Using Foreign Experiences in the Training of Future Teachers

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Abstract:

The article presents ideas for the development of design skills for future teachers. At the same time, opinions were expressed on the development of creative activity in the preparation of teachers for the project activities of the educational process, the system of pedagogical and psychological trainings aimed at the effective organization of the educational process, the use of interdisciplinary integration in the development of the educational process, the formation of creative thinking of students, the use of personality–oriented problem-based educational technology based on neuro-linguistic programming.

Keywords: Project, thinking, educational process, integration, model, method.

INTRODUCTION

The world's leading scientific centers and higher education institutions for improving the preparation of future teachers for design activities, including England (Centre of increasing to pedagogical qualification on base Manchesters university), USA (Princeton university), USA (Association for Educational Communications and Technology – AECT), Germany (Rheinische Friedrich–Wilhelms–Universität Bonn), South Korea (Seoul National University, Puchong University, Yonsei University, Sungkyunkwan University, Pohang University of Science and Technology, Pusan National University, Chonbuk National University) , Russia (Education Academy), France (University of Strasbourg), Japan (Miyagi Pedagogical University) are conducting research.

In the world's leading higher education institutions, research is being carried out in the following priority directions for the design of the educational process: improvement of the pedagogical mechanisms of the organization and management of the educational process on the basis of diagnosis and correction; improving students' creative activity; development of mechanisms for the formation of the skill of designing the educational process; integration of the teacher's and

student's abilities in the lesson, preparation for activities, etc.

Designing activity is the activity of a teacher, programmer, psychologist, designer, etc., who knows well the methodology of teaching a subject. The teacher determines the purpose, means, and results of education, taking into account the content and characteristics of the subject he teaches [1].

Stages of project implementation, tasks to be solved by students, student activity, teacher activity, forms and methods of teaching

1. Research and problem analysis: choosing a project topic, project planning, information about the project topic, discussing the problem, formulating tasks with the teacher and peers, improving and analyzing data, setting goals and choose an action plan, conduct research, motivate students, identify a problem for the participants and organize its discussion, explain project goals, control, give advice, organize a conversation about the problem, story, advice, independent work , excursion.

2. Search for a project solution.
- study options offered by students;
- choosing alternative options to solve the problem;
- economic efficiency (interdisciplinary or interdisciplinary integration);
- choosing the main solution;
- work with information;
- synthesis and analysis and evaluation of ideas;
- perform graphic work;
- discuss proposals related to the problem;
- helps in choosing solutions;
- advice;
- recommends;
- to talk;
- discussion;
- "brainstorming";
- morphological analysis;
- TRIZ;
- role-playing game;
- independent work

3. Preparation of a plan for the implementation of the teacher's and student's activities during the lesson, implementation of the project.
- choosing the necessary equipment for the lesson;
- execution of planned tasks;
- current quality control;
- exercise;
- independent work;
- practical work

4. Final quality assessment stage.
- process analysis
- results project execution;
- self-analysis;

- evaluation of results;
- defense is organized on the problem;
- participates in students' debates about the problem;
- a role-playing game is organized during the lesson;
- simulation and activity game.

Designing is carried out on the basis of interactive methods of "ART" (visual, kinesthetic), "Coaching" (solving problematic situations), "Fallstudy" (analysis of concrete situations) aimed at increasing motivation, "Synectics", "VARK".

"VARK" method is a method that aims to teach educational material using visual, audio-visual and kinesthetic capabilities of students. It includes teaching using a variety of materials: visual aids, slides, sound blanks, and various games. Audialists prefer to listen to the teacher's explanations in order to remember their speech and learn the material through it.

"Active teaching methods are organized based on such games. Each game can last from a few minutes to more, and can involve from two children to ten students. For example: "business games" or "management" games are aimed at creating knowledge and skills" [2]. "Business games" serve to improve the professional qualities of specialists.

"Computer business" games, as a complex of such psychological situations, the participants of the game have the opportunity to be both a participant of the game and an observer at the same time. Business games in a broad sense simulate management decision-making in various production situations. The conditions of this game can be played among a group of people in the mode of communication with the computer.

Business games are "one of the methods of active teaching, it is a method aimed at interpreting this or that situation of the student in the form of a game in order to correctly understand the real object being studied" [3].

Business games, as a widespread game method, require access to certain images and experience the emotions characteristic of that image. During the production process of this game, it creates a basis for showing oneself as a person who easily engages in free communication, a knowledgeable specialist.

"The main aspects and specific features of the adopted management decisions are shown, in which the important decisions that have a great economic effect are highlighted. The risk-taking business acumen of the leaders of the gaming groups is taken into account in determining the overall score of the group, and tips are given to eliminate the shortcomings. Advice on the organization of the educational process based on the results obtained from the business game" [4] is offered.

Signs of business games: "the model and existence of the management object and environment, the existence of roles, the difference in the goals of the roles in decision-making, the interaction of the participants, the existence of a common goal, the development of decisions as a team, implementation of the system of decisions during yin, multiple options of decisions, management of emotional tension, individual evaluation of the game participants by the team".

In the game, tasks such as developing the future teacher's communicative qualities, intellectual ability, intelligence, and decision-making are set.

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