CHARACTERISTICS OF PREDICTION COMPETENCY OF FUTURE PEDAGOGS AT MASTER'S LEVEL

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https://doi.org/10.5281/zenodo.14603763

ANNOTATSIYA

Maqolada magistratura bosqichida tahsil olayotgan bo‘lajak pedagoglarning bashorat qilish kompetensiyasining xususiyatlarini aks ettiruvchi masalalar tahlil qilingan. Ozarbayjon Respublikasi Ta’lim vazirligi tomonidan tasdiqlangan “Oliy ta’limning davlat standarti”. Magistrning vakolatlari tizimi “Magistratura bosqichi mutaxassisligi bo‘yicha ta’lim dasturi” (060119-Pedagogika) hujjatida belgilangan. Ta'lim dasturiga muvofiq, magistratura bosqichida tahsil olayotgan bo'lajak pedagoglarning umumiy madaniy kompetentsiyalari (KM) va kasbiy kompetentsiyalari (PK) belgilandi. Hujjatda qayd etilgan malakalarning shakllanishi va kelgusida uzluksiz rivojlanishi magistratura bosqichida tahsil olayotgan pedagogda prognozlash malakalarini yaratish va shakllantirishni taqozo etadi. Shu maqsadda maqolada kompetentsiyani bashorat qilishning pedagogik mazmuni, ilmiy-pedagogik adabiyotlarda uni o‘rganish masalalari ko‘rib chiqiladi, tahlil natijasida ma’lum bir xulosaga keladi.

KALIT SO‘ZLAR

Magistrlik darajasi, prognozlash qobiliyati, kasbiy kompetentsiyalari, strategik faoliyat, rivojlanish tendentsiyasi.

АННОТАЦИЯ

В статье анализируются вопросы, отражающие особенности прогностической компетентности будущих педагогов, обучающихся в магистратуре. «Государственный стандарт высшего образования», утвержденный Министерством образования Азербайджанской Республики. Система полномочий магистранта определена в документе «Образовательная

КЛЮЧЕВЫЕ СЛОВА

Уровень магистра, способность к прогнозированию, профессиональные компетенции, стратегическая деятельность, тенденция развития.

программа по специальности магистратуры» (060119-Педагогика). В соответствии с Образовательной программой отмечены общекультурные компетенции (ОК) и профессиональные компетенции (ПК) будущих педагогов, обучающихся в магистратуре. Формирование указанных в документе навыков и их постоянное развитие в дальнейшем требуют создания и формирования прогностических навыков у педагога, обучающегося в магистратуре. С этой целью в статье рассматривается педагогическое содержание прогностической компетентности, вопросы ее изучения в научно-педагогической литературе, в результате анализа делается определенный вывод.

ABSTRACT

The article analyzes the issues that reflect the features of the prediction competency of future pedagogues studying at the master's level. "State standard of higher education" approved by the Ministry of Education of the Republic of Azerbaijan. The system of powers of the master's student is defined in the document "Educational Program for the specialty of the master's level" (060119-Pedagogy). In accordance with the Education Program, the general cultural competences (CC) and professional competences (PC) of the future pedagogues studying at the master's level have been noted. The formation of the skills mentioned in the document and its continuous development in the future require the creation and formation of forecasting skills in the pedagogue studying at the master's level. For this purpose, the article examines the pedagogical content of forecasting competence, the issues of its study in scientific-pedagogical literature, as a result of the analysis, a certain conclusion is reached.

KEY WORDS

Master's level, forecasting ability, professional competencies, strategic activity, development tendency.

Introductıon

The general trend of development in the world and the measures on education policy implemented in our country at the current stage make the problem of forming the prognostic competencies of a teacher studying at the master's level relevant today.

The competence based on approach acts as the ideology of modern personality-oriented education as a social component corresponding to the spheres of social life. In many projects and legislative acts as to master and understand the theoretical knowledge of the academic field to the concept of competence and skills; to apply the acquired knowledge to specific fields practically and promptly; issues of regulating relationships, how to live with other people in a social context are reflected.

Due to the importance of creating a higher education system in Europe and integration into the education systems of European countries the Bologna process takes an important place in the management of the higher education sector in the form of a single mechanism. İn 2005 the accession of Azerbaijan to the Bologna process made reforms in higher education a must. The Action Plan covering the years 2006-2010 was approved in order to implement the provisions of the Bologna Declaration. In accordance with the plan, the "Structure of the minimum state requirements for the content and level of bachelor's training" was approved, The Decision of the Cabinet of Ministers of the Republic of Azerbaijan on the approval of the "State standard and program of the higher education level" in 2010, on the approval of the "Content, organization of master's education and the Rules for awarding master's degrees" was approved. Official documents adopted for the purpose of modernization of the education system as a result of the evaluation of the result of education, it is clear that, highly trained, educated, politely concepts in conceptions replaced with the concept of competence.

Research Methods

The methodology of the presented research is based on the ideas of axiological, situational, synergetic, competence-based and personal action approaches. The following were used as leading research methods: content analysis, goals, tasks of the scientific-methodical literature on the research problem, method of analysis and synthesis used to identify the object and topic, documenting, organizing and planning the educational process of future teachers at the master's level; psychological and pedagogical control of the educational process; observation.

Dıscussıon

"State standard of the higher education level" approved by the order of the Ministry of Science and Education of the Republic of Azerbaijan dated August 31, 2012. The system of powers of a master's student is defined in the document "Educational Program for Master's level specialty (060119-Pedagogy)" (Ministry of Education of the Republic of Azerbaijan, 2012). In accordance with the Education Program, the general cultural competences (CC) and professional competences (PC) of the future pedagogues studying at the master's level have been noted.

It is set as a requirement among the competencies of the general cultural block:

-to propose new ideas (CC-5),

- to be able to organize and plan work related to professional activity

and in the block of professional competencies(CC-8)

- to master the existing pedagogical, socio-pedagogical and educational monitoring and evaluation theories and achieve the development of pedagogical theory based on them(PC-15)

- to critically evaluate their personal behavior when solving problems related to the field of activity and education(PC-18)

- to take responsibility for the strategic activity of organizations or groups(PC-21)

- to propose and plan relevant activities and methods, to analyze their short and long-term results(PC-25)

These listed competencies are among the requirements that must be acquired by future pedagogues studying at the master's level. In addition, the requirements for the level of preparation in the aforementioned Education Program are also defined. Requirements for to analyze the scientific research works in the field of pedagogy using the achievements of science and technology and to summarize the results; "quantitatively and qualitatively assess the activity results" in the organizational-administrative field in the field of scientific research. The formation of these mentioned requirements and its continuous development in the future require the creation and formation of forecasting skills in the pedagogue studying at the master's level.

Currently, many foreign researchers, leading figures of pedagogical science consider the predictive competence of a specialist in the education system as one of the professional components of pedagogical personnel. (Qryaznova, 2017),(Zeer və Smanyuk, 2014), (Fastivec, 2014).

The global perspective of the results of pedagogical activity makes it necessary to analyze the possibilities of formation of predictive competence. For this reason, the formation of predictive competence can be considered one of the main tasks in the training of future teachers at the master's level.

In order to learn the essence and characteristic features of forecasting competence, we consider it necessary to study the content of the concepts of competence, forecast, forecasting, forecasting ability.

Recently, one of the main directions in the documents on higher education in our republic has been the emphasis on the competencies of future specialists, the recognition of competencies acquired outside of the formal education and training environment. The concept of "competence" is considered as systematized personal qualities that are a kind of indicator of the ability to universally apply existing knowledge and skills.

According to Noam Chomsky, the creator of the term "competence", competence is an ideal that a person should achieve, you should focus on it. It means to study, to strive, that is aim. "Competence" is a term used to describe the end result of learning, what they should learn, what they should know and be able to do at the end of the education provided by the school or university. The concept of "competence" actually means "what, how much and how I know" by having knowledge, skills and life experience.

Let's pay attention to the meaning of the word competence in different languages. From Latin "competere", "competence" in French, "kompetenz" in German, "competencia" in Spanish, and "competenza" in Italian, it is translated as "competence".

In the works of E. D. Dneprovan, competence is perceived as readiness to use existing educational skills, knowledge and methods of activity to master theoretical and practical tasks. (Dneprova, 2002). In the work of V.N.Shapalov, it is noted that competence is formed in the development of a person's social experience. The researcher believes that the structure of competence has ethical, knowledge, motivation and operational-technological components. (Shapalov, 2003). According to the definition of I.A.Zimnyaya (Zimnyaya, 2003), competence is a person's ability to perform practical tasks in professional activity based on the content learned in the educational process and update personal qualities necessary for its effectiveness. The author notes that competence has an integrative nature and is formed in the process of implementing practical activities. E.N.Gerasimenko (Gerasimenko, 2008) expresses the interpretation of the concept of competence as follows: According to the concept proposed by N.M. Borıtko (Borıtko, 2007), competence is considered a measure of compliance with the regulated requirement for educational preparation and characterizes its place in the professional field (30).

"Competention" and "competence" are intrinsically related but phenomenologically distinct; competention is based on what is specified as

competencies in the "State Standard of Higher Education"; competence is formed in the training process, in its systematized results.

Opinions expressed by various authors allow us to generalize about the concepts of competention and competence: The concept of "competention" actually means "what, how much and how I know" by having knowledge, skills and life experience. "Competence - a system of personal characteristics related to a specific subject - procedural field".

When considering the structural competencies of the teaching profession, the four levels defined by A.K.Markova (Маркова, 1990) attract attention:

1. Necessary professional knowledge
2. Professional pedagogical skills
3. Professional psychological positions (teacher relations)
4. Personal qualities of the teacher that ensure the acquisition of professional knowledge and skill

Based on this structure, it can be assumed that predictive competence permeates all its levels and ensures its implementation.

Consider the concept of "forecasting", an important component of forecasting competence.

The content of the concept of prognosis is an actual topic of research for scientists, including the fields of psychology, psychiatry, modern medicine, as well as pedagogical science.

In the 70s and 80s of the last century, special attention was paid to predicting the development model of the school of the future, in the USSR, a laboratory named "Prediction of the development of the general education school" operated.In these years collections of monographs and scientific articles were published by B.S. Gershunsky (Gershunsky, 2009), I.V. Bestujev-Lada and G.A. Namestnikova (Bestujev-Lada and Namestnikova, 2002), B.B. Serikov (Serikov, 1994) and others.

Researchers-scientists (Bestujev-Lada and Namestnikova, 2002) write that the forecast does not mean solving the problems of the future. According to him, the main task of the forecast is to promote the scientific justification of plans and programs.

In the works of V.V. Nikitina, the definition of the concept of "Forecast" is considered as a scientifically specified hypothesis about the variants of the states of objects in the future, as well as the variable ways and time of their realization (Nikitina, 2012). It is a well-known fact that the effectiveness of the teacher's activity depends in many ways on the correctness of the chosen goals. Any activity arises because it has a purpose. What educational centers and every teacher and pedagogue strive for is the main issue of educational activity. Purpose incorporates complex

operations (analysis, synthesis, hypothesis, prediction), which is a multi-level thinking process that occurs overtly or implicitly at every stage of the learning process. A wrong goal is the cause of many failures. Pedagogical activity is also a series of creative tasks based on the "goal tree". Foresight in the process of problem solving, that is, anticipation of the desired, directly depends on the level of intuition or the level of conscious, purposeful thought process. The higher the predictive thinking culture of the educator, the higher the pedagogical activity.

Let's pay attention to the research and analysis of Azerbaijani researchers related to forecasting. H. Babaoglu explains the concept of "forecasting" in his textbook "Political analysis and forecasting" (Babaoglu, 2012): “Forecast” means foresight,foreseeing. Forecasting is a kind of political activity that is capable of revealing any unknown event, whether it is in the future, the present or the past. If forecasting reveals how future events might be, planning shows how future events should be.

In this case, forecasting manifests itself as an element of planning. Forecasting is part of the negation of any decision made about future events. In other words, forecasting eliminates mistakes and errors that may occur by foreseeing future events."

In recent years, the problems of forecasting in the field of education have attracted more and more interest, but systematic research in this field is carried little. This makes it urgent to study the problem of formation of forecasting competence of future teachers at the master's level.

Pedagogical forecasting should pay attention to the classification of forecasts according to their execution time and degree of reliability. Let`s consider their components.

According to the degree of reliability: Reliable, probable, unreliable, self-destructive. According to the time of presentation: short-term, medium-term, long-term, longer-term, operational process types are noted.

When studying the main typology of forecasts proposed by I.V. Bestijev-Lada, the following types of forecasts should be considered a priority within the framework of the formation of prognostic competence of future teachers at the master`s level:

1. Search forecast – Determination of possible situations of the teacher in the future. (One such forecasting question might be: what is most likely to happen if current trends continue?)
2. Program forecast. (What exactly is needed to achieve what you want? – the question arises.)

3. Project forecast. (Concrete descriptions of this or that phenomenon in the future, under the assumption of a set of conditions that are still unknown, the question arises: how is this possible? How can it happen?)

4. Organization forecast. Making current decisions to achieve the intended, desired state of the educator`s management domain. (The set goals raise the question: in what direction should decisions be directed to achieve the goal?)

Let`s analyze the essence of the concept of "forecasting" more broadly in the context of the investigated problem. Modern forecasting methodology, consideration of expectation probability forecast brings a large number of ideas about the problem are studied in science.

L.A. Regush notes that modern research works use the concepts of expectation and probability forecasting more often: "anticipated synthesis", "receptive of action results", "probability forecast", and "extrapolation" (Regush 2012). A prediction is an anticipation of the possible course of action and possible outcomes. O. Feigenberg considers forecasting to be the expectation of future events, which are the rings that create a system in the probability structure, which includes previous experience and the currents situation. The researcher describes prediction an anticipation (Feigenberg, 1977).

The terms "prediction" " and "expectation" in science were compared from the point of view of semantic analysis of their content. Many researchers come to the conclusion that this meaningful content is based on the totality of all information, the ability to connect the information stored in the memory about the previous experience with the incoming information about the real environment, to make assumptions about future events, and characterize them with as certain degree of probability.

In his research, L.A. Regush considers forecasting to be one of the forms of anticipation. The author defines prediction according to the cognitive activity aimed at obtaining it. L.A.Regush (Regush, 2012) notes that the result of this activity is a conscious approach to obtaining information about upcoming events and predicting this activity.

E.A. Tsalko understands forecasting as the process of obtaining necessary prognostic information fot the development of an appropriate forecast (Tsalko, 2016)

N.V.Davkush defines the concept of "teacher`s prognostic competence" as follows: "It determines the multi-competent individual psychological polyfunctional education of professional and theoretical knowledge, personality traits, his valuable attitudes and practical skills, as well as motivational value attitude to prognostic activity, self-prediction and personal development is an integrative quality"

(Davkush 2018). When studying the essential content of forecasting competence, the concept of "forecasting ability" should also be considered.

The main parameters of the professional competence, such as the unity of theoretical and practical preparation for the implementation of pedagogical activity and performance of professional functions, are determined by the functional structure of pedagogical activity and include a number of theoretical and practical skills. By predictive abilities, researches mean:

-perform actions aimed at obtaining a forecast

-performance of mental actions achieved by the teacher, which allows to obtain advanced pedagogical experience in order to increase the efficiency of the educational process.

-to have a complex of mental and practical actions aimed at solving prognostic problems based on the conscious application of psychological, pedagogical and methodological knowledge in practice.

Forecasting-pedagogical activity is an independent universal multi-functional pedagogical activity aimed at applying the possible trends and development prospects of the subject objects.

Forecasting is a set of mental actions that provides advance information about the studied object in order to optimally solve the educational tasks and tasks set for the future development of each subject of the mutual pedagogical relationship.

The current situation related to the problems of formation of forecasting competence of future teachers at the master`s level raises a number of questions: What is the level of mastery of knowledge necessary for successful forecasting by future specialist of the education system? How is the process of formation of prognostic skills and abilities organized at the graduated level? In our opinion, in order to justify the above-mentioned approaches to the formation of the predictive competence of future teachers at the master`s level, it is important to determine the place of the predictive competence in the structure of competences determined according to the State standart for the specialty of the higher education level "Educational Program for the Master`s level". The educational program does not directly mention the formative need of forecasting competence, but it is clearly defined that there is a connection with the content requirements of the master`s program.

Among the requirements for content competence as a result of mastering the program in the Education Program of future teachers at the master`s level is to be able to organize and plan work related to professional activity (CC-8), which is directly related as one of the priority tasks of forecasting. The mention of talking responsibility for the strategic activity of organizations and groups (PC-21) indicates

the need to build a predictive background to achieve a planned result under still unknown conditions. One of the most important indicators for the content of the master`s educational program is PC-20, which regulates the ability to act independently in complex and unpredictable situations that require an innovative approach. Competence is the fundamental basis for having this activity. Also, in the competencies mentioned in PC-23, PC-24, PC-25, PC-27, the needed to collect forecast background and implement strategic forecasting is clearly emphasized. We see the connection of these or other professional competencies, which include the ability to design the organization, with the need to use generalized methods for forecasting. It is also observed that the competences that reflect the ability to organize the educational process and manage the requirements of the Master`s Education Program are related to the structural parts of the prediction that determine the relevance of the formation of prognostic competence throughout the entire period of study.

In the list of general professional competences of the group of psychological and pedagogical technologies in professional activity, PC-25 (to propose and plan appropriate activities and methods, to analyze their short and long-term results), which regulates the ability to design and apply effective technologies to individualize the education, upbringing and development of undergraduates, has high and the need for long-term predictive competence is most clearly emphasized.

Considering the content of PC-9 (to be able to transfer one`s knowledge to others through teaching, training or other methods), where the ability to organize and manage the educational process is mentioned, here are the structural parts of the prediction that determine the relevance of the formation of predictive competence throughout the entire educational period of the requirements of the master`s program in the field of pedagogy (learning, development, management) is reflected.

Let`s pay attention to the system of predictive competence and methodological bases for its formation in the works of modern researches.

The Russian researches A.V.Zakharova clarified the concept of "formation of prognostic competence" as a process of interaction between the mastering of prognostic actions and the development of skills to perform these actions (Zakharova, 2009). In E.v. Makarova`s study, the methodological bases of the formation of students` predictive competence are personality development and appropriate approaches to activity (Makarova, 2012). According to the author`s position, the selected research principles – experience – oriented. Step-by-step, technological forecasting principles (verifiable, consistent, sustainable, etc.) contribute to the effective implementation of the above approaches.

As a result of the analysis of scientific-pedagogical, mathematical and political literature, it is clear that the forecasting methods include expert, factographic, methods include and extrapolation methods. Let`s take a quick look at these methods:

The expert method is an in-depth quantitative qualitative assessment of the object that highly qualified professionals say about the object when making important decisions. Experts are individual, collective, single-stage, multi-stage, anonymous and open.

Factographic method-based on factual information about the current state and past development of the forecasting object. The factographic method combines analogy, statistical and predictive methods. Such methods include historical and mathematical methods of analogy.

Statistical methods are based on the processing of significant information about the object of prediction. Statistical methods focus on the detection of mathematical regularities based on numerical indicators and variability characteristics of the forecasting object. The application of the statistical method depends on the object and purpose of the forecast, the amount and content of the available information, the level of the forecaster, etc. is determined by.

The extrapolation method-the factors that determine the dynamics of events in the past can also be used to determine the dynamics of future development. Extrapolation forecasting is applied in many areas for making political decisions: culture, education, health, housing and social constructions, etc.

Representatives of the pedagogical field paid attention to the study professional forecasting features. In the studies of foreign researches M.A.Artemova, I.V.Buldakova, T.V.Dimova, A.V.Zakharovas, N.M.Osipova, M.S.Sevastyuk, V.A.Dalinger, O.V. Makarova, one can find detailed analyzes of the content and structure of prognostic competence.

Conclusion

It is clear from the analysis that prognostic forecasting is a specially organized, purposeful process of mastering knowledge, prognostic skills, as well as generalized methods for making predictions in the field of competence formation. In recent years, the problems of forecasting in the field of education have attracted more and more interest.

Although representatives of foreign countries have substantial studies on this topic, there are no systematic studies in this field in our country.

We come to the conclusion that without predictive competence, the professional activity of the future pedagogue at the master`s level cannot be of sufficient quality. Today, researches note that the social effectiveness of education,

the problem of quality assurance in education will prevent high results without the implementation of the predictive function of education. The characteristic features of the new stage of the development of science are the inclusion of predictions in the content of scientific theories, including pedagogical theories. That is why the formation of predictive competence of the future teacher is evaluated as a mechanism that ensures effective prognostic activity in education.

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