

Technologies Of Educational Activity Development: Theoretical Fundamentals

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Summary

The theoretical and methodological provisions that allow to systematically and comprehensively study the postgraduate pedagogical education of teachers; the essence and features of postgraduate pedagogical education of teachers of diverse training institutions, providing professional and pedagogical training of this category of pedagogical personnel, have been determined; regularities, principles and conditions for the implementation of promising directions of development of the system of postgraduate pedagogical education for teachers of diverse training have been developed; developed technological support for the development of postgraduate pedagogical education for teachers of multidisciplinary training; identified and substantiated promising directions for the development of postgraduate pedagogical education for teachers of multidisciplinary training in vocational education, due to the modernization.

Key words:

Vocational training, Innovative teaching, Higher education, Teaching technology, Distance Learning.

1. Introduction

To solve the social, environmental, economic and cultural problems characteristic of today's reality, active, creative-minded individuals are required who are able to live and work in new socio-economic conditions. It should be noted a number of features of the modern educational situation, which are manifested in the activities of innovative educational institutions, such as: multidisciplinary, multi-level colleges that meet the needs of territorial and industrial purposes, the formation of a system of social partnership between employers and educational institutions in training specialists in vocational education. The implementation of educational standards based on a competency-based approach to learning led to significant structural and content changes in the educational process of institutions. In addition, the most important factor in the

development of society is its global informatization, which made it necessary to achieve a high level of efficiency of the knowledge transfer system, respectively, the intensity of the use of new information and telecommunication technologies to improve the quality of implementation of educational programs. These circumstances lead to a change in the role of teachers who, in addition to a high level of professional competence in their subject area, are required to be ready to work in the new organizational and pedagogical conditions of the educational process, which requires active independent development and application of methods and resource materials [1-3].

The development of additional pedagogical education for teachers of various training in vocational education has become relevant in connection with the modernization of the entire education system caused by large-scale structural changes in the socio-economic sphere of modern Ukrainian society. In connection with these processes, the problem of professional retraining of teachers of secondary vocational education institutions and the development of special educational programs for their training has become relevant. ready for a qualitative change in the content of their work and the lack of developed in the theory and practice of postgraduate education of a holistic system of content, forms and technologies to meet this socially significant need and their flexible combination. To resolve this contradiction, there is a need for a theoretical study of the conceptual and semantic aspects of postgraduate pedagogical education of teachers in secondary vocational education, which will identify scientific and theoretical approaches to developing the content of postgraduate pedagogical education of teachers of secondary vocational education.

The transition to high-tech production has presented fundamentally different requirements for the quality of vocational training for all spheres of society and its content. These facts determine, actively implement structural and substantive changes in educational institutions. In addition, the most important factor in the development of society is its

global informatization, which has necessitated a higher level of efficiency of the knowledge transfer system, respectively, the intensive use of new information and telecommunications technologies to improve the implementation of educational programs. As a consequence of the above circumstances, there is a change in the role of teachers of vocational education institutions. At present, in addition to a high level of professional competence in his subject area, he needs to be ready to work in the new organizational and pedagogical conditions of the educational process on the basis of active independent development and application of methods and resources in the field of information technology and general achievements. and professional pedagogy. The processes of modernization required to change the functionality of the teacher of vocational education institutions by expanding the share of research, technological, advisory, educational components in its activities in the organization of the educational process, regardless of the subject area. Apparently, the problems of professional and personal development of teachers of vocational education: in particularly extreme and urgent cases - from the retraining of teachers who are already active. "Today we are talking about the category of teachers of various training who have basic pedagogical education, and about teachers involved in teaching activities from other spheres of society, in the timely training or retraining. This category of pedagogical staff needs a systematic pedagogical education within the framework of postgraduate education [5,6].

To solve the set tasks, the following research methods were used in the work, adequate to the subject, goals and objectives of the research: theoretical methods - analysis of philosophical, psychological and pedagogical, regulatory and scientific and methodological literature on the research topic; empirical - a generalization of advanced pedagogical experience, the method of pedagogical modeling and design, a pedagogical experiment, a questionnaire method, a testing method, a method of expert assessments, methods of analyzing the products of students' activities. Methods of mathematical statistics were used to process the data obtained in the course of the experimental study.

2. Theoretical Consideration

Reforms in the education system affect all types of educational institutions. The processes of formation of multidisciplinary colleges are underway, large educational complexes are emerging, developing new forms of interaction between enterprises and educational institutions, in order to fully meet the needs of the country's economy in highly qualified personnel for all spheres of life. modern society. Innovative transformations are being carried out that bring the education system closer to generally accepted world standards in terms of levels and quality characteristics of education and its results. The trend towards the

standardization of educational results has been implemented in our country through a gradual introduction into pedagogical practice, starting in the 2019s, since the main learning outcomes involve the acquisition of certain skills by students. In the conditions of the rapid development of information relations in society, it has become obvious that the implementation of the strategy for the development of vocational education is the achievement of its new quality in accordance with the requirements of the information society. Due to the action of these factors, as well as the complication of production processes, the field of human professional activity. Current regulatory framework governing the national qualifications system allows us to conclude that the names of professions are lagging behind the real needs of the labor market for qualified specialists for all spheres of life in modern society. Institutions have to train specialists on the one hand, focusing on the needs of modern production and services, on the other hand, consider the existing legal and regulatory framework governing the activities of educational institutions of this type. In addition, the process of training specialists in institutions is complicated by the fact that complex and expensive equipment is required for practical training. To solve these and related problems in the practice of organizing the educational process of institutions in recent decades, the possibilities of vocational education centers have begun to be widely used, as specialized units of the educational network, in which material and technical, educational, methodological, informational, human resources for conducting joint educational activities in order to strengthen the practical orientation of the training [4].

In the domestic scientific literature and regulatory documents, such cooperation is defined by the term "social partnership" and is understood as a special type of interaction of educational institutions of various types with all participants in the labor market, its organizational forms, territorial government bodies, social institutions, public organizations, aimed at maximum coordination and realization of the interests of all participants in this process. In pedagogy, the problem of establishing a close relationship between educational institutions and the production sphere.

The problem of changing the educational level of teachers of vocational education, in the period from 2019 to 2021, in which 56 institutions took part, showed that as of April 2018, 38% of teachers of special and general professional disciplines have a higher industry education, but do not have pedagogical training, even among teachers of general education disciplines, 27% have not received a pedagogical education, but have only a higher industry education. 54% of the masters of industrial training have a higher education, of which 40% have a higher industry education. The results of the study allow us to conclude that there has been a slight increase in the educational level among the masters of industrial training (by 14%) who have received a higher

pedagogical education and, nevertheless, record a stable indicator of the number of teachers without pedagogical education. The same trend is noted in studies of the educational level of teachers in institutions in other regions of the country. The increased requirements for the pedagogical training of teachers determined the need to develop the content and organization of the educational process in the system of postgraduate pedagogical education [7-9]. The theory and pedagogical practice, it is possible to identify generalized requirements for the system of postgraduate pedagogical education of teachers at the present stage of its development. First of all, it is variability, mobility, flexibility. A wide range of choice of advanced training and professional retraining programs, their modularity and a variety of forms of training, provide its variability.

Restructure in accordance with the needs of customers and the labor market allows the system of postgraduate pedagogical and teacher education to be mobile. Flexibility is provided through the implementation of individual or integrated educational programs. However, it should be noted that we did not manage to find a systematic and generalized experience in the implementation of postgraduate pedagogical education for teachers of multidisciplinary training. It can be argued that at present there are objective grounds for a new approach to the organization and content of postgraduate pedagogical education of teachers of institutions, since a sufficient amount of scientific and pedagogical knowledge has been accumulated, which makes it possible to substantiate the research problem and develop a concept of promising directions for the development of postgraduate pedagogical education [4, 10].

Pedagogical education of this category of personnel should be focused on obtaining systemic training in the field of general and professional pedagogy, general and professional psychology, social pedagogy, methods and technology of vocational training, since it is precisely such content that will allow the teacher of the institution to carry out professional activities in accordance with the requirements of state regulatory documents and taking into account the specifics [12].

In recent years there has been a promising point of view on the distinction between the concepts of "competence" and "competence" on the basis of: given - mastered, potential - relevant, cognitive - personal. Thus, if the competence sets the range of purposes, responsibilities, roles, set of tasks to be solved, then the competence is the possession, possession of the appropriate competence, including personal attitude to it and the subject of activity. Therefore, competence is a given content of competence that must be mastered in order to be competent. Almost simultaneously with the scientific development of the conceptual apparatus of the competence approach in pedagogical theory and practice, the competence models of the teacher began to be

developed. As a result, a professional standard of pedagogical activity was developed, in which basic competencies are used as criteria for assessing the level of qualification: competence in the field of personal qualities; competence in goal setting; competence in motivating students; competence in developing a program of pedagogical activities; competence in the field of information base of activity; competence in the organization of pedagogical activity (ability to establish subject-subject relations, ability to organize educational (educational) activity, ability to realize pedagogical assessment). The standard can form the basis of certification of pedagogical workers for the purpose of establishment of conformity to the qualification requirements shown to qualification categories [11].

The level of qualification of teachers has not reflected the specifics of the professional activities of teachers in vocational education, neither in terms of training nor in terms of education of students of vocational education institutions. In this regard, the development of a competency model of a teacher in vocational education in pedagogical theory and practice remains relevant.

According to some researchers, the system-forming factor in the structural model is professional and pedagogical competence. Professional competence is understood "as a set of special knowledge, skills, abilities that meet the requirements of the profession of personal qualities, aimed at obtaining a socially useful result, the achievement of which occurs due to personal self-government.

Pedagogical professionalism from the point of view of the acmeological approach is considered as a complex of stable properties of the subject providing high productivity of pedagogical activity, its humanistic orientation ». It is the professional and pedagogical competence of teachers in vocational education becomes a necessary condition for their successful professional activity, a factor in realizing the potential of teachers, increases their socio-professional mobility, because the teacher in vocational education not only teaches a separate subject, but unlike the teacher. master the content of vocational training in a whole group of related professions or areas, such as professions of economic profile. In addition, in the model of a teacher of vocational training should find their place two areas of professional development: psychological and pedagogical and production and technological (applied). In my opinion, a teacher in vocational education, regardless of specialized training, should have competencies in the field of production and technology and at the same time "he needs to use the most effective teaching methods, clearly formulate training and production objectives, ensure advanced learning, understand the importance of their professional activities and the degree of responsibility for the results of their work".

Conclusions

Conclude that in relation to our study, "additional professional education" can be interpreted as postgraduate professional pedagogical education. As the task of the professional retraining program is specified, it, on demand, "is directed on acquisition of the competence necessary for performance of a new type of professional activity, acquisition of new qualification", in the maintenance of postgraduate pedagogical education of teachers in professional education, irrespective of their profile preparation, should to reflect the development of knowledge, skills and abilities that will ensure the formation of all types of professional competence, determined by the ideal competence model of the teacher of the vocational education institution. As a result of the conducted theoretical research, it can be concluded that the competence model of a teacher in vocational education, regardless of professional training, should harmoniously integrate the personal qualities of the teacher and professional competencies. The development of a competency model of a teacher of various training in vocational education will determine the content of the basic and variable part of postgraduate pedagogical education of this category of teachers within additional vocational education, which will provide systematic training in accordance with government documents and the specifics of the real educational situation.

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