

## HIGHER EDUCATION PEDAGOGICAL - PSYCHOLOGICAL SUPPORT OF INDIVIDUAL EDUCATIONAL TRAJECTORIES OF STUDENTS

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### ANNOTATION

This article provides information on the pedagogical - psychological support of higher education students of individual educational trajectories and provides information on the mechanics of the organization of individual educational trajectories of students.

**KEYWORDS:** professional competence, uninterrupted education, pedagogical technology, individualization of the educational process; individual educational trajectory of the student; individual educational direction; individual educational program.

### ВЫСШЕЕ ОБРАЗОВАНИЕ ПЕДАГОГИЧЕСКО-ПСИХОЛОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ИНДИВИДУАЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ТРАЕКТОРИЙ СТУДЕНТОВ

### АННОТАЦИЯ

в данной статье представлена информация о педагогико-психологическом сопровождении студентов высших учебных заведений индивидуальных образовательных траекторий и представлена информация о механике организации индивидуальных образовательных траекторий студентов.

**КЛЮЧЕВЫЕ СЛОВА:** профессиональная компетентность, непрерывное образование, педагогическая технология, индивидуализация образовательного процесса; индивидуальная образовательная траектория обучающегося; индивидуальное образовательное направление; индивидуальная образовательная программа.

### INTRODUCTION

Socio-economic developments in our country today envisage the modernization of the education system, its structural reconstruction, changing and updating the educational program taking into account the modern achievements of education, science, technology and technology, economy and culture. . Wide adoption of advanced technologies, integration of continuous education with science and production, introduction of a differentiated approach to education in accordance with the abilities and capabilities of students, and the creation of advanced pedagogical technologies and modern teaching-methodical complexes, organization and management of pedagogical processes is the basis for developing the professional competence of teachers in improving the system [1]. Based on the above considerations, one of the solutions for improving education in our country can be said to be the formation of individual educational trajectories of students. The implementation of this

conceptual approach is currently accompanied by the acceleration of the rate of socio-economic development of the information society, the expansion of the scope of socio-professional mobility, the increase of uncertainty, the increase of competition in the labor market and the sharp change in the employment of the working population, along with the rapid development of high-tech production related to development. For the development of individual educational trajectory of students and pedagogical – psychological support, let's go according to the research and surveys of the following scientists and researchers.

### **RESEARCH MATERIALS AND METHODOLOGY**

In the researches of G.K.Selevko, the differentiation of teaching is interpreted as a form of organization of the educational process, the teacher works with a group of students who have the same level of knowledge and have common qualities in the educational process in one way or another. Differentiation of teaching is also defined as a part of the general didactics, which ensures the specialization of different groups of learners in the educational process.

Differentiated differential education provides for:

- that learners have fundamental basic knowledge of their specialty subject;
  - fundamental basic knowledge of the subject of one's own specialty would be the basis for differentiating and individualizing teaching;
  - that the requirements for fundamental basic knowledge in the subject of one's specialty are the same for everyone;
  - that students have a clear idea of what fundamental basic knowledge they should have in the subject of their specialty, that is, the system of results should be “open” for them;
- among the fundamental basic knowledge of the subject of their specialty, knowledge with in-depth content on educational subjects that provide high training is recommended for students.

The main concept of Inge Unt's technology of individualization of teaching is that in the current conditions, an important form of individualization of teaching can be considered independent work of students in higher education institutions and outside of classes. As the content and methodology of Inge Unt's research, we can refer to individual educational tasks for independent work, individualized independent work guide adapted to the current educational literature.

A.S. Graniskaya notes that her flexible teaching system is organized in the classroom-lesson system and that the teacher can devote 60-80% of her time to individual work with students. The uniqueness of A.S. Graniskaya's methodology is that she organizes the lesson on the basis of a certain unusual device:

The first part is to educate everyone;

The second part is two parallel processes: independent work of students and individual work of the teacher with some students, that is, the use of generalized schemes, work as an alternating co-teacher, flexible multifaceted tasks, etc.

According to the hypothesis of V. D. Shadrikov, if the learner is given the details of increasingly complex tasks, if he is offered to motivate the learning process, but if the learner is left with the opportunity to work that is possible and convenient for him today, he believes that the ability of students will develop effectively [ 2,3].

## RESEARCH RESULTS

Based on the above-mentioned considerations, the mechanism of organizing the individual educational trajectory of students includes the following stages:

- **goal setting stage;** involves the competent setting of goals necessary to “start” an individual educational trajectory and characterizing two subjects-teacher and student-and checking the main personal qualities (value, motivational, regulatory, positional, organizational and informational, control assessment;

- **technological stage;** provides for the creation of an individual educational program as a means of implementing an educational trajectory in accordance with the developed methodology.

The above-mentioned changes require psychological support of individual educational trajectories of students, targeted and continuous analysis, measures to correct and improve professional and educational activities of educational subjects. Psychological support of students includes organizational, diagnostic, training and development activities aimed at their future professional activity [6].

External and internal factors influence the design of personal educational trajectories. One of the important factors is the task of the educational organization, its institutional structure, the socio-economic needs of the region, the qualifications of teachers. Secondly, the directions of the goal of students, the motives for increasing the level of education, the need for self-development, cognitive activity and self-reliance on the future are also of important importance.

An Individual educational trajectory is a professional educational program that ensures the implementation of the educational standard and gives the individual the opportunity to design their own educational direction with the support and assistance of a teacher. The Individual education program is defined in its place as an educational and other activity program that is developed and carried out independently by the student based on the individual, professional development of the student, professional interests, needs and requirements. From these definitions it is evident that psychological support of students, the essence of which is to form the ability of students to design the professional and educational process according to individual psychological characteristics and professionally oriented plans for the future, is very important in the implementation of individual educational trajectories of students [4]. Taking into account the psychological characteristics and socio-professional orientation of students, ensuring their personal and professional development is one of the important tasks. For this, the psychological support of students by their teacher in higher educational institutions, including the use of modern information and communication technologies in work activities, increases the effectiveness of the development of individual educational trajectories of students[7].

Principles of psychological support of individual educational trajectories of students

- self – organization;
- the interaction of education and profession;
- creating the social professional future of students;
- choosing a strategy for the implementation of personal educational resources;
- development and self – development the reflection of the moment [3]

In a generalized form, we can cite as below the structural and meaningful part of the individual educational trajectory, which reflects the logic of psychological support.

The target part of the development of individual educational trajectories of students:

The factor that forms the meaning is an individually oriented professional education and an estimate of the student's development;

**Purpose:** psychological support for the project of an individual educational trajectory

**Assignments:**

1. Analysis of abilities to be able to analyze.
2. Design a personal educational trajectory.
3. Development of psychological support technology for the implementation of individual educational trajectories.

**DISCUSSION**

From a methodological point of view, in order to develop the individual learning trajectory of students, we should pay attention to the following:

Methodology for estimation of individual oriented professional education;

Modeling of individual learning trajectories.

Taking into account the goals, tasks and methodological aspects described above, we should pay attention to the above in creating a structural and meaningful model of pedagogical-psychological support for the development and implementation of individual educational trajectories of students.

In the first stage (information-analytical), the teacher's task-setting and organizational function prevails, which consists in encouraging students to understand the importance of choosing an individual educational trajectory, their abilities and self-education. and more responsive to self-development needs, as well as help in planning initial tasks. This function is implemented by all teachers by strengthening the professional direction of the subjects they teach, as well as practices in the educational process and professional activity. Based on the purpose of this stage, it is indirectly reflected in the provided educational standards in the form of general cultural and general professional competences. At the end of this stage, students describe the knowledge they have gained in an essay in the form of "the path of my professional education".

At the next (diagnostic) stage, it is important to determine the individual psychological characteristics of students in order to design ITT in the most effective way. For this, in assessing the ability to plan the achievement of life goals, the ability to self-organization, V.I.Morosanova's survey "self-management of behavior"; to determine his ideas about the level of communicativity in the personality itself, identity, voluntary self-control, interpersonal relationships Ch.Osgood's "personal differential" methodology; features of the manifestation of activity in activity and behavior Yu.M.Determination of the need for Orlov's achievements on the basis of the methodology of study; G.K.Selevko, Inge Unt, A.S. Graniskaya, V.D. The research work and surveys conducted by the Shadrikov's are important.

**CONCLUSION**

In conclusion, through the above goals and tasks, individual educational trajectories of students can be developed through pedagogical and psychological support.

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