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СОВЕРШЕНСТВОВАНИЕ ПЕДАГОГИЧЕСКОЙ ПОДГОТОВКИ ПРЕПОДАВАТЕЛЕЙ ВЫСШЕЙ ШКОЛЫ

IMPROVEMENT OF THE PEDAGOGICAL TRAINING OF HIGHER SCHOOL TEACHERS

Аннотация. Рассматривается вопрос педагогической подготовки преподавателей высшей школы в современной практике преподавания в вузе. Определяются некоторые возможности совершенствования педагогической подготовки преподавателей высшей школы.

Abstract. Pedagogical training of higher school teachers in the modern practice of teaching in the university is described in this article. Some possible improvements of the pedagogical training of high school teachers are identified.

Ключевые слова: профессиональное образование, студент, современный университет, педагогическая подготовка.

Keywords: vocational education, student, modern university, pedagogical training.

Universities must prepare and produce qualified professionals, competent teachers and experts in educational theory and research [4]. Thus, universities should take pedagogical training (research and theory along with practice teaching) seriously.

The problem is what should be taught in schools (cultural literacy) and why. What is the essence of subjects? What kind of knowledge should be taught? How do teachers select learning content, tools and teaching methods? How do teachers respond to new, specialized knowledge and new ways of cognition? What kind of knowledge is necessary to teachers? How modern must knowledge of the beginning teacher be? How can we organize continuous education of qualified teachers?

The problem of the relationship of what and how; the problems of various roles of the teaching profession: the teacher as expert or as a communicator. Universities emphasize the importance of preparing teachers who know their subject well. The colleges emphasize the importance of preparing teachers who are skilled in the practice.

In teacher training the importance of the curriculum should be discussed. This discussion considers the problems of «studying the subject» (the academic study of the subject taken on the level and depth appropriate to a certain level of education), «studying the curriculum» (including studies for what and how to teach the subject in secondary education; subjects in schools are different from the subject of specialization of the students) and special attention to the «applicability of the subject» (the study of the applicability of the subject of specialization for teaching, assessment and learning in schools). When considering the analysis of interaction in teaching, the main question is: how can the content of the subject be transformed into the pedagogical content of the subject?

In recent years, there was a discussion emphasizing either teaching methods or the content of the subject. In the late sixties and in the seventies special emphasis was laid on the introduction of pedocentric methods, as a reaction to traditional teaching methods that emphasized reading lectures about the content. Today, under the influence of the movement «back to basics», the principles of traditional education are enhanced again, thus denying the important successes achieved by the reformatory movement. Education could, however, extract the maximum profit from the constructive combination of the achievements taking place both from the traditional and progressive movements.

The whole issue of content is also influenced by discussions on longitudinal and transverse aspects, a multicultural and interdisciplinary perspective of teaching school subjects.

With regard to the content of teacher preparation, the following questions are discussed: what constitutes the professional knowledge of teachers? On what grounds do teachers base this knowledge? How can practice and theory be integrated?

Teachers who prepare teachers and qualified teachers find research in education too theoretical, insufficiently linked to «their» realities of teaching. Very often teachers have a preference to subject didactics (the courses of the curricula). There is a strong need to integrate theory and practice.

Therefore, research of pedagogical practices of teachers is required. It's not enough that the work of teachers has been studied; teachers need to study it themselves. They need a critical understanding of professional knowledge and activities. As professionals, they should be actively involved in the data collection process, including analysis and evaluation of their

lessons. They must also be encouraged to develop hypotheses and to test the suggested improvements and educational reforms (a teacher as a researcher, a reflective practitioner).

Future teachers and qualified teachers must know the scope of their professional interests, their complicated structure.

The quality of teacher education depends on the quality of higher school teachers. Teacher training in universities should be «academic arena of secondary importance», but get paramount importance. University professors should develop research to create reliable knowledge that can be used for students' education and to give young teachers the necessary knowledge for work. Therefore, lecturers need appropriate training and qualification.

The higher school teachers need the opportunity to work together with colleagues from other universities and colleges. The collaboration should have an impact on their competence as teachers of the University.

In the aspect of integration of theory and practice a number of actual problems should be solved: How can specialized knowledge (psychology of education, sociology, philosophy and history) and the practical needs of teachers be integrated? How can pedagogy, theory of education, theory of educational planning, didactics, the art of teaching as a «system of activities» be integrated? How can we stimulate the transition from theory to practice? How can we apply innovations in education and teaching practice?

A special problem is how to attract capable students to the teaching profession. Many students become teachers as a result of the second or even third alternative. In addition to this, the teaching profession suffers from a bad image: social status is low, wages are not increasing, the workload is high, «burn-out syndrome» is too well known. All this means that the teaching profession does not attract the best students, and this affects the quality of the work of a teacher and that of the educational system [1; 2; 3].

Many teachers also note the lack of prospects for professional growth: making a career implies leaving the teaching profession.

On the research agenda the following issues are relevant:

1. The influence of pedagogical training compared with the powerful influence of the trainee's own learning and on-the-job experience.

2. The importance of «practical knowledge» for teachers: it is necessary to base theory directly on the realities experienced by those whose understanding of their professional role or whose practical activity should be improved.

3. «The professional» status of University teachers. What constitutes their expertise? How are teachers trained? How do they see themselves in the role of teachers?

Very often, students of teacher training institutions need flexible organization of training. They also need a flexible system of training to adequately cope with changing roles in a changing context.

In addition to these requirements, taken from the profession of a teacher, the fact that education is a diverse and complex sector (general, technical, vocational, artistic, adult) is also stressed. Skills developed in pedagogical training can also be used in other professions. The new curriculum should be focused on the broader educational and professional context.

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К ВОПРОСУ О СОЗДАНИИ ФОНДА ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ВЫСШЕМ ОБРАЗОВАНИИ

THE QUESTION CREATION OF FUND INNOVATIVE PEDAGOGICAL OF TECHNOLOGIES IN HIGHER EDUCATION

Аннотация. Рассматриваются инновации в отношении преемственности и взаимосвязи с традициями в контексте применения инновационных педагогических технологий в высшем образовании. В работе представлен фонд инновационных педагогических технологий, разработанный на основе классификации нововведений А. И. Пригожина, банка инновационных технологий профессиональной деятельности психолога В. И. Долговой. Применение фонда инновационных педагогических технологий в высшем образовании способствует развитию студентов и преподавателей.

Abstract. In this article the author examines innovations in the relationship and continuity of the relationship with the traditions in the context of the application of innovative pedagogical technologies in higher education. The paper presents the Fund for Innovative pedagogical technologies developed on the basis of classification of innovations A. I. Prigogin, «Bank of innovative technologies of professional activity psychologist» V. I. Dolgova. The use of the Fund's innovative pedagogical technologies in higher education contributes to the development of students and teachers.

Ключевые слова: инновации, традиции, фонд инновационных педагогических технологий, групповая работа, тренинг.

Keywords: innovation, tradition, the Fund for Innovative pedagogical technologies, group work, training.

В современном образовании в условиях происходящих изменений, связанных с модернизацией российской образовательной системы, вузовской образовательной среды, значимыми являются критическое отношение к традициям и инновациям, рассмотрение их пользы (прагматический аспект) [4].

Инновационный подход в образовании требует пересмотра учебных программ, разработки спецкурсов и семинаров, предполагающих инновационное предметное содержание дисциплин, использование дидактических инновационных технологий, включающих контрольно-оценочную деятельность преподавателей, самооценку студентов [2, 3, 6].