

IMPROVING TEACHING AIDS IN THE TRAINING OF FUTURE TECHNOLOGY TEACHERS

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Abstract – An important result of the reform of the domestic general education school is the introduction of a new educational area "Technology", which has a much more complex structure compared to labor training, due to which the training of future technology teachers in pedagogical universities is carried out in various specializations. Under these conditions, new requirements arise for the structure and content of methodological training of students.

Key words: technology, future technology teachers, pedagogical universities, methodological training, new requirements.

I. Introduction

An analysis of the practice of teaching labor education (technology) at school, as well as a study conducted by the author, showed that even teachers with a long work experience (more than 10 years) experience serious difficulties in implementing the methodological and general methodological issues of technology teaching methodology. The reason for this is largely determined by the state of methodological training of students in pedagogical universities. So, for example, in the course of the ascertaining experiment, it was revealed that approximately 80% of students during the period of pedagogical practice, as well as about 60% of young technology teachers, lack knowledge in managing the educational activities of schoolchildren, independently solving emerging methodological problems.

Thus, at present, there is a contradiction between the objective need to improve the methodological training of a teacher of technology, taking into account various specializations in a teacher training university, reflecting the multidimensional integrative nature of a new academic subject, and its real state in teacher training universities, as well as an insufficient level of development of the theory and practice of this problem. The noted contradiction determined the choice of the research topic and its relevance.

II. Literature review

Numerous studies in the field of didactics are devoted to the problem of methodological training of a teacher as an integral part of his professional training (Y.K. Babansky, M.A. Danilov, K.B. Esipovich, G.A. Zasobina, I.D. Zverev, T.A. Ilyina, N. V. Kuzmina, V. V. Kraevsky, A. I. Mishchenko, V. A. Slastenin, V. G. Razumovsky, A. V. Usova, G. I. Sarantsev, etc.).

The structure and content of the methodological training of teachers in various school subjects are considered in the works of I.L. Belenok, N.M. Verzilina, K.B. Esipovich, V.I. Zemtsova, K.B. Osadchuk, L.M. Panchesnikova, G.M. Chernobelskaya and others.

General issues of the methodology of teaching labor training (technology) are set out in the works of P.R. Atutova, V.A. Polyakova, D.A. Tkhorzhevsky, Yu.K. Vasilyeva, V.A. Kalney, A.S. Lindy and others.

The issues of improving various aspects of the methodological training of a teacher of labor training (technology) are considered in the research: scientific and pedagogical foundations for the training of teachers of labor training (technology) in pedagogical institutes (U.N. Nishanaliev, V.D. Simonenko, YL. Khotuntsev, A.N. Bogatyrev, N. N. Serebryakov, G. T. I. Dzyuba, R. A. Galustov, B. I. Murakov, V. V. Razzhivin, Drobnis V. F.); preparation of teachers for the implementation of polytechnic education (Y.K. Vasiliev) and management of the productive work of schoolchildren (V.A. Komelina); the formation of skills in managing the educational and labor activities of schoolchildren (V.N. Zinchenko, T.I. Shamova); methodological foundations for preparing future teachers for the development of creative abilities and labor education of students (A.M. Plutok, S.I. Manashenkov, Z.I. Tamarova, V.N. Nazarenko); methodical bases of graphic preparation of the teacher (A.A. Pavlova, S.A. Smirnov); formation of the foundations of career guidance skills for future teachers (A.I. Anderalo); methodological features of training a teacher of service labor (L.A. Zarechnaya, G.N. Nekrasova).

III. Analysis

Of particular importance in the formation of the professional competence of a technology teacher is his methodological training, taking into account specializations that correspond to the integrative nature of the educational field "Technology". As a result of the analysis of dissertations, it was revealed that the issues of

improving the methodological training of a technology teacher were not considered taking into account the allocation of various specializations in a teacher training university.

The methodological training of a teacher of technology in a pedagogical university will meet the requirements of pedagogical science and practice and regulatory documents, provided:

- development of the structure, content of methodological training and methodology for its implementation, taking into account the allocation of various specializations;
- the use of specially developed educational and methodological materials intended for the formation of methodological knowledge and skills of future technology teachers.

The theoretical and methodological basis of training future technology teachers are the concepts of: systemic-structural, personal-activity approach in teaching (P.F. Kapterev, M.S. Kagan, S.I. Arkhangelsky, V.S. Lednev, T.A. Ilyina, etc.); pedagogical systems of education (S.I. Arkhangelsky, V.P. Bepalko, M.V. Klarin, V.S. Danyushenkov, etc.), models of a specialist-subject teacher (A.I. Shcherbakov, N.V. Kuzmina, V. A. Slastenin), pedagogical activity and the formation of the creative personality of the teacher (N.V. Kuzmina, V.A. Slastenin, Y.K. Babansky, V.V. Kraevsky, A.K. Markova, V.N. Kan-Kalik, N.D. Nikandrov, V.I. Zagvyazinsky, and others).

The research materials were reported and discussed at the first city conference-exhibition "Prospects, experience of approbation and implementation of the Technology program" (Kirov, March 1996); the first regional scientific and practical conference "Labor and technological training of schoolchildren: experience, problems, prospects" (Kirov, May 1997); regional scientific-practical conference of teachers and graduate students of universities "Activity approach in teaching students" (Kirov, November 1997); the fifth international conference "Problems of formation of technological culture and social and labor adaptation of schoolchildren" (Moscow, April 1999); scientific and practical conferences of the teaching staff of the Vyatka GPU (1996-1999); at seminars devoted to the problems of methodological training of future technology teachers (Nizhny Novgorod, June 1998, April 1999; Kirov, March 1999).

IV. Discussion

As a result of the experiment, it was revealed that when studying particular methodological issues, students increase their interest in studying the course "Methods of Teaching Technology" and the upcoming pedagogical activity, that is, the professional and pedagogical orientation of the educational process improves. Such facts have been confirmed that the level of methodological preparation is also influenced by the motivation of students to study in a teacher training university.

Based on the results of the pedagogical experiment, it can be concluded that the quality of the methodological training of future specialists is sufficient to work at school.

In the formation of the professional competence of a technology teacher, methodological training is of key importance, taking into account specializations that correspond to the integrative nature of the educational field "Technology", which has a more complex structure compared to labor training.

Socio-pedagogical factors influence the content of schoolchildren's labor education and, accordingly, the methodological training of labor teachers (technology). In this regard, there is an objective need to consider the theoretical foundations of methodological preparation and determine its content.

For this purpose, an analysis of the state of the theory and practice of methodological training of a teacher of labor education (technology) was carried out and it was revealed that the content of labor training instantly responds to changes in the socio-economic and spiritual needs of society due to the practical orientation of the subject. This circumstance has an impact on the methodological training of future technology teachers.

To determine the compliance of the methodological training of a teacher with the modern requirements of pedagogical science, practice and regulatory documents, curricula, manuals, textbooks on the methods of teaching labor training (technology) were studied and analyzed, and the experience of labor training teachers (technologists) was summarized. As a result of the work done, it turned out that the existing methodology of labor training and the technology training methodology created on its basis have an insufficiently developed structure.

Based on the results of the above analysis, the requirements of educational standards of a teacher training university and general education institutions, the content of the methodological training of a technology teacher was identified and determined, taking into account various specializations in a pedagogical university. It is represented by private and general questions of technology teaching methodology.

According to the content of the methodology for teaching technology, a structure of general questions of the methodology for teaching technology has been developed, which is represented by 14 components.

Based on the signs of the integrity of the system, approaches to the general methodological and particular methodological training of future technology teachers are determined, taking into account various specializations, where methodological training can be considered as a system of interrelated components: general methodological and particular methodological. Often methodological training includes the study of teaching methods for sections of the program provided for by the basic content line of specialization, which can be one or more content lines.

The methodological competence of a teacher is made up of a set of methodological knowledge and skills of a technology teacher, which reflects the content of the technology teaching methodology. Based on the phased assimilation of methodological knowledge and skills in the methodology of teaching technology, pedagogical practice, the implementation of term papers and diploma (final qualification) works are defined as additional components.

When studying the general issues of technology teaching methodology, the sequence of mastering methodological knowledge and skills is represented by the scheme: "lecture - independent work - practical work - seminar".

Frequently methodological issues are considered in the following sequence: "independent work - lecture - independent work - practical work - seminar - pedagogical practice". For the formation of methodological knowledge and skills, the optimal methods and means of teaching are identified and substantiated, which maximally reflect the future methodological activity in the school environment.

The formation and assimilation of methodological knowledge and skills of students occurs with the use of educational and methodological tasks. Each stage of assimilation corresponds to educational and methodological tasks of different levels of complexity. This provision was taken as a basis for the development of a system of practical work on general and particular issues of technology teaching methodology.

In practical work on the study of general issues of methodology, it is implied that students consistently master the theory and practice of implementing the main components of the integral pedagogical process of the subject "Technology", and the methodology for studying each subsequent component is based on already learned material.

Thus, there is a multiple repetition of what was learned earlier. Practical work of particular methodological training is aimed at developing a methodology for students to master the content of a section or topic in accordance with the logic of the subject.

Taking into account the stages of assimilation of the system of methodological knowledge and skills, the content of pedagogical practice includes additional tasks for developing the following skills: observe pedagogical processes and phenomena, select methodological issues for in-depth research and study; carry out project activities of schoolchildren based on a systematic approach; develop a draft of the author's program; analyze the experience of technology teachers and apply it creatively.

When performing course and diploma (final qualification) works, students solve educational and methodological tasks of a search and creative nature, aimed at developing generalized methodological skills based on the integration of the functions of the teacher's activity.

As an experiment to improve the level of methodological knowledge and skills of students, a set of educational and methodological materials was developed and introduced into the educational process according to the methodology of teaching technology, which includes a curriculum, a lecture course, practical and seminar classes, tests, educational and methodological tasks of different levels of complexity. During the experiment, we studied the influence of motivation for teaching students in a teacher training university on the level of methodological preparation.

V. Conclusion

As a result, it turned out that when studying particular methodological issues, students increase their interest in studying the course "Methods of Teaching Technology" and the upcoming pedagogical activity, that is, the professional and pedagogical orientation of the educational process improves.

Thus, the educational and methodological materials introduced by us contribute to increasing the effectiveness of teaching students in the course "Methods of Teaching Technology". The level of theoretical and practical training of students in the methodology of teaching technology is as close as possible to the conditional value of the standard and is sufficient for the implementation of pedagogical activities at school.

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