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DIRECTIONS OF IMPROVING THE STRUCTURE AND CONTENT OF METHODOLOGICAL WORK IN INSTITUTIONS OF PROFESSIONAL HIGHER EDUCATION

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Reforms in Ukraine and the labor market put forward new, higher requirements for general scientific and professional knowledge of specialists, their personal qualities.

In order to specify the goals of improving methodological work, it is necessary to define the purpose of professional training in modern conditions. It is known that the main goal of professional higher education institutions is to provide high-quality training of specialists who are able to reach the level of professional skills in the shortest possible time and contribute to the development of engineering, technology and production. As a result, we have come to the need for an approach to defining the purpose, content and methods of professional training in higher education

institutions, when this selection and determination of the feasibility and combination of certain information and teaching methods would be carried out comprehensively, based not only on the trends in the development of technology, pedagogical technology and the labor market, but also on the priority of the requirements, qualities and activities of a specialist set by society, focused on the predictable future.

The professionally significant qualities of a vocational school teacher are embodied in the functions-means that coincide with the functional components of any pedagogical system and reveal the main goals and objectives of the teacher's methodological work: gnostic function, design function, constructive function, communicative function, organizational function.

The main goal of professional training of a professional junior bachelor is to implement a model of a professionally determined structure of a specialist's personality.

The qualities and activities of a specialist identified and demanded by social production can be effectively formed taking into account the personal interests and needs of students themselves in the context of the functioning of a scientifically designed system of methodological work of teachers of institutions of professional higher education.

It is clear that the educational process will be successful if it is designed, organized and managed by the system of methodological work of the staff of professional higher education institutions.

Despite the fact that there are state standards of education, in today's environment, college staff are given the right to make various variations not only in the content of individual disciplines, but also in the structure of curricula. When using this initiative in the process of methodological work on modernizing the content of training specialists, it is important not to harm or lead to worse results than before. To prevent this, it is necessary to be guided by certain provisions and generally accepted concepts in the methodological work on transforming the content of training highly qualified specialists.

An analysis of the practice of teaching young people shows that the stage of synthesizing knowledge from different disciplines is still largely left to students themselves without the guidance of a teacher. Experience shows that this rather difficult intellectual operation does not correspond to the mental capabilities of most students. As a result, it turns out that the system of their knowledge, skills and abilities has interdisciplinary gaps, is

a conglomerate of loosely connected data that is not used in practice, as well as for independent acquisition of new knowledge [5].

A new approach to the construction of the content of modern science should, apparently, be reflected in the methods of drawing up and adjusting curricula, breaking the monopoly of the subject principle used in their preparation. This thesis is confirmed in the practice of foreign professional schools. There are already attempts to build the curriculum in such a way that knowledge from different fields of science is grouped around professional tasks and related scientific problems. The fundamental factor in this approach to curriculum development and adjustment is the goal of professional training - the formation of a generalist with developed scientific and theoretical thinking, capable of setting and creatively solving practical problems based on the integrated use of knowledge and skills from various fields. It is important to note that this goal is being achieved by simultaneously reducing the amount of content of academic subjects and strengthening their interdisciplinary synthesis.

The further content of pedagogical training was to be aimed at studying specific methodological issues related to the disclosure of the basics of building and implementing effective educational and upbringing processes.

An important place was to be occupied by the study of the specifics of students' independent work, consideration and classification of independent work, and demonstration of ways to organize students' independent work [3].

The success of teachers' work largely depends on their creative activity aimed at studying and implementing the results of best pedagogical practices and scientific achievements. However, it should be noted that our observations and analysis of practice show that in most educational institutions today this work is carried out on an intuitive and empirical level. Most often, when starting to implement, teachers compare the results obtained in best practice and science with their own experience only on the basis of "common sense". As a result, when studying experience, they often have difficulties in choosing the most important for generalization, which usually leads to a simple fixation of the methods, ways, techniques and means of teaching without the necessary disclosure of their essence, without their connection with the entire system of organizing educational cognitive activity [4].

At the same time, as many teachers note, the study and implementation of psychological and pedagogical innovations should be

based on the principles of pedagogy, because anything new is good not so much because it is new, but because it can help improve the quality of learning.

Improvement of scientific and methodological work in higher education institutions should be carried out through gradual, phased involvement of teachers in innovative and research activities and accompanied by their continuous training and counseling To organize and manage scientific and methodological work, a special deputy director is needed. When organizing scientific and methodological work in institutions of professional higher education, one should proceed from the principle of gradual and consistent forms of involving teachers in collective creative and innovative activities.

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