

WAYS OF PREPARING STUDENTS FOR RATIONAL ORGANIZATION OF WORK IN THE PROCESS OF PEDAGOGICAL EDUCATION

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Abstract:

This article describes ways and means of preparing students for the rational organization of their future pedagogical activities.

Basic concepts: rational, rational planning, time management, SMART model, progressive, steps analysis

The process of preparing students for the rational organization of pedagogical activity in the future is carried out in accordance with the criteria determined during the research in the following directions:

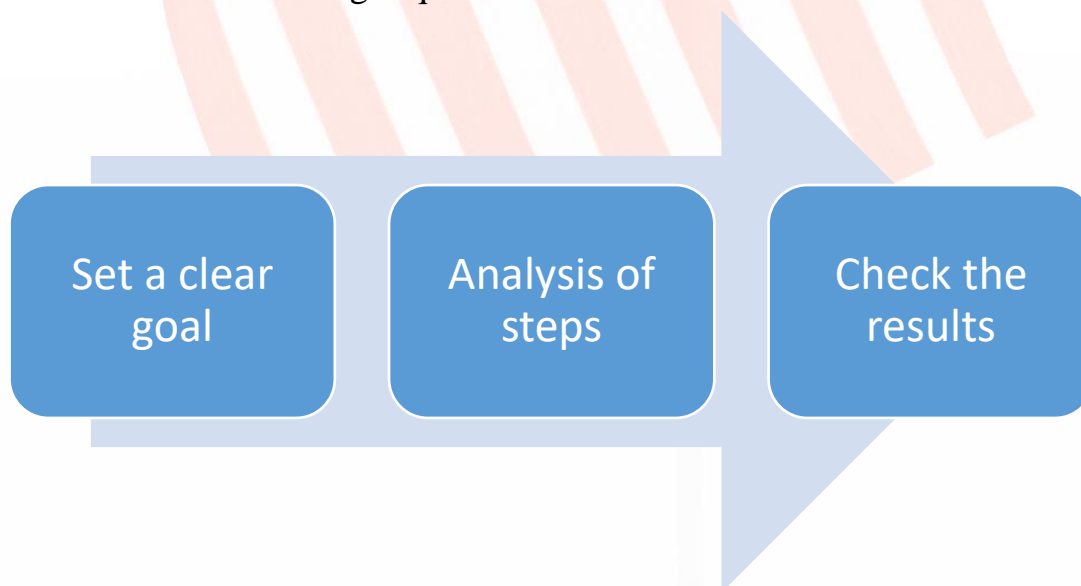
Direction 1: rational use of time - "Time-management";

Direction 2: creation of favorable pedagogical working conditions and its rational use;

Direction 3: rational planning and organization of work.

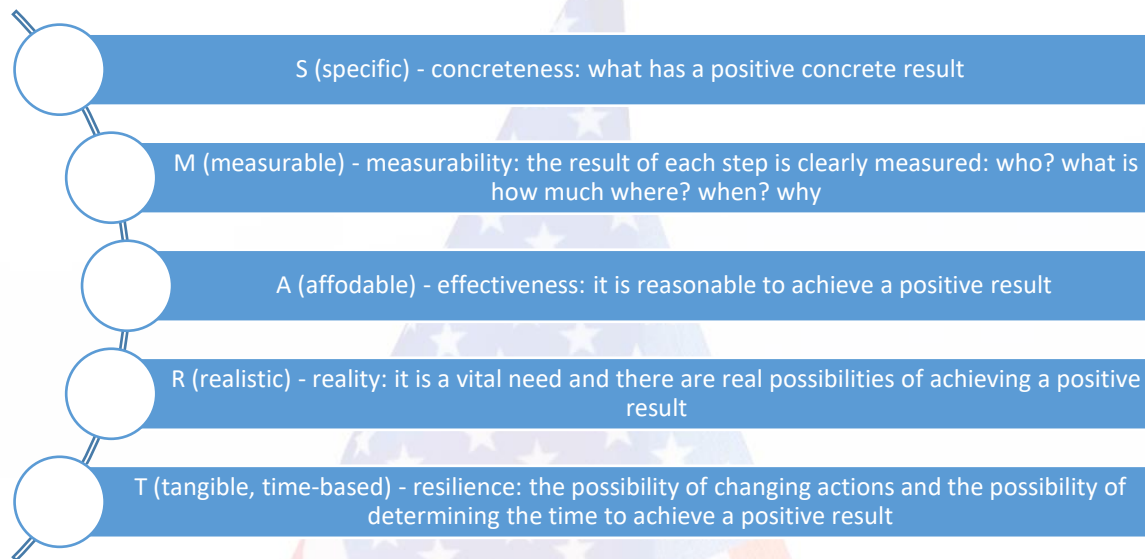
Rational use of time - we will dwell on the "SMART model" used in teaching "time management".

"SMART model" is widely used in time management and is characterized by its role in clarifying goals. At the heart of time management is the process of setting clear goals. That is, it is carried out in the following sequence:



The goal will be in accordance with the expected result. In its turn, it can be progressive - it can bring joy, inspire new work or encourage active action. It is also regressive - it can put pressure, fatigue, and cause diseases. Therefore, it is important to set the goal clearly and

correctly. Using the SMART model in this process will work well. This requires clarifying the goal in the following model sequence using a 10-point system:



To use the method, students are asked to answer the following questions in writing:

What do I want?

Why do I want this?

How can you benefit from it?

How will I know if I have achieved a result?

What will these results give me in the future (after one year, after 5 years, after 7 years...)

Who do I want to be, who do I want to be like, achieving high results?

When will I get a high score?

Who will help me achieve a high result?

When and how do I act for this?

How do I know if I'm on or off track?

Whose best interests are those around me serving my high performance?

Who will have a positive or negative effect on my training?

What are their needs and interests?

Why would anyone object to my high performance?

What are the positives (strengths) of the path I have chosen to achieve my results?

What are the negatives (weaknesses) of the path I have chosen to achieve my results?

How can I achieve a high score and maintain this achievement?

In what situation do I prepare?

What do I need and what am I missing in order to achieve high performance today?

2. Make a general plan to achieve the goal. When, on what date you will start and when you will finish the plan: write down the exact date. Date and sign your plan today. This paper itself instills in you the responsibility to prepare and perform the tasks.

Based on the general plan, a detailed monthly plan is developed. In this plan, the implementation of tasks is also recorded. Control is also included. In the first month, control is carried out every three days. In the following months, weekly inspections will be carried out. A month before the end of the work, control is carried out every three days.

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