

PROFESSIONAL TRAINING OF TEACHING STAFF

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ABSTRACT

Design is increasingly used as a specific type of pedagogical reality, including solving the problems of humanization of Education. In the educational space, project activities are not an end in themselves. It is always subject to pedagogical goals and acts as a means of achieving. The article will consider the specifics of innovative activities, features of the implementation of pedagogical project and innovations. Based on the analysis of the history and modernity of philosophical and psychological-pedagogical approaches, a systematic pedagogical project of professional training of specialists was founded and revealed.

Keywords: design, pedagogical project, Professional Training, System, Innovation Technologies.

INTRODUCTION

Pedagogical innovation reflects changes in professional training that occur as a result of the creation and introduction of technologies, new ideas, principles, methods, teaching tools. The transition to a new stage of production development due to integration processes and the introduction of new technologies into the socio-economic sphere leads to significant changes in the nature and content of work, the harmonization of professions and specialties, the emergence of new universal, integrated professions in modern society of particular importance. At the same time, the universality and synthetic nature of the project's activities are clearly revealed. It observes the connection of technocratic and humanitarian, research and prognostic, information-educational and socio-transformational principles. This allows us to talk about the declaration of the culture of the project as the basis of the new educational paradigm of the XXI century.

LITERATURE REVIEW

Many cis and foreign scientists studying the system of continuous education in terms of a consistent, gradual development of the personality of the student and the student: A.G.Asmolov, G.A.Bordovsky, J.Jones, J.Dietrich, I.A.Zimnaya, V.P.Zinchenko, N.V.Kuzmina, V.A.Slastenin, A.P.Tryapycin, P.Based and developed in the works of Hill et al.

Analysis of the results of research in the field of Professional Training Design showed that in the early 90s, accurate results were obtained in solving design problems in the field of specific pedagogical activity (A.A.Verbisky, J.Van, N.K.Gamayunov, I.A.Kolesnikova, N.A.Masyukova, N.A.Selezneva, V.N.Sokolov, E.D.Elkonin) [1, pp. 34]. At the same time, no special studies have

been carried out on the methods, conditions, factors, methodology of project activities, which cover all levels of pedagogical design of professional training of specialists [2, b. 15].

MATERIAL AND METHODS

One of the important foundations of the rapid and consistent development of society and all its components is the systematic pedagogical design of the educational system and professional training of specialists.

Research in the field of theory and methodology of Vocational Education shows that the design of a system for training specialists should be aimed at taking into account the peculiarities of its future professional activity and the conditions for its implementation.

The systematic pedagogical project of professional training of specialists includes:

- collection, study and analysis of information on the need for frames and the state of their preparation;
- how to make a decision on preparation;
- delivery of tasks to educational organizations and educational institutions;
- Planning, Organization and control of the activities of educational institutions and the educational process in them;
- direct training of specialists, training, professional and personal development processes.

One of the main structural elements of this complex of measures is the pedagogical project of professional training of specialists, which, in turn, involves the creation of new types of projects aimed at creating self-developing systems, the internal action of which is the subjects of the educational process, and teaching represents the freedom of learning and research.

Pedagogical design of professional training of specialists involves the implementation of a systematic approach based on the coordination and integration of the requirements of the state, society, state bodies, all subjects of the process of training specialists, all types of activities in the field of education and training.

Systematic pedagogical design of professional training of specialists has a complex structure, the main subsystems of which are theoretical and methodological, scientific, managerial, organizational, legal, pedagogical, economic, technological, material and technical subsystems that interact with each other and with other spheres of society.

Since the end of the 90s of the last century, design has become an independent subject of pedagogical research [3, p. 5]. Nevertheless, in the pedagogical literature there is still no clear understanding of the term "pedagogical design": in some cases it means a way of creating educational models, in others - the process of creating pedagogical projects, in others – one of the pedagogical functions.

An interesting interpretation of the concept of " design " was made by the Belarusian Methodist N.A.Masyukova proposes:" in the context of the technological type of culture, design serves as the main way of normalizing and disseminating innovation, focusing on the value relations of cultural and technical cycle positioners, corresponding to the principle of communication and personal relations using the idea " [4, P.12] 47].

In the literature dedicated to the design methodology, you can find different approaches to the distribution of its stages. J.Gig distinguishes three stages related to the design of social systems: 1) strategy formation and initial planning;

2) evaluation of options;

3) implementation, analysis and correction of results [5, p. 87].

Analyzing the available approaches, we can conclude that V.S. We adopted the point of view of Bezrukova, who in her study included the design process: the creation of a general methodology of Education based on pedagogical theory, then the development of educational technologies that are directly used in practice [6, b. 270].

According to our understanding, pedagogical design is a complex multi – stage activity of a teacher aimed at developing models of didactic systems of varying degrees of complexity and the processes of their implementation.

Results and discussion. Thus, the objects of pedagogical design can be considered didactic systems, didactic processes, as well as pedagogical situations. The teacher takes part in the design of all three types of objects.

In our opinion, among the many issues related to the problems of pedagogical design, the issues of technology for its implementation are the least developed. This is explained by the fact that didactic creativity is the most common and convenient for the teacher. There are countless differences here. Therefore, the creation of pedagogical systems, pedagogical processes and educational situations that help to increase the effectiveness of training, education and development of students should be provided with general technological means of harmonizing theory and practice. Currently, the development of the educational system in different directions further complicates the problem. The various models of education and upbringing described in the psychological and pedagogical literature do not always serve as a theoretical guide for the development of system projects by the teacher.

As a result of our observations and experiments, it was found that pedagogical technologies can be implemented in the design of the system at three levels: General didactic, private didactic and local.

Among the pedagogical technologies of particular importance for didactic design are:

- technologies based on humanization and democratization of pedagogical relations;
- technologies that activate and activate the activities of teachers and students;
- technologies aimed at the effectiveness of the organization and management of the educational process;
- technologies that allow the reconstruction of educational material;
- technologies that include the construction of the educational process on the basis of activity, proactive, problematic, personal-semantic, emotional-psychological, situational, game, dialogue.

In addition, subject-oriented technologies (complete assimilation, level differentiation, concentrated education, "educational portfolio", modular education, problem-based modular education, etc.) are highlighted, which are of particular importance to the teacher.

CONCLUSION

In place of the conclusion, it can be noted that the teacher becomes a participant in project activities in various situations, roles and positions; he can organize educational projects, be among the developers or performers of an educational project in the educational institution where he works; participate in network projects or act as a project.

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