

FORMS OF QUASI-PROFESSIONAL ACTIVITY AND THEIR CLASSIFICATION

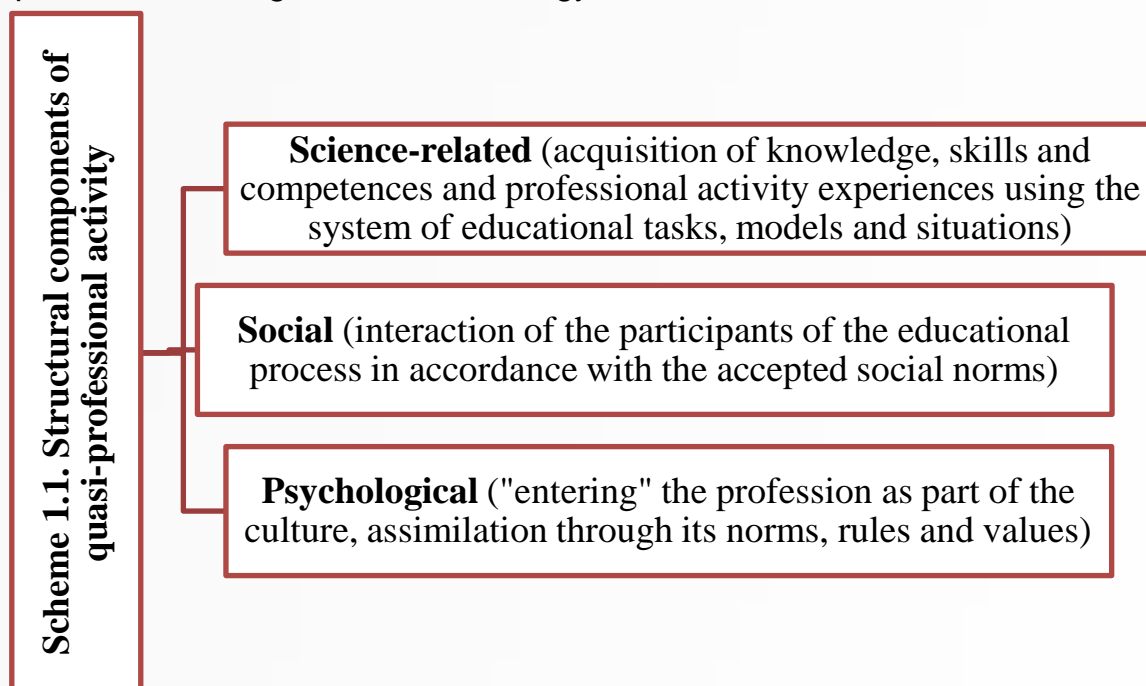
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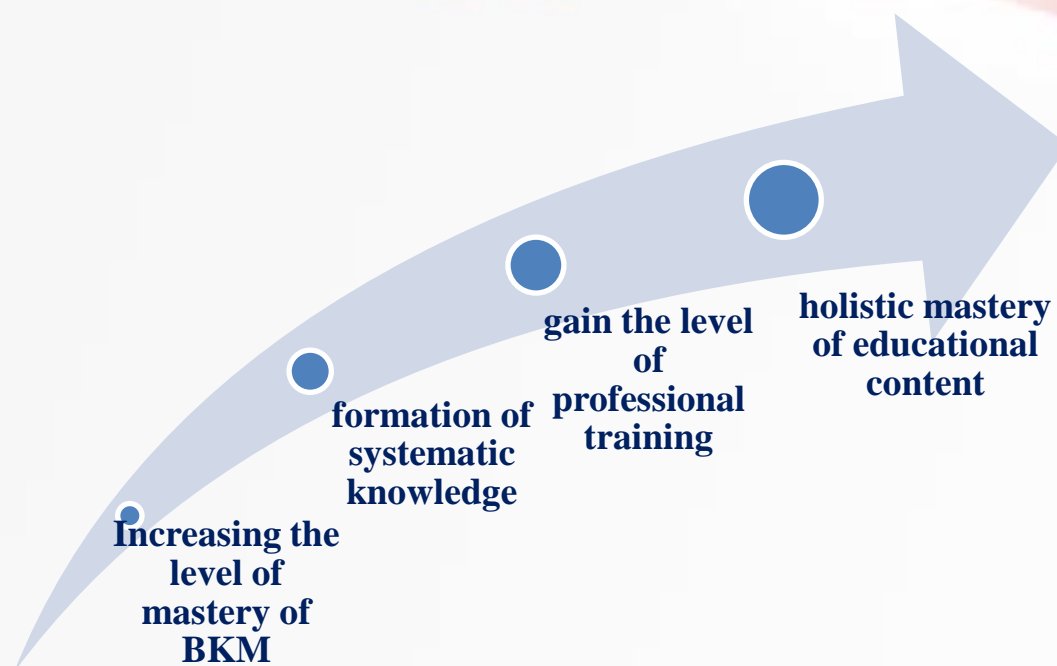
Describing the functions of the student's quasi-professional activity, it should be noted that, first of all, it helps to increase the level of acquisition of knowledge, skills and abilities. Secondly, the student's quasi-professional activity helps to form his systematic knowledge. Thirdly, quasi-professional activities help to increase the level of professional training of the future teacher. Fourthly, the student's quasi-professional activity is a favorable condition for the formation of his real, internal motivation [1].

N.V. Basalaeva defines quasi-professional activity as "it works as an integral element of professionalization of a person...". Summarizing the above considerations, quasi-professional activity can be implemented as a stage of transition from educational activity to the world of professional culture in the interdependence of the following three components (scheme 1.1), as a result, the future professional image of a future biology teacher is formed.



Scheme 1.1. Structural components of quasi-professional activity

Also, the following functions of quasi-professional activity can be distinguished (scheme 1.2):



Scheme 1.2. Functions of quasi-professional activity.

Describing the functions of the student's quasi-professional activity, it should be noted that it is:

1. Firstly, it helps to increase the level of knowledge, skills and competences.
2. Secondly, the student's quasi-professional activity helps to form his systematic knowledge.
3. Thirdly, quasi-professional activity helps to increase the level of professional training of the future teacher.
4. Fourthly, the student's quasi-professional activity is a favorable condition for the formation of his real, internal motivation [2-4].

The connection of the student's educational and cognitive activity with his professional future creates conditions for the formation of a real motive for this activity, and therefore helps to form meaning.

In order to improve the quasi-professional activities of the students of the "Biology" field of study in the field of biological sciences, it is necessary to first of all explain to them the content and essence of the science and to create an imagination of the scope of the topic they are studying. For this, the forms of quasi-professional activity cited by O. B. Dautov are used [5-7]:

1. Creating and solving a situation;
2. Organizational-active games;
3. Research works of students.
4. Design method;

In the conditions of quasi-professional activities, students perform two types of activities: on the one hand, they face activities typical for students; on the other hand, in terms of goals, content, forms, process and requirements for the obtained results, they perform close professional activities. It is at this stage that educational activity turns into professional activity. As a result, the model of professional activity

is reflected in the educational process. Knowledge no longer functions as a fundamental foundational function, but as a tool for solving specific professional problems. At the same time, fundamental scientific knowledge will be structured in such a way as to allow solving real problems that arise in the specialist's work. Finally, a primary universal (methodical) plan is formed, which allows to design the future [9-10].

Thus, quasi-professional activity, on the one hand, is integrally included in the educational process carried out in the higher educational institution, and on the other hand, it optimally ensures that the future biology teacher joins the professional-pedagogical activity at least a little. In addition, this situation has the necessary opportunities to solve the problems of education of the future biology teacher. These opportunities are related to the following characteristics of quasi-professional activities:

- aimed at understanding the nature of professional tasks and personal-professional problems that form the basis of the content of student activity in the conditions of quasi-professional activity, including the relationship between the student and the teacher;

- quasi-professional activity involves applying knowledge of a methodological nature, requires different fields of science and their integration, which creates opportunities for solving problems of an educational nature;

- a student forming a quasi-professional activity is required to respond to the considered problem, didactic game, the content of the situation, which in turn causes the need for self-knowledge. So we can see quasi-professional activity as a means of educating the spiritual world of the student.

- the holistic nature of the situation includes the formation of a whole world of the future teacher in the unity of his personal, individual and subjective characteristics;

- quasi-professional activity, as noted above, can be carried out only when there is a dialogue between its participants, therefore it is directed to another (not only the real dialogue partner - classmate, teacher, but also on the roles played by the participants of the situation - child (student, pupil), teacher, class head, representative of the school administration, parents, etc.);

- the problematic nature of the tasks presented within the framework of quasi-professional activity stimulates the meaningful activity of students.

So, quasi-professional activity is a necessary stage of transition from educational activity to the world of professional culture. That is, it is the activity of the future teacher in order to reveal his professional competence in the conditions necessary for him to manifest himself as an educator.

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