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THE FEATURES OF THE METHODOLOGICAL TRAINING OF PROSPECTIVE TECHNOLOGY TEACHERS ON THE BASIS OF SECONDARY EDUCATIONAL INSTITUTION

The article examines the content and peculiarities of prospective technology teachers training on the basis of secondary educational institution.

Based on the defined scientific material the expedience of practical acquisition of professional experience at the workplace by students was justified.

Based on successful pedagogical experience, including the experience of the Northern Europe, in the field of cooperation between secondary schools (so-called «partner schools») and universities in article considered activities which involve students may vary from the functions of supporting staff to the roles of assistant teacher or the teacher.

Exactly this link of student to the school helps them to find their place in the school life, to get used to the atmosphere in which they will work, provides an opportunity to observe the children, to understand the psychology of their behavior and to combine theoretical knowledge students obtained at the university with practical skills acquired at school.

Key words: technology education, technology teacher training, professional competence, technology teacher professional activity.

The relevance and problem statement. The level of the development of the world and globalization encourages all states on different continents to increase the attention to national systems of higher pedagogical education, which in turn leads to increased requirements for specialist and her qualification on the international labor market. Therefore, the shaping of professional competence of the modern teacher requires unity of theoretical and practical preparedness for performance of professional educational activities.

At the same time, this is a task of the modern school to ensure that all students have equal access to technology education of high quality, can develop freely and self-realize according to their aptitudes and abilities, as well as shaping of the personal traits of professional self-determination, satisfaction of the demands and needs of this self-determination, development of creative potential. Therefore, there is no doubt that the prospective technology teachers must be trained efficiently to the abovementioned. And not only to master the scientific and theoretical knowledge in the chosen profession but also to know how to practically apply it.

The analysis of recent research and publications. A number of local scientists and educators draw attention in their works to the fact that modern programs of higher pedagogical education for prospective technology teachers in Ukraine can not provide a sufficient degree of professional competence because of the weak connection with the actual situation in the school (V. Madzihon, V. Sydorenko, D. Thorzhevskyy, A. Vyhrusch).

Research and theoretical basis and development of training for prospective technology teachers that takes into account practical needs of modern society are reflected in the works of many scientists, including O. Kobernyk, V. Steshenko, A. Kyvyryalg, M. Koretz, V. Kuzmenko, V. Sydorenko, M. Soldatenko, N. Sluysarenko, B. Stuparyk, G. Tereshchuk, E. Thorzhevskyy and others.

The current stage of development of teacher education in higher education institutions (HEIs) causes a new level of methodology of the learning process, one of the main objectives of which is to prepare professionally competent, practice –oriented teacher. For professional pedagogical activity of a teacher of technology it means a harmonious blend of professional skills, methodology and didactics of teaching, organizational skills, technological culture, pedagogical tact, as well as ways and means of personal and professional self-development and self-realization.

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That is why the purpose of the presented paper is to examine the content and features of the training of technology teachers for professional activities on the basis of secondary educational institution and determining the appropriateness of its distribution in educational practice of higher pedagogical schools in Ukraine.

The main material of the research. The focus of the education system at a preferential assimilation of knowledge, which has been a traditional and justified just a few decades ago no longer meets modern social order which requires training of an independent, energetic and responsible, professionally oriented members of society, that will be able to interact effectively in solving social working and economic problems. Solving these problems requires significant strengthening of educational leadership in independent and productive activity of pupils in the field of labor training, development of their personal qualities and creative abilities, skills to independently acquire new knowledge and solve problems, navigate in the life of society.

There is a number of basic images of teacher training in Ukrainian and foreign pedagogy: general (getting deep thorough general knowledge, teacher- scholar), special (specialized knowledge of a certain field of science), personalistic (teacher is a multi-faceted personality, personality development teacher), methodology (formation of skills, the ability to use knowledge in practice), progressive or problem-oriented (preparation for work in the changing environment, independent decision-making in complex professional situations), integral (provides diverse professional training and integration of all elements of previous concepts) [3].

Preparation of prospective technology teachers to professional activity in pedagogical universities primarily performs: in the theoretical (lectures, seminars) and practical (practical and laboratory classes, computer practice) training, during the passage of technological and pedagogical practices in secondary schools, while writing a term paper of teaching methods technology, bachelor and master's dissertations etc [5].

If we look at successful pedagogical experience, including the experience of the Northern Europe, in the field of cooperation between secondary schools (so-called «partner schools») and universities, we can state that activities which involve students may vary from the functions of supporting staff to the roles of assistant teacher or the teacher. Exactly this link of student to the school helps them to find their place in the school life, to get used to the atmosphere in which they will work, provides an opportunity to observe the children, to understand the psychology of their behavior and to combine theoretical knowledge students obtained at the university with practical skills acquired at school. The student – future teacher of technology more professionally, with respect to short-term perspectives, plans how to submit a new material for the lesson in the best way by using different methods and techniques. Educators selects the objects of labor based on individual characteristics of students, their experience, physical development, and other factors which affect productivity of work. For the prospective teacher of technology there is no problem in organizing pupils in the production team, establishing productive relationships between them [2].

Just as in the teaching of other subjects, technology teacher has control functions to check correctness of implementation of labor techniques by pupils, application of knowledge and the function of evaluation of the training activities' consequences. According to the features of the student-active approach, the student can possess the knowledge thoroughly only if they actually sees the appropriateness of this knowledge for her future profession. At this time educationally appropriate tasks contribute not only to strengthening relationships between theoretical knowledge and practical skills, preparing students for pedagogical work, but also encourage them to find their own style of work, emphasizing the deep and systemic absorption of knowledge in professional disciplines [7].

Interest to professional activities is crucial in the multi-faceted motivational field of personality of students, that is why an important tool for training of teachers

to professional activity is a system of pedagogical and technological practices. In its traditional form practice encourages student-trainee to mechanical copying of methods, techniques, forms and types of educational interaction between subject teachers or class teacher, making difficult the self-analysis, drawing on their own experience, knowledge, skills and work style [4]. Instead, in terms of training system on the basis of a secondary school changes in preparation for future professional work of technology teachers is expedient to introduce by reviewing the objective circumstances of the functions of the teacher. And the composition of functions of professional and educational activities is determined by the system of needed changes in process which under the influence of factors which determine the new quality of education. This approach allows us to keep the quality level of a preparation of graduate student to the profession in terms of the crisis of modern society. Among them:

- Focus of educational goals on self-fulfillment of student and determination of the result of education through the competence of the graduate;
- Inclusion of the educational material that is proposed and chosen by the students into the content of the educational program;
- The use of the educational technologies that require the manifestation of the new professional roles of a teacher (coordinator, organizer, assistant, consultant);
- Change in the nature of interaction between prospective teachers and pupils associated with the activities of the student, which aims to develop the pupil;
- Expansion of the educational environment of the school and search of partners that can be the subjects of a child's education;
- Change in assessment of achievements, requesting the diagnostic skills of the teacher and the flexible adjustment of the pedagogical process;
- The readiness of teachers to changes in professional and educational activities [1].

Understanding the importance of technological education for the economic stability of society, many states allocate considerable material resources for its development and create conditions that encourage businesses to support the technology education of pupils of the secondary schools on the basis of democratic values of the society. A significant number of European countries, USA, Canada established special training centers that not only retrain for businesses and train for the unemployed, but also teach pupils in the framework of technological education. This approach allows the efficient use of equipment that such centers own, and modify it if necessary or in case new technologies appear in the industry.

Most of the basic training programs of teachers in secondary schools in Europe are organized within another embodiment of the national model («two-phase» model).

In the «two-phase» model theoretical training of future teachers is focused in higher education (first phase) and practical training shall be made in the secondary school and special regional centers (the second phase). During the second phase the union of practical work in school where students study methods of teaching special subjects and issues of psychological and pedagogical training supposed to happen. Full teacher status is assigned only after successful completion of the second phase of training, graduation and passing the state exam [6].

The Engineering and Pedagogical Institute of the National M. Dragomanov Pedagogical University has sufficient personnel and research opportunities for the development and implementation of fundamental methodological developments in European teacher education (scientific collaboration with leading scientists and scientific schools of 18 Western European countries). Such circumstances allow to implement creatively Ukrainian and foreign advanced pedagogical experience and innovation in the sphere of technology teacher training on its basis. This led to the success of training work of Scientific and methodological center for training of prospective technology teachers (division of Engineering and Pedagogical Institute) as a center on the basis of secondary school, where all the conditions for the

methodical and scientific preparation for professional activity of prospective technology teachers were created. These conditions include creation and staffing:

- Teaching facilities, in addition to the existing school workshops;
- Libraries in the directions of training of future technology teachers;
- Methodological class;
- Scientific and technological base for students' research and pedagogical practice.

It is also necessary to add the qualitative performance of teaching and methodical, organizational and managerial tasks by students to the achievements, which corresponds to the nature of pedagogical activity of technology teachers in terms of their future workplace. For example, educational-methodical work of students provides not only the preparing and doing of lessons of labor studies and circles of technical creativity, their analysis with teachers and educators, but also the organization of design and technology activities of pupils, developing of visual aids, preparation and conducting of simulation games.

Conclusions. Based on the present review of the content and features of the training of prospective technology teachers for the prospective professional activities on the basis of secondary educational institution we may state that:

1. The systematic usage of the learning environment of the secondary school for training of the prospective technology teachers can be considered as a set of educational resources that are important for the formation of professional competence.

2. Deep familiarization of students with the functions and contents of professional activity of technology teacher allows to create interest among the students to improve their professional skills as teachers of technology.

3. The students experience the rise of the level of work motivation and a clear need to acquire the necessary professional knowledge by their own, an interest in the technical and technological advances of modern production, news of the psycho-pedagogy, methodology training and education in schools, synthesis and implementation in practice of domestic and foreign advanced pedagogical experience.

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ОСОБЕННОСТИ МЕТОДИЧЕСКОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ТЕХНОЛОГИЙ
НА БАЗЕ ОБЩЕОБРАЗОВАТЕЛЬНОГО УЧЕБНОГО ЗАВЕДЕНИЯ

В статье рассматриваются содержание и особенности методической подготовки будущих учителей технологий на базе среднего общеобразовательного учебного заведения. На основе определенного научного материала была обоснована целесообразность практики приобретения студентами практического опыта профессиональной деятельности в условиях будущего рабочего места педагога.

Для большей объективности использования такого подхода в статье приводится пример успешных результатов в аналогичном сегменте образовательной практики из опыта стран Северной Европы. В области сотрудничества между средними общеобразовательными учреждениями (так называемые «школы-партнеры») и университетами на договорном уровне устанавливаются отношения, когда совместными усилиями двух сторон для студента-практиканта создается среда его будущей профессии, где он, начиная с роли помощника учителя или преподавателя, совершенствует собственную профессиональную компетентность.

Ключевые слова: технологическое образование, подготовка учителя технологий, профессиональная компетентность, профессиональная деятельность учителя технологий.

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ОСОБЛИВОСТІ МЕТОДИЧНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ НА БАЗІ
ЗАГАЛЬНООСВІТНЬОГО НАВЧАЛЬНОГО ЗАКЛАДУ

У статті розглянуто зміст і особливості методичної підготовки майбутніх учителів технологій на базі середнього загальноосвітнього навчального закладу. На основі визначеного наукового матеріалу було обґрунтовано доцільність практики набуття студентами практичного досвіду фахової діяльності в умовах майбутнього робочого місця педагога.

Для більшої об'єктивності використання такого підходу у статті наводиться приклад успішних результатів у аналогічному сегменті освітньої практики з досвіду країн Північної Європи. У галузі співпраці між середніми загальноосвітніми закладами (так звані «школи-партнери») та університетами на договірному рівні складаються відносини, коли спільними зусиллями двох сторін для студента-практиканта створюється середовище його майбутньої професії, де він, починаючи з ролі помічника вчителя чи викладача, удосконалює власну професійну компетентність. Саме така особливість методичної та практичної підготовки студента на базі школи допомагає йому знайти своє місце в житті школи, щоб звикнути до атмосфери, в якій він буде працювати, надає можливість більше працювати з учнями, глибше вивчити психологію їх поведінки та об'єднати теоретичні знання, отримані в університеті з їх практичним упровадженням безпосередньо у школі. Сформований у студента за таких обставин інтерес до професійної діяльності набуває вирішального значення у професійному становленні його як майбутнього учителя технологій.

Ключові слова: технологічна освіта, підготовка учителя технологій, професійна компетентність, фахова діяльність учителя технологій.