



DESIGN OF INTEGRATIVE-MODULAR TRAINING

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ABSTRACT

The article discusses the readiness to implement integrative-modular learning at school is a personal and professional quality of the future teacher, characterized by the presence of motives, cognitive attitude to innovation and the formation of skills 14 and skills of working in the mode of integrative-modular learning.

KEYWORDS

Teacher, education, module, modular training, integrative-modular training.

INTRODUCTION

Integrative-modular training (IMO), from our point of view, is training based on the laws of integration processes used in the implementation of relatively complete information nodes of the content of education. It includes motivational and target components, the leading principles of the implementation of learning technology, special methods of designing the content of learning, a system of tasks and exercises for constructing didactic materials, a rating system for monitoring personal educational achievements. One of the essential

characteristics of IMO is its construction "from the result", which is represented by a promising model of the student's personality.

The main results and findings

The design scheme of integrative-modular training (at the technological level) can be represented by the following components (see Fig. 1).

Note that integrative-modular learning is a system whose essential aspects and properties are not

reduced to the properties of its parts. When a system breaks down into its component parts, it loses its essential features.

As our research has shown, despite a number of undoubted advantages, integrative-modular training is not actively implemented in pedagogical practice.

According to the data of the ascertaining experiment, 98.5% of the total number of teachers surveyed (79 people) are aware of the effectiveness of IMO and highly appreciate its didactic capabilities, but only 23% of them are able to work in the system of integrative modular training. Teachers single out the main reason for this

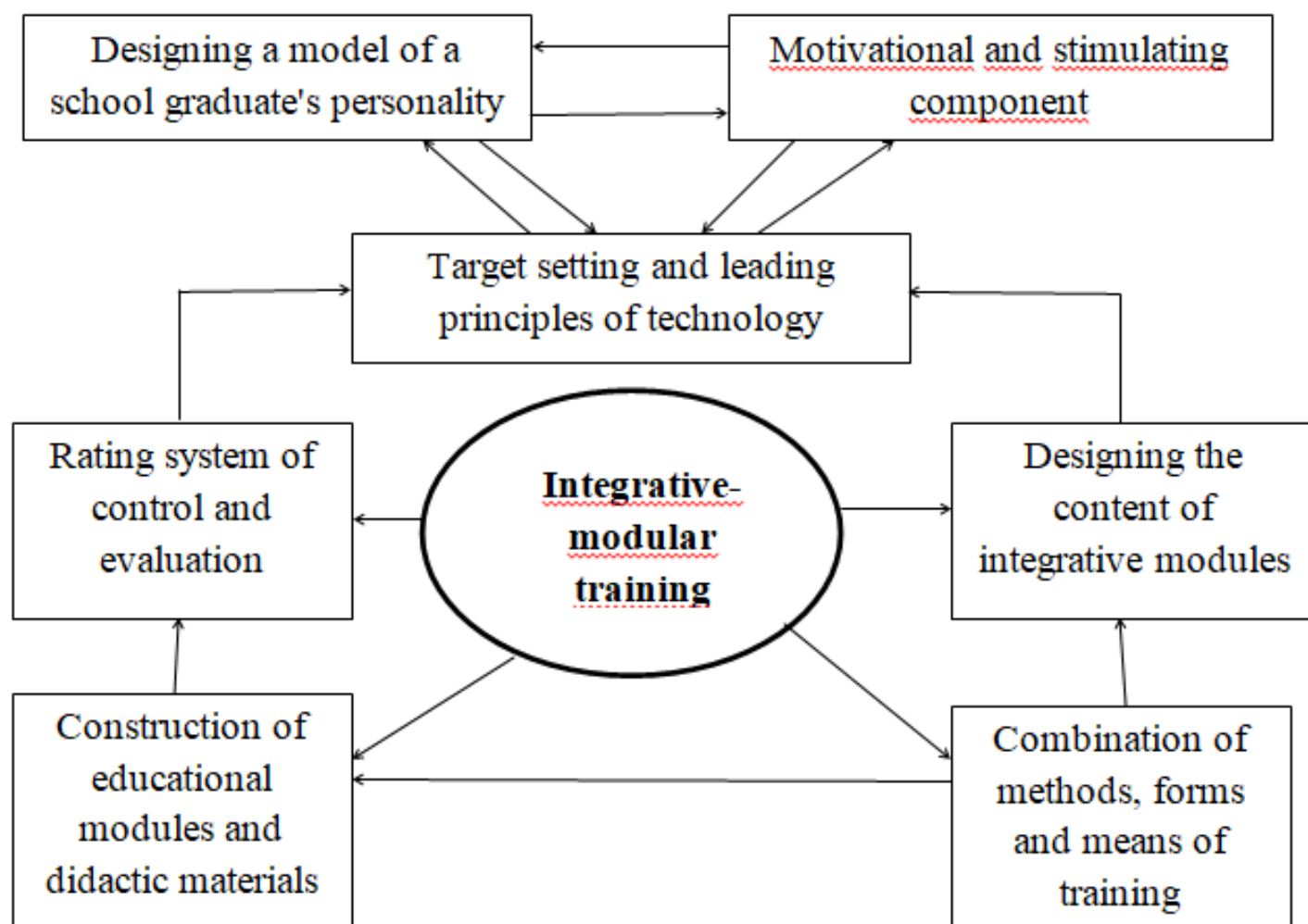


Fig. 1. The design scheme of integrative-modular training (at the technological level)

situation: the lack of a system of special training of future teachers in the pedagogical university to work in IMO mode at school.

Designing the process of formation of the future teacher's readiness for the implementation of IMO at school, in our research we proceeded from the fact that in addition to creating a conceptual model, technology and conditions for the effectiveness of this process, students' moral qualities and beliefs should be formed, speech, thinking, interests, abilities should be developed.

In addition, we took into account the fact that knowledge about the essential and criteria characteristics of the future teacher's readiness to implement IMO in school must be presented through the prism of the following categorical series: motive, education, activity, skill, skill, each element of which corresponds to the main levels of analysis. At the first level of analysis, the readiness of the future teacher to implement IMO in school is considered in conjunction with the basic principles of modern education as a complex differentiated integrity; at the second - as one of the characteristics of professional activity; on the third - as a personal and professional quality of the future teacher.

This approach allows us to form ideas about the essence and internal characteristics of the future teacher's readiness to implement IMO in school, moving from the levels of phenomenological description to the construction of its theoretical model and mechanisms of functioning. At the same time, the formation of an idea about the essence and criteria characteristics of the future teacher's readiness to implement IMO in school requires an appeal to the method of modeling the phenomenon under study.

In this regard, we proceeded from the fact that the definition of the content of readiness and implementation of IMO in school implies mandatory reference to a number of special principles to substantiate its essence. Among them are the principle of organizing the future teacher's readiness to implement IMO at school; the principle of integrating value-motivational and subjective factors of the future teacher's readiness to implement IMO at school; the principle of unity and difference between pedagogical, psychological and methodological understanding of the essence of the future teacher's readiness to implement IMO at school; the principle of system-structural certainty of the future teacher's readiness to implement IMO in school; the principle of the constancy of the future teacher's readiness to implement IMO in professional activity and the measure of the possibility of mastering it.

In addition, as our research has shown, in order to ensure the professional and value orientation of the formation of future teachers' readiness for the implementation of integrative-modular education) At the same time, it is necessary to form their motives and cognitive attitude to innovative activity against the background of professional reflection of their own activities when mastering the theory and practice of IMO. Special emphasis should be placed on the procedure for the formation of skills and abilities for the implementation of IMO in school.

Our research has shown that in the structure of the future teacher's readiness for the implementation of integrative-modular education at school, the motivational coordinate and cognitive attitude to innovation are the leading ones. Ego allows us to imagine readiness as a state of consciousness, and the very activity of implementing PIMO in school - conscious.

Let's highlight one more important feature. The implementation of integrative modular education at school is impossible without an analysis of the holistic pedagogical process, carried out in line with professional reflection. Reflection blocks the movement of thought according to previous patterns, turns consciousness on itself, forces it to be constantly updated.

CONCLUSION

Thus, readiness for the implementation of integrative-modular training at school is a personal and professional quality of the future teacher, characterized by the presence of motives, cognitive attitude to innovation and the formation of skills 14 and skills of working in the mode of integrative-modular training. It (readiness) is formed under the condition that the future teacher develops motivational, emotional-1 (personal, cognitive, operational, reflexive spheres of personality.

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