

Повышению мотивации способствует выполнение реальных проектов на интересующую студентов тему, разработка компьютерного сопровождения реальных учебных тем по предметной области, что позволяет развить межпредметные связи и повысить заинтересованность. Последующая публичная защита проектов также способствует более высокому качеству выполнения работы и повышению мотивации.

Комплекс педагогических условий, обеспечивающий эффективность применения реализации современных образовательных технологий, заключается в: мотивации преподавателей к использованию интерактивных и мультимедийных средств в учебном процессе; наличии у преподавателя достаточных компетенций в соответствующей области; организации процесса использования средств ИКТ; достаточной компьютерной грамотности обучающихся; наличии программной и методической документации.

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### **ТЕХНОЛОГИЧЕСКИЙ ИНСТРУМЕНТАРИЙ ВЫСШЕГО ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ**

**TECHNOLOGICAL TOOLS OF HIGHER PEDAGOGICAL EDUCATION**

**Аннотация.** В статье рассматриваются современные методы обучения в педагогическом вузе.

**Abstract.** The article deals with modern teaching methods in a teacher training university.

**Ключевые слова:** педагогическое образование, технологический инструментарий, образовательная технология.

**Keywords:** pedagogical education, technological tools, educational technology.

Nowadays there are more than 300 higher educational institutions in Russia where students can obtain the teaching profession. About half of them are narrow profile Universities, and to be precise, they teach students only the profession of a teacher [5, 6]. Standard terms of bachelors teachers preparation are 4 years for full-time students and 5 years for evening and part-time students. Also, according to the new standards, the training program is divided into 3 cycles, each including basic and optional parts (academic hours in the optional part are determined directly by the University). The set of disciplines in the basic parts of the sciences and the humanitarian and socio-economic cycles for various pedagogical specializations differs insignificantly. 80% of the hours in them are occupied by such subjects as pedagogy, history, psychology, pedagogical rhetoric, philosophy, foreign language, economics of education and as a general discipline for all universities in the country without exception, life safety [5]. The professional cycle focuses on the preparation, firstly, in the spheres of culture, education or a social sphere (as three broad areas of pedagogical focus), and secondly, in a purely narrow profile disciplines inherent in the pedagogy of this or that educational subject – whether it is one of the dozens of sciences or humanities.

It should be noted that the overall quality of training in pedagogical universities according to the research, monitoring and surveys, is considered to be quite high [5, 6] and, in case of the further rise of the prestige of an ordinary teacher, it has every chance again to rise on a global level. The highest rating of popularity among the current entrants and employers is won by teachers of foreign languages, legal disciplines, modern information technologies, as well as social teachers and psychologists [5].

So, we have analyzed the technological tools of the modern system of teacher training. At present there is no standardized definition of the educational technology. Despite the presence of multiple interpretations of this concept (P. Pidkasistyĭ, A.Y. Savelyev, V.A. Slastenin, D.V. Chernilevskiy), the technology has constant characteristics (V.A. Slastenin) [9]: the presence of clear and diagnostically specified target as the expected result; the presentation of the material under study in the form of the system of cognitive and practical tasks, the indicative basis and their solution; the presence of a fairly rigid sequence, logic, the certain stages of learning the material, a set of professional functions, etc.; methodical instruction for interaction of the participants of the educational process; motivational provision of teachers' and students' activity based on the realization of their personal needs in this process; indication of the boundaries of rule-based (algorithmic) and creative activity of the teacher, the permissible deviation from monotonous rules.

Educational technologies traditionally are called organizational forms and methods of teaching which the teacher uses in the preparation and implementation of the educational process, and his functions are traditionally reduced to the

implementation of systems of consecutive operations on the organization, tracking, control and correction of activity of students.

The basic technologies of professional training include:

a) traditional technologies, oriented on the mass-reproductive nature of training of future specialists and providing the formation of separate (specific) components of pedagogical activity. Traditional technologies do not provide the integral specialist's personality formation;

b) innovative technologies, including simulation and non-simulation technologies of active teaching. Innovative technologies according to D.V. Chernilevskiy include the technologies of modular, problem and distance learning having personality-oriented, personality-active or project character. In the same category, it is advisable to include contextual learning technology, open systems of intensive learning technology and information technology [1, 3, 9, 4, 7].

The contradictions between these two technological aspects of professional training of a future teacher reflect the disagreement between the professional development of a teacher and his preparation for subject activity. That is why the question is still relevant today: "What is needed to conduct an effective and interesting class at the University?"

Having analyzed the technological tools of the modern system of pedagogical education, we concluded that the main technological tools of the modern system of pedagogical education are:

1. Problem-based training technology.
2. Game technology.
3. Group technology and collective creative business.
4. Developing education technology.
5. Multi-level training technology.
6. Collective mutual learning technology.

Thus, after analyzing and classifying the technological tools of the modern system of pedagogical education, one can make a conclusion that, according to the frequency of application, problem-based technologies dominate.

The important professional qualities of intending teachers should include: pedagogical erudition, pedagogical goal-setting, pedagogical (diagnostic and practical) thinking, pedagogical intuition, pedagogical improvisation, pedagogical observation, pedagogical optimism, pedagogical creativity, pedagogical foresight and pedagogical reflection.

At the organization of the didactic process, one should consider the following important circumstances. Firstly, the didactic process is traditionally focused on the personality development of a student, especially in terms of content: the conveyance of a certain amount of knowledge, the development of special abilities and formation of professional skills. Secondly, the identification of the true development level of students' pedagogical abilities, especially the dynamics of its change is in itself a complicated task that requires the selection of special methods and diagnostics and development of a competent plan for their use. Thirdly, the motives of individual activities, including (and perhaps pri-

marily) learning are very movable: they flow from one form into another, there is often a competition of various motives in which some motives are replaced by others. In addition, one must consider the professional and organizational-methodical peculiarities of training University students, as well as peculiarities associated with the individual-typological differences in the abilities of the students and the specific character of the subject under study.

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## ОСОБЕННОСТИ ПРОЕКТНОГО ОБУЧЕНИЯ

### FEATURES OF PROJECT TRAINING

**Аннотация.** В статье рассматриваются характеристики проектного обучения, отличающие его от других видов обучения, прежде всего, от проблемного обучения.

**Abstract.** The article describes characteristics of project training, distinguishing it from other types of training, primarily from problematic training.

**Ключевые слова:** проектное обучение; проблемное обучение; контекстное обучение; исследовательское обучение.

**Keywords:** project training; problem training; contextual learning; research training.