



Process of Preparation of Future Technology Teachers for Innovative Activity

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ABSTRACT

The article analyzes the structure and content of the innovative activities of the future teacher of "Technology" in the new conditions, as well as the analysis of "Science" science, production, economy, management, development of innovative processes in society. gave

Keywords:

technology, pedagogy, purpose, content, economics, management, innovation, activity, training, efficiency.

The main point in describing the process of preparing future teachers of "Technology" for innovative activities is the formation of learning objectives that determine the direction and content of the studied process. Objectives reflect the expected results of the process of preparation for innovative activities in the formation and development of a system of needs, abilities and skills that characterize the readiness for this type of activity [2].

In the new conditions, the analysis of the structure and content of the innovative activities of the future teacher of "Technology", as well as the directions of development of innovative processes in technology, production, economy, management, society, allowed to determine the goals. To prepare a future teacher of "Technology" for this type of activity.

Objectives of preparing a future teacher of "Technology" for innovative activities:

- The need for the formation and development of an innovative worldview and the continuous development of personal and professional

qualities, the improvement of professional and pedagogical activities;

- Ensuring a high level of readiness for innovative-pedagogical, innovative-technological, innovative-technical activities on the basis of fluency;

- Achieving a high level of professional, pedagogical and engineering culture [4].

Describing the process of preparing future teachers of "Technology" for innovative activities in accordance with the set goals, we proceed from the following conditions:

- The educational process should take into account the specifics of the structure of innovative activities of future teachers of "Technology" and the formation of individual professional-pedagogical, engineering-technical and production-technological components, as well as integrated innovative components should be focused. professional and pedagogical activity;

- The educational process should be based on conceptual, ie theoretical approaches and

principles that define the fundamental ideas of organizing the preparation of future teachers of "Technology" for innovative activities;

- The educational process should be characterized by universality, ie it should not depend on the content of innovative processes in certain socio-economic, political, pedagogical conditions and a certain level of scientific and technological development, and form a generalized idea. The structure and sequence of actions to prepare future teachers of "Technology" for innovative professional and pedagogical activities;

- The learning process should be characterized by the ability to produce, which determines the possibility of its effective implementation in the context of certain learning practices, and the description of this process implies the indication of technologies, tools, forms of training, as well as requirements. For the organization of training for innovative professional and pedagogical activities;

- The educational process should take into account the characteristics of the innovative educational environment of the engineering-pedagogical university, which determines the creation of special conditions for professional and pedagogical training and the implementation of the relationship between teaching, research, education and production allows [5].

The developed process of preparing future teachers of "Technology" for innovative activities serves as a mechanism to improve the quality of professional training of future students of "Technology" and is an attempt to overcome the contradictions between:

- The structural and functional division of teaching, research, production, practical activities in the process of professional training of future teachers of "Technology" and their relationship in real professional and pedagogical activity;

- The need to develop the skills of future teachers of "Technology" to effectively solve problems of production, economy, innovative development of society and the impossibility of forming these skills in the process of traditional vocational education, etc. [6].

The development of the process of preparing future teachers of "Technology" for innovative activities is based on the following principles:

- Combining educational, scientific, training and production, professional and pedagogical activities of students for the transition from a discrete organization of the process of preparation for innovative activities to a complex that combines the listed activities with innovative professional and pedagogical activities;

- Ensuring the competitiveness of future teachers of "Technology" on the basis of high quality of training and readiness for innovation;

- The complexity and consistency that allows a comprehensive study, description and scientific substantiation of the step-by-step logic of the process of preparing future teachers of "Technology" for innovative activities [7].

The main stages in the development of the process of preparing future teachers of "Technology" for innovative activities are related to the scientific study of pedagogical objects and include the following sequence of actions:

- Defining the goals and objectives of the development of stages of preparation for innovative professional and pedagogical activities;

- To study the essence and structure of the innovative activity of future teachers of "Technology" and the features of its preparation;

- Development of the main stages of preparation of future teachers of "Technology" for innovative activities;

- Development of basic technologies, tools and forms of preparation of future teachers of "Technology" for innovative activities;

- To determine the conditions and requirements for the implementation of the educational process in the engineering-pedagogical university, taking into account the specifics of innovative processes [9].

An integrated description of the developed process of preparing future teachers of "Technology" for innovative activities should be provided at the level of conceptual justification; at the general didactic level and at the individual methodological level. Conceptual justification

should include a basic idea that defines the novelty of the content and structure of the problem solution and should be represented by a number of rules that are fundamental to the research.

Conceptual description of the process of preparing future teachers of "Technology" for innovative activities is characterized by the following idea: the process of preparing future teachers of "Technology" for innovative activities should ensure the formation of innovative pedagogical, readiness for innovative activities.

The process of preparation for innovative professional and pedagogical activities is based on the deep integration of students' educational, research, scientific-industrial, professional-pedagogical, experimental and innovative activities, which necessitates the inclusion of certain structural and semantic features in the process. professional training of a future technology teacher.

The general didactic description of the process of preparing future teachers of "Technology" for innovative activities includes a description of the theoretical approaches and principles that determine the basis for preparing future teachers of "Technology" for innovative activities.

Understanding the approach as the main position of the theory, it is necessary to name the goals, directions, support of modeling the studied process, systematic competence as theoretical approaches to preparing future technology teachers for innovative activities. based, personal-activity-based, individual-creative, integrative-modular and environmentally friendly.

Let us show the role of these theoretical approaches in studying the process of preparing future teachers of "Technology" for innovative activities.

It can be called a systematic approach (and method), in which the objects and events studied are considered as parts or elements of a particular integral learning. Elements are characterized by different relationships and connections both within the object and with the external environment. A systematic approach to pedagogy has been developed in the works of I.

V. Blauberg et al. [6]. The implementation of a systematic approach consists in observing the integrity and structural properties of the object, taking into account the generality of its internal and external relations, and considering the object of study as a relationship of quantitative and qualitative changes in development.

From the point of view of this approach, the preparation of the future teacher of "Technology" for innovative activity is studied and implemented as a whole process in the unity of all its components and taking into account the impact of all possible factors on it and is built on this basis. . The basis of the requirements of professional-pedagogical, production, organizational-managerial, research, experimental, expert-consulting, innovative, commercial relations of the future teacher of "Technology".

It is recognized as a key component and integrating factor in the system of preparing future science teachers for innovative activities. Innovative goals and content of training are determined by innovative processes in professional, pedagogical and production activities.

The main feature of the system of vocational education, such as openness, also has a direct impact on the preparation of future teachers of "Technology" for innovative activities. The goals, content, methods of innovation are determined by the development of innovation processes in production, economics, management, technology, social sphere of society, and the results of innovation are reflected in the results of innovation. directly related to the further development of society [12].

As a specific type of personal approach in pedagogy, the personal-activity approach is based on the position that the formation and development of the student's personality takes place in the activity. At the same time, the student's activities and related knowledge must have an independent character, which leads to the development of the necessary features and qualities of the individual.

The implementation of the individual-activity approach is based on the subject-subject interaction of the teacher and the student,

aimed at setting common goals and solving the problem situation in the conditions created specifically for this purpose. This approach is currently being developed in the works of V.A. Slastenina et al [8].

According to this approach, the preparation of future teachers of "Technology" for innovative activities. The current problem in the field of "Technology", science, production, management, economics is the independent conscious activity of students - future teachers of "Technology" based on setting an active goal, looking for ways to solve the problem, designing an innovative solution, its implementation in practice, processing the results of innovative developments. This approach can be effectively implemented in all conditions if the following requirements are met:

- high level of independence and activity of students;
- The nature of consultation in the organization of the interaction of the subject and the subject of teachers;
- The availability of ample opportunities for practical research, production, professional, pedagogical, experimental activities of students [9].

In conclusion, the use of personal-active approach allows future teachers of technology to form an integrated image of innovative professional and pedagogical activity in the unity of innovative-pedagogical, innovative-technical, innovative-production components, possible problems and situations. allows. solved by innovative methods and tools; I think it is necessary to ensure the development of an individual style of innovative activity as a combination of the most optimal and effective methods for students and the means of its implementation.

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