

TURIZM VA UNING XAVFSIZLIGI SOHASIDA UMUMIY MADANIY, UMUMIY KASBIY VA KASBIY KOMPETENTSIYALARNI SHAKLLANTIRISHDA PEDAGOGIK-PSIXJLOGIK YONDASHUVLARINING TAVSIFI.

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Annotatsiya Maqolada Davlat ta'lim standartlari joriy etilishi munosabati bilan talabalarning ta'lim dasturini o'zlashtirish natijalariga muvofiqligini aniqlash va ijtimoiy va shaxsiy intellekt sifatining o'sishi ko'rinishidagi tizimli - integrativ natijani kafolatlaydigan kompetentsiyaga asoslangan yondashuv asosida ta'lim natijalarini baholash vazifasi berilgan.

Kalit so'zlar: Davlat ta'lim standartlari, talaba, ta'lim dasturi, shaxsiy intellekt, o'sish, integrativ, kompetentsiyaga, ta'lim.

Абстрактный. В связи с введением государственных образовательных стандартов решается задача определения соответствия обучающихся результатам освоения образовательной программы и оценивания результатов образования на основе компетентного подхода, гарантирующего системно-интегративный результат в виде в статье приведено повышение качества социального и личностного интеллекта.

Ключевые слова: Государственные образовательные стандарты, студент, образовательная программа, личностный интеллект, рост, интегративный, компетентность, образование.

Explanation. The article provides the task of determining the compliance of students with the results of mastering the educational program in connection with the introduction of state educational standards and assessing the results of education on the basis of a competency - based approach, which guarantees a systematic-integrative result. social and personal intelligence.

Keywords: state educational standards, student, curriculum, personal Intelligence, growth, integrative, competence, education.

Butun dunyo ilmiy va ta'lim sohasi vakillari o'rgangan kompetentsiyaga asoslangan yondashuv AQSHda D. McClelland, J. Raven, C. Schneider, Klemp G. Kastendiek S., L. Spencerlar tomonidan tashkil etilgan. Mahalliy ta'lim tizimida kompetentsiyaga asoslangan yondashuvni o'rganadigan yetakchi mutaxassis A. I. Zimnyaya dir. SHuningdek, kompetentsiyaga asoslangan yondashuvni shakllantirish

va rivojlantirishga A. Bolotov , P. P. Borisov , V. V. Serikov , B. D. Elkonin lar katta hissa qo'shdi.

Kompetentsiyaga asoslangan yondashuv kasbiy va pedagogik ta'limni optimallashtirish, ta'lim natijalarini modellashtirish va kompetentsiya va kompetentsiya ko'rinishidagi kasbiy ta'lim sifatining asosiy normalari uchun uslubiy asosdir. Kompetentsiyaga asoslangan yondashuv ta'lim mazmunini o'zlashtirish, funktsiyalarni bajarish, ijtimoiy vazifalar, kompetentsiyalar asosida kasbiy muammolarni hal qilishda yaxlit tajribani shakllantirishni o'z ichiga oladi (P. P. Borisov, 2003). Kompetentsiyaga asoslangan yondashuv V. A. Bolotov, P. P. Borisov, V. V. Serikov, B. D. Elkonin lar tomonidan talabalarning muayyan vaziyatlarda yuzaga keladigan muammolar va funktsional vazifalarni hal qilish, "inklyuziya vaziyatlarini" qurish va oldindan belgilash qobiliyati sifatida ta'riflanadi.

I. A. Zimnyaya ta'kidlashicha, kompetentsiyaga asoslangan yondashuv amaliyotga yo'naltirilgan ta'limga, qiymat-semantik, mazmunli, shaxsiy tarkibiy qismlarga, natijaning operatsion, "mahorat" tomoniga e'tiborni kuchaytirish zarurligiga qaratilgan. Kompetentsiyaga asoslangan yondashuvning asosiy parametrlari quyidagilardan iborat: shakllangan bilim, ko'nikma, fazilatlar va samarali faoliyat usullarining umumiy kasbiy va shaxsiy ahamiyati; kasbiy va shaxsiy takomillashtirish maqsadlarini aniq belgilash; ma'lum kompetentsiyalarni aniqlash va takomillashtirish; umuminsoniy madaniyat yutuqlariga asoslangan semantik yo'nalishlar to'plami sifatida kompetentsiyalarni shakllantirish; maqsadlarga erishish uchun yo'nalishlarni tanlash dasturini individuallashtirish; ta'lim va hayotiy tajriba asosida bilimlardan foydalanish; shaxsning qadriyat yo'nalishlari namoyon bo'lishining integral xarakteristikasi, uning sub'ektning ijtimoiy moslashuvi sifatida bilim, ko'nikma va faoliyat usullarini takomillashtirish qobiliyati bilan bog'liq (A. I. Ivanov, 2008; S. A. Kulikova, 2008; U. X. Kilpatrik, 1925).

Kompetentsiyaga asoslangan yondashuvning maqsadi ta'lim sifatini ta'minlash, ta'limning zamonaviy ehtiyojlar va qadriyatlarga muvofiqligi, shuningdek uning kelajagi haqidagi g'oyalardir (S. V. Emelyanov, 1976; V. N. Burkov, 1976; A.G. Ivanovskiy, 1976; G.M. Romantsev, 2004; I. V. Osipova, 2004; O. V. Tarasyuk, 2004; A. I. Subetto, 2006). Bitiruvchilarning kasbiy mahoratini belgilaydigan shaxsiy (sub'ektiv) shart-sharoitlar - bu kasbiy muhim fazilatlarining (pedagogik qobiliyatlarning) rivojlanish darajasi va tanlangan kasbga ijobiy hissiy va qadriyat munosabati. Bu haqda I. A. Zimnyaya (2006), Raven, Dj. (2002), J.C. Bipoupout (2007), Enric M. Sebastiani I. Obrador (2012) ta'kidlaydilar.

Kompetentsiyaga asoslangan yondashuv kompetentsiyalar to'plamini talabalarning kelajakdagi kasbiy faoliyati vazifalariga aniq yo'naltirishni va kasbiy

jamoalar vakillarini ta'lim natijalari sifatini baholashga jalb qilishni o'z ichiga oladi, bu esa ta'lim sifatini boshqarish jarayonini zamonaviy jamiyatning real ehtiyojlariga yo'naltirishga yordam beradi (T. M. Bannikova, 2011; N. A. Selezneva, 2009; A. V. Xutorskoy, 2005). Rossiyada "kompetentsiya" tushunchasi to'g'risida o'ziga xos ilmiy g'oya ishlab chiqilgan, xususan, kompetentsiya mutaxassis shaxsida haqiqiy va zarur bo'lgan fazilatlarining muvofiqligini, shaxsning kompetentsiya mazmunini o'zlashtirish darajasini ko'rsatadi. SHu bilan birga, kompetentsiya shaxsning bir emas, balki bir nechta kompetentsiyalarni egallashini tavsiflashi mumkin.

T. Hyland (2001), M. Mulder (2004) "kompetentsiya" ni belgilangan standartga muvofiq muayyan faoliyatni amalga oshirish, ma'lum yutuqlarga erishish qobiliyati sifatida belgilaydi. Mualliflar V. A. Bolotov (2003), V. V. Serikov [35], A. I. Subetto (2006), kompetentsiya deganda inson sifatining tarkibiy qismi, uning ma'lum bir harakatlar guruhini yoki ma'lum bir faoliyat turini (turini) bajarish qobiliyatini (qobiliyatini, jismoniy tayyorgarligini, yaroqliligini) belgilaydigan xususiyatlar guruhi sifatida tushunishadi.

V. I. Baydenko (2002) kompetentsiya - bu shaxsning harakatlarida, muayyan kasbiy va ijtimoiy ahamiyatga ega vaziyatlarda namoyon bo'ladigan ta'lim muvaffaqiyatining o'lchovidir, degan fikrda. J.C. Bipoupout (2007), K. Keen (1992), L. Perez (2007) kompetentsiya - bu bilim, harakat qilish qobiliyati, xulq-atvor modellari to'plami, ularni ushbu sharoitlarda ishlatish maqsadida tuzilgan deb hisoblaydi.

Kompetentlik deb A. G. Bolotov (2003), V. V. Serikov [35], A. K. Yusef (2001), shaxsning murakkab madaniy tadbirlarni amalga oshirish qobiliyatini, shuningdek, professional vakolatli xulosalar chiqarish, mutaxassis tomonidan kasbiy faoliyatda o'z o'rnini topishini baholash imkonini beradigan bilim va ko'nikmalarni tushunishadi.

A. V. Xutorskoy (2007) kompetentsiya - bu tanlangan ijtimoiy va shaxsiy ahamiyatga ega sohada uning faoliyati tajribasi bilan belgilanadigan qiymat-semantik yo'nalishlar, bilimlar, ko'nikmalar, qobiliyatlar to'plami, deb hisoblaydi.

G. M. Kojaspirova va A. Yu. Kojaspirov (2005) kompetentsiyani shaxsning bilim darajasi sifatida ko'rib chiqadi, bu kognitiv yoki amaliy faoliyatning nazariy vositalarini o'zlashtirish darajasi, o'z-o'zini tarbiyalash darajasi va mustaqil ravishda qaror qabul qilish qobiliyati bilan belgilanadi,, degan fikrda. SHuni ta'kidlash kerakki, sayyohlik safari sharoitida taqdim etilgan mezonlar, ayniqsa, mustaqil qaror qabul qilish masalalarida muhim ahamiyatga ega, bunga odatiy ijtimoiy hayotdan ajralib qolish bilan ko'maklashadi.

O'qituvchining kasbiy malakasi mutaxassisning kasbiy mahoratini shakllantirish uchun asosdir, shu bilan birga tabiiy muhit sharoitida inson-inson tizimidagi o'zaro

ta'sir shaxsiy, ijtimoiy, jismoniy va kasbiy tayyorgarlikka, ham kasbiy faoliyat sub'ektiga, ham ob'ektiga yanada katta talablar qo'yadi (A. I. Axulkova, 2004; E. A. Klimov, 1996; N. V. Kuzmina, 1993; A. A. Rean, 1993; A. K. Markova, 1996; V. G. Pishchulin, 2002). Ekstremal kasbiy kompetentsiya - to'satdan murakkablashgan sharoitlarda, baxtsiz hodisalar, texnologik jarayonlarning buzilishi paytida harakat qilish qobiliyati sport va sog'lomlashtirish turizmi sohasida yuqori ahamiyatga ega (O. N. SHaxmatova, 2000). Bundan tashqari, jismoniy tarbiya xodimlarining kasbiy malakasi sport zalida, o'rmon zonasida va hatto suvda sayyohlik tadbirini o'tkazish va unga tayyorgarlik ko'rish qobiliyatini o'z ichiga oladi.

Keyinchalik, tizimli, faol, modulli, shaxsga yo'naltirilgan va kasbiy yo'naltirilgan o'qitish yondashuvlarini ko'rib chiqamiz. Tizimli yondashuv shundan iboratki, tayyorgarlikning mustaqil tarkibiy qismlari alohida-alohida emas, balki o'zaro bog'liqlikda ko'rib chiqiladi, buning natijasida tizimning tuzilishi, tarkibiy qismlar va butunning o'zaro ta'siri, umuman hodisaning rivojlanishi aniqlanadi, shu bilan birga barcha aloqalar, sabablar, maqsadlarni amalga oshirish vositalari o'rganiladi (M. S. Kagan, 1991; N. V. Kuzmina, 1993). Bizning tadqiqotimizda tizimli yondashuv uchta o'quv fanini, oltita kompetentsiyani, 1-kursdan 4-kursga, shu jumladan "Jismoniy tarbiya" faniga kompetentsiyalarni bosqichma-bosqich shakllantirish tizimini; sport va sog'lomlashtirish turizmi nazariyalari va metodikasi bilan fanlar bilan aloqalarni birlashtiradi.

Faoliyat yondashuvi sharoitida shaxs faol ijodiy tamoyil vazifasini bajaradi, shuning uchun dunyo bilan o'zaro aloqada bo'lib, kelajakdagi o'qituvchi o'zini o'zi yaratishni o'rganadi va natijada uning o'zini o'zi rivojlantirishi va shaxsiyatining o'zini namoyon qilishi sodir bo'ladi (O. V. Alekseeva, 2009; P. P. Borisov, 2003; V. S. Lazarev, 2000; N. V. Konoplina, 2000). Faoliyat yondashuvi o'quv faoliyatini tashkil etish jarayoni sifatida belgilanadi, unda asosiy o'rin faol va ko'p qirrali, maksimal darajada mustaqil, kognitiv ishlarga beriladi, shu bilan birga o'z taqdirini o'zi belgilash muammosi birinchi o'ringa chiqadi; o'qitishning asosiy yo'nalishi kichik guruhlarda amaliyot va samarali ishlashga, shuningdek o'quv traektoriyalarini yaratishga, fanlararo aloqalardan foydalanishga qaratilgan.

Faoliyat yondashuvi doirasida tadqiqot kichik guruhlarda ishlash bilan kasbda turistik faoliyatning individual tipologik yo'nalishlaridan foydalanadi. SHuningdek, evristik o'qitish usulidan foydalangan holda jismoniy tarbiya darsini, mitingni, sport yo'nalishi bo'yicha ommaviy musobaqalarni "davra suhbat", munozara, vaziyatni o'qitish mashqlari shaklida tayyorlash bo'yicha vaziyatli muammolarni hal qilish tavsiya etiladi.

Xulosa: SHaxsga yo'naltirilgan yondashuv kognitiv faoliyatni boshqarishning ma'lum bir turini o'z ichiga oladi, unda o'quv loyihasini yaratish, tanlash, o'zini o'zi anglash, aks ettirish orqali birgalikdagi faoliyat tufayli hamkorlik, yordam, talabaning tashabbusiga e'tibor pozitsiyasi paydo bo'ladi, shu bilan birga kelajakdagi kasbni faol o'zlashtirish uchun sharoitlar yaratiladi. Turizmدا bu yondashuv katta ahamiyatga ega, chunki tabiiy muhitda bo'lish paytida hamkorlik, o'zaro yordam, nizolarda bag'rikeng xatti-harakatlar, ko'p soatlik jismoniy ishlarni bajarish va raqobatbardosh dasturda tashabbusni tasdiqlash qobiliyati zarur (O. A. Abdulina, 1998 yil; I. A. Zimnyaya 2004, 2006; E. Hmelo-Silver, 2004). SHaxsga yo'naltirilgan yondashuv sayoxatdagi vazifalarni taqsimlashda, shu jumladan ishtirokchilarning xatti-harakatlarini, tabiiy sharoitda bo'lishga tayyorligini, ko'p soatlik jismoniy ishlarga tayyorligini modellashtiradigan o'quv mashqlari yordamida amalga oshirilishi kerak

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