was the essence of the formation of practical skills and acquired much more importance than the result itself.

Modeling of professional situations enables future teachers to see typical difficulties with which they will meet in their own practice and the ways of how to overcome them. Practice in dealing with various situations provides creative development of future teachers in the choice of methods, tools of impact on preschool children, their active cognitive activity, and independence of thought.

Purposeful system of work in the process of study of professional disciplines provides students with awareness of necessity of mastering scientific knowledge and promotes formation of skills to build future professional work on them. Creating conditions close to future professional activity provides students with practical experience.