



Formation of Professional Skills of Future Pilots

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Abstract: this article deals with a wide range of problems of system change in the formation of professional operational skills in the training of future pilots and conditions for improving the technological efficiency of the educational process and, moreover, achieving educational goals.

Key words: Navigator, Diagnostics, technology, strategy, system, automation, transport, activity, professional, airplane.

The system of forming skills of professional activity in the process of training a future pilot provides the following didactic conditions: - in the diagnosis of educational goals; - in the constant implementation of the opposite connection; - in the purposeful orientation and organization of educational work in order to achieve a guaranteed result in the educational process; - it is more effective when a complete training cycle is repeated.

These conditions are also conditions for increasing the technological efficiency of the educational process as a system of tasks for the formation of professional skills at the same time and increasing the effectiveness of achieving educational goals. The first didactic condition is diagnosis when setting educational goals.

The effectiveness of the educational process can be managed only if the system of requirements defined by didactics and management theory is met. The most important first line of these requirements is the

organization of the system and the clear implementation of the educational task. I. Andreev, V. P. Bepalko, A. A. Verbisky, B. S. Gershunsky, K. Ingenkamp, V. I. Kagan, M.V. Klarin, D. S. Matros and others pay special attention to the problem of determining The goals of education. Goal setting, which includes the beginning of any activity with identification, both educational and professional activities.

The Central, main task that must be solved when organizing the educational process is to clearly define the educational goal, because if we cannot imagine what we will achieve as a result of education, then it is impossible to organize this situation.

Didactic tasks goals are very diverse - systematic, progressive, managerial, motivational and educational. As an element that makes up the system, the goal is expressed within the framework of specific knowledge and skills, in terms of the level of development of skills and preparation for a certain professional activity in which is manifested.

When performing the function of development and management, the goal is to serve as a criterion for choosing the means and methods of organizing the didactic process, the degree to which the final results of the educational process are achieved, and the criterion for determining their compliance with qualification requirements.

The goal description also includes a quality and motivational trait so that cadet can clearly understand

how important this is for their future professional activities, be interested and consciously strive to achieve it.

Thus, didactic technology is characterized by a diagnostic orientation in terms of setting goals, that is, in order for didactic technology to actually exist, educational goals that will allow you to manage the achievement of the goal objectively and uniformly must be set in this way.

According to Bepalko, setting a diagnostic goal is one of the main didactic conditions for improving production efficiency, including effectiveness, parameters for the formation of professional skills in the educational process. The formation of the ability to diagnose the purpose of training in the implementation of the process of professional preparation for professional activity includes the following:

- a) has the meaning of the term in terms of a well-formed, defined professional activity and a description of the skill;
- b) methods for identifying and measuring skills identified in the process of managing the object of its formation;
- C) a quality assessment scale based on measurement results. Didactic technologies assume that the change in the state of a cadet depends on the purpose of training: his knowledge and skills, thoughts, feelings, behavior.

Therefore, when developing an educational system for any subject, it will be necessary to clarify the General objectives of training.

These accuracy goals are based on the well-known B. Blum's Taxonomy is [17]. There are three levels of management: global (state), cyclical and operational, from the point of view of pedagogical technology, the formation of pedagogical processes and the development of professional skills. The formation of the educational goal requires the creation of a model of a graduate of a higher aviation educational institution through pedagogical

interpretation at the level of a global state order. Requirements for a graduate of a higher educational institution are divided into professional and non-specific characteristics inherent in this profession. General non-specific requirements of state educational standards are set in the qualification requirements, they serve as the final goals of the educational process. Indicators of skill in a particular field of education are characterized as a system for diagnosing the experience of an individual.

In order to formulate the requirements for professional skills that are necessary to improve the level of diagnostics for the purpose of developing professional skills, the definition of the level of diagnostics will serve as a basis and on this basis a special training program will be provided, including the training of future pilots.

When defining global goals, it is divided into basic and preparatory stages in stratification (courses, semesters, and cockroaches). The formation of professional skills for operational purposes should be a process of studying individual subjects or types of professional training.

The goal identification system allows you to monitor the state of the educational process when monitoring the object and timely rest. Didactic system of formation of professional skills. The quality of diagnostics (activity) with the acceleration of professional skills is an indicator of determining their required level.

All types of activities involve the formation of skills that can be used to independently solve the task. It is important for the pilot to develop professional activity, its level is characterized by timely and accurate performance of basic operations.

As you know, skill is a synthesis of knowledge and skills in the exact performance of these tasks. The following conditions are set for evaluating the skill's speed: a set quality and a high level of compliance (automation) to perform the task accurately and skillfully.

The measurement and normalization of these most important features of skill formation in pedagogy and special literature is still not clearly shown. The exception is V. P. Bespalko research, which was conducted in connection with the peculiarities of time (13, 80-b.).

Time is fully responsible for diagnostics as a criterion for skill acceleration, so it can be included in the processes of purposeful training and object management. The inclusion of time as a criterion for the acceleration of skills is also one of the conditions for its technological development, since it ensures that the requirements for solving a training task are met at a given time.

Each type of action in the overall structure of the activity has its own specific function and structure. The planned action determines the expediency and correctness of the performed activity, as well as the speed of joining the work, the performer - the accuracy and quality of the performed activity, control and correction - its awareness.

As a distinctive feature of the acquisition of skills, the automation system depends on the implementation of the situation. The better the initial data is studied, the less likely it is that future pilots will have to notice signs in order to choose the right technique and perform Executive operations.

When the acquisition of activity reaches the level of automation, V. P. Bespalko, V. F. Bessarab, S. E. Metushkin, N. F. Telizina, N. N. Y. Tulkibayeva, A.V. Usova, V. D. according to Cherkasov, the time for unintentional execution of actions is reduced, so the time for complete execution of the action is reduced (12,13,15,94172,173,174,177,181,191).

The reduction in time is mainly due to the fact that the approximate part of the activity is slowed down by the process and adjustments are made due to the error-free execution of movements, since other parts of the movement are practically not compacted. In this position, we cannot agree with the opinion of V. P. Bespalko (13), Since our research has shown that

at the stage of formation of pilot skills, time reduction reserves largely depend on movements.

We suggest paying attention to the degree of automation of formation by comparing previously established standards and taking into account the time spent on their implementation by future pilots.

The time allotted for performing test exercises for a cadet is determined by a representative group of specialists who have mastered this activity at the approved level with acceleration, in accordance with the average time spent on performing the same exercise.

Information about the performance of tasks assigned to the pilot during the flight is determined by time as a result of statistical processing. In this context, we propose to consider the pilot's professional activities and conduct meaningful training in connection with the situation (aircraft or simulator) used in technical training tools.

The value of the coefficient of automation of the formation of the future pilot's competence was obtained by the expert evaluation method.

The following deterministic didactic situation-the formation of continuous communication skills is considered using the evaluation method based on quality and measurement results.

The second didactic condition is the implementation of a permanent connection. As we have already said, the tasks of the diagnostic system are to track the circumstances during the training process and ensure their correction during the monitoring of the object.

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