PEDAGOGICAL CONDITIONS AND INNOVATIVE APPROACHES IN TEACHER TRAINING

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Annotation: *The advantages of using innovative approaches and pedagogical conditions associated with improving the effectiveness of training future teachers in the field of vocational training are considered.*

Key words: *pedagogical conditions, model, innovative approaches, vocational training teacher, efficiency, education.*

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ И ИННОВАЦИОННЫЕ ПОДХОДЫ В ПОДГОТОВКЕ ПЕДАГОГОВ

Аннотация. *Рассмотрены преимущества использования инновационных подходов и педагогических условий, связанных с улучшением эффективности подготовки будущих педагогов в сфере профессионального обучения.*

Ключевые слова: *педагогические условия, модель, инновационные подходы, педагог профессионального обучения, эффективность, образование.*

A modern vocational teacher must be economically literate and enterprising, able to rationally use the potential of his knowledge, with developed general cultural and professional competencies. He must be able to make independent decisions in learning, taking into account a variety of pedagogical and economic conditions. In addition, creatively active vocational training teachers who master innovative technologies in education are increasingly in demand[21].

Professional and pedagogical training of a future vocational teacher is a scientifically based systemic process of theoretical and practical training of students at a university, aimed at developing the personal qualities of a teacher necessary to perform educational and pedagogical tasks in accordance with vocational training programs in lyceum and technical schools. It is defined as the process and result of professional training, which combine in an integrated unity: motivational, holding -procedural and professional-personal readiness for the formation of professional competencies of students.

The basis for training a vocational teacher (by industry) is psychological, pedagogical and industrial technological training. In this regard, the problem of their readiness for innovative activities in vocational educational institutions remains relevant. Solving the problem on this issue comes down to identifying the pedagogical conditions of the innovative

[21] I.S. Gavrilova, V.N. Pravdyuk, Experimental assessment of the engineering and technological readiness of future teachers for professional teaching activities // Electronic scientific journal " APRIORI" . Ser. "Humanitarian sciences". 2014. No. 6.

educational environment of the university[22].

It was revealed that, in general, the innovative activities of vocational training teachers (by industry) are aimed at:

ensuring high efficiency of the educational process in a professional educational institution through the development and application of modern pedagogical, production, information technologies, methods of theoretical, industrial and vocational training;

development of advanced content of vocational training through monitoring, analysis of technical, technological, organizational, managerial, social, economic new conditions for the development of society;

effective integration of general theoretical, general professional and special (industry) training, practical training, including those based on interactive technologies;

inclusion in research and creative production activities in order to realize their achievements, in the process of professional training of future specialists;

management of these activities in specific production conditions;

development and improvement of scientific and pedagogical, scientific methodological, production and technical, instructional and technological support for professional industry training;

creation of a modern educational environment of a professional educational institution, ensuring the formation of motivation for learning;

managing the personal and professional development of students through the development of educational blocks, modules that combine educational, practical, production activities, ensuring effective social and professional adaptation, the development of a specialist's personality (business incubators, technology parks, etc.)[23];

mastering modern equipment, organizing industrial training on it;

participation in design, engineering, design, technical, technological developments with the aim of developing a specific production;

increasing students' motivation to study general professional and special (industry) disciplines by intensifying their independent activities using computer technologies;

familiarization with a variety of teaching, monitoring and applied computer programs;

cognitive research of a subject area using the Internet;

expanding the range of methods for self-control of educational and cognitive work of students using a computer;

study and familiarization with computer programs, as applied to creative and scientific research, in the preparation of presentations for coursework and dissertations.

In addition, the theoretical and practical experience of the work of the teaching staff of the Department of Vocational Training and Business of Oryol State University with future vocational training teachers has shown that the more widely the innovative environment of

[22] V.N. Pravdyuk, V.S. Tenetilova, Formation of professional competence of a specialist through educational and entrepreneurial activities // Scientific notes of the Oryol State University. 2010. No. 3(37). Part 2. P.271-276.

[23] V.N. Pravdyuk, Innovative approaches to the preparation of vocational training teachers // Pedagogical science: theory and practice: monograph / ed. V.N. Pravdyuk. Orel, 2014. 136 p.

the university is used, the faster and better the students' need for personal development and improvement of professional pedagogical skills is formed. Skills:

theoretical and practical readiness to master the methodology of professional training in order to successfully complete teaching practice;

create and apply pedagogical, economic, technical or technological innovations in the educational process;

improve knowledge and skills in scientific and pedagogical activities: analyze, observe, develop and apply scientific research methods, generalize, draw conclusions, implement the results obtained in a thesis, strive to improve the level of scientific training in master's or graduate school.

In the process of educational activities, future vocational training teachers are convinced that the development of innovative technologies contributes to the satisfaction of their educational and professional needs: the creation of individual trajectories of personal and professional development; perception and assessment of social, economic, technological and other conditions; self-development of abilities and their improvement; formation of skills for self-realization and professional and career growth.

The socio-professional and scientific-pedagogical environment of Oryol State University, consisting of innovative scientific-educational, scientific-research, scientific-production centers and laboratories that regulate the scientific- theoretical and production-practical aspects of preparing students for innovative activities in a professional educational institution, systematize the course of innovative learning processes at the university[24].

In the course of long-term scientific and practical work, we have developed a theoretical model for preparing a vocational teacher (by industry) for innovative activities in a vocational educational institution. It was developed using the example of training future vocational teachers in the field of " agricultural engineering". The model was developed in accordance with the requirements that ensure the effectiveness of the process of innovative training at a university for vocational training teachers to work in educational institutions:

the formation of professional pedagogical competence, general scientific and subject preparedness, which forms the foundation of the professionalism of a vocational education teacher;

development of the spiritual and moral potential of the future teacher, based on Russian and other national cultures;

development of labor skills, meaningful perception of them as the foundations of a teacher's pedagogical activity in a professional educational institution;

development of creative and organizational qualities that contribute to the unification of the teaching staff and the team of students (students) to solve educational problems;

the formation of the personality of a teacher who professionally possesses basic

[24] S.V. Derepasko, V.N. Pravdyuk, The role of innovative and educational technologies in the preparation of future vocational teachers // News of Tula State University . Pedagogy. Issue 1. 2014. pp. 46-55.

knowledge, skills and abilities in engineering, technological, economic, design disciplines, and methods of teaching them using modern innovative pedagogical technologies.

The model consists of the following blocks [25].

Target block, which defines the purpose and objectives of psychological , pedagogical and engineering and technological training in accordance with the state educational standard;

The content-procedural block contains:

principles of training:

- general didactic: scientific, sequence, continuity, prospects, connection between theory and practice, etc.;
- special**:** adaptation to work in a vocational educational institution, individual work with PMU students of different ages, preparing a future teacher for creative and innovative activities;

stages of training:

- indicative: along with humanitarian, socio- economic , mathematical, and mathematical disciplines, natural science, agricultural and engineering subjects are studied, which subsequently provide the basis for the formation of practical knowledge in technology;
- productive: it is expected to master psychological and pedagogical disciplines that contribute to the development of particular techniques; the study of special disciplines continues; undergoing technological and pedagogical practices aimed at increasing the level of students' readiness to work in a professional educational institution;
- at the prognostic -creative stage of training, independent creative activity of students is enhanced: collecting material and completing coursework and final qualifying (diploma) papers; development of creative projects based on computer technology (electronic presentations);

In addition, the model systematizes the main *approaches* :

- systemic and competency-based approaches are aimed at transferring knowledge, skills and abilities through one's own creative skills and vision, strengthening the confidence of their students in their professionalism after graduation;
- a creative (or creative) approach allows the use of innovative and interactive methods in the educational process (business games, seminars, various types of excursions, etc.), the use of technical teaching aids that develop students' interest in educational and cognitive activities and independent activity;

forms of training: classroom (lectures, seminars, practical classes, discussions, etc.); extracurricular (independent work, field trip, etc.); practice (pedagogical, technological);

pedagogical conditions are key components of the model, these include:

- general pedagogical: taking into account the characteristics of the professional activity of the future teacher; identifying the specifics of a vocational educational institution

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and its influence on the activation of students; development and implementation in the educational process of a university of a model for preparing a future teacher to work in a professional educational institution; taking into account the characteristics of the subjects studied in the professionally oriented education of students; pedagogization of the educational process at the stage of their specialization; identifying and creating integrated topics, sections, courses, in the process of studying various disciplines related to a vocational educational institution, including methods of teaching their fundamentals.

General pedagogical conditions contribute to strengthening and improving the relationship between pedagogical and technological practices, during which students develop a holistic idea of their future profession; development of creativity when teaching technological subjects and teaching methods;

- special pedagogical: taking into account the characteristics of subjects of engineering, technological and economic cycles in the professionally oriented education of students; the relationship between educational pedagogical and production practices that contribute to the formation of students' holistic understanding of their future profession; implementation of pedagogical conditions under which special technological knowledge, skills and abilities are formed **.** Under these conditions, the characteristics of subjects in specialties are taken into account in the professionally oriented education of students and innovative conditions[26].

The implementation of innovative approaches to teaching occurs in accordance with the dynamic nature of the vocational teacher training model.

The performance-evaluation block contains: *criteria:* motivational, cognitive, personal - activity ; and *indicators:*

- willingness to build training based on advantages and features;
- the ability to develop tasks of varying levels of complexity for students' independent work; draft textbooks with elements of modern educational technologies;
- readiness to forecast and analyze innovative processes in the industry;
- readiness to solve innovative design, engineering, technical, technological problems;
- readiness to conduct consultations on issues of innovative processes in the industry.

result: the preparedness of the future teacher to work in a professional educational institution using innovative technologies.

In general, innovative training of a vocational teacher is a complex and systematic process. Students consolidate and deepen their knowledge and skills, which allows them, on the basis of interdisciplinary connections, to expand their scientific and creative activities in accordance with the requirements for their future profession.

The main idea of training future vocational teachers expresses the need to orient

[26] V.N. Pravdyuk, S.V. Derepasko, S.I. Maslov, Modern approaches and pedagogical conditions in the preparation of a vocational teacher // News of Tula State University . Humanitarian sciences. Issue 1. Part 2. Tula: Tula State University Publishing House . 2012. P.63-67.

students towards innovative pedagogical, innovative and technological activities in an educational institution.

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