About Preparation of Future Teachers for Application of Innovative Study Technologies

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Abstract: The authors of this article presented the result of the conducted research on the training of future teachers to use of innovative technologies in school process. During the research work were summarized the concept of "innovative pedagogical technology", studied theoretical and practical aspects of training future teachers to the use of innovative pedagogical technologies, worked out the model of preparedness of teachers to innovative pedagogical activities, worked out and tested elective course "Foundations of Modern Pedagogical Technologies" for students in pedagogical specialties.
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1. Introduction

In the modern education are updated educational processes: are offered new content, new approaches, new pedagogical mentality, and this process goes with the great changes in pedagogical theory and practice [1]. In Kazakhstan the new educational system is in making, it is directed toward the entry into the common world educational space [2]. The educational content is enriched in new procedural skills, the creative solution to the problems of science and practice with the accent for the individualization of educational programs, increases the role of pedagogical science in the creation of study technologies [3].

In education of Kazakhstan is proclaimed the principle of variability, which gives the possibility to the teacher-training teams to choose and design the educational process on any model they like, including their author's. The problem of the new educational technologies introduction, the huge experience of the pedagogical innovations of author's schools and teacher-innovators constantly require generalization and systematization. In these conditions the teacher needs to be guided in a wide range of modern technologies, ideas and the directions [4].

2.Methods.

General scientific methods of theoretical research (the analysis, synthesis, interpretation, comparison, classification, an induction, deduction, abstraction, generalization, modeling, etc.), set of empirical methods (supervision, conversations, interviewing, questionnaire, reviewing, pedagogical experiment), statistical methods (the quantitative and qualitative analysis of skilled experimental data) were used during the research work. The research was done in the pedagogics, psychology and social work departments of Sh. Ualikhanov Kokshetau State University.

3. Main part.

During the conducted research scientific justification and experimental check of theoretical and practical bases of professional training of future teachers to application of innovative pedagogical technologies was executed: is generalized the concept of "innovative pedagogical technology", are studied theoretical and practical aspects of training future teachers to the use of innovative pedagogical technologies, is worked out the model of preparedness of teachers to innovative pedagogical activities, is worked out and tested the new elective course "Foundations of Modern Pedagogical Technologies" for preparation of future teachers for application of innovative study technologies.

Research took place in two stages. At the first stage the relevance of the research problem and the degree of its elaboration was studied, the purpose and tasks, object and subject of the research were defined, the research hypothesis was developed, the methodological base of the research, its theoretical and practical significance were detected. Further theoretical research of the problem, the analysis of scientific and pedagogical, psychological and methodical literature, development of the materials promoting the solution of the studied problem, stating experiment were carried out. At the second investigation phase forming experiment, check of efficiency of scientific development for the effective solution of a studied problem, the analysis and generalization of results of pedagogical experiment were made. The reliability of the received results was

provided with application of the methods corresponding to an object of the research adequate to tasks, carrying out experimental work, a combination of the quantitative and qualitative analysis of its results.

During the research we relied on the definition of pedagogical technology given UNESCO: the pedagogical technology is a system method of creation, application and the organization of all process of teaching and assimilation of knowledge taking into account technical and human resources and their interaction, putting the task optimization of educational forms [5]. Understanding pedagogical technology as the description of achievement process of planned results of training, we generalized the characteristic of this concept as nowadays in pedagogics idea of unity of substantial and procedural components of educational system was approved: purposes, maintenance, methods, forms and tutorials [6]. The pedagogical technology is connected with educational process - activity of the teacher and the pupil, its structure, means, methods and forms. The technology of training can be presented the following interconnected set of elements [7]: pupils, teacher, training purposes (the general and private), content of training, means of pedagogical interaction, organization of educational process, teaching result. Besides, each pedagogical technology has to be guided by a certain scientific concept, has to possess all signs of system, has to be effective by results and optimum on expenses, has to be applicable in other educational institutions, has to assume a variation means and methods for the purpose of correction of teaching results [8].

Requirements to high-quality assimilation of knowledge steadily grow, respectively it is necessary to update constantly tools of pedagogical influence [9]. For preparation of future teachers researches on innovative pedagogics in which questions of development and approbation of new study technologies are importance [10]. The modern teacher has to not only be able to teach the subject, but also to own innovative technologies, to apply them creatively in concrete educational area. In these conditions there is a problem of preparation not just a teacher owning new technologies, but a researcher, an innovator and an experimenter capable to creative searches, to critical evaluation of the pedagogical material, capable to adaptation in innovative educational space and continuous updatings in study technologies.

The purpose of teachers preparation to innovative technologies application is formation of readiness for this kind of activity. Preparedness of the teacher for innovative pedagogical activity is complex integrative professionally significant quality of the teacher's personality which essence is made by system of special professional knowledge, the skills providing success of activity realization on innovative technologies application in teaching and educational school process. Such understanding of preparedness of the teacher to innovative pedagogical activity we based on teachers preparation process modeling to innovative technologies application of training. In working out this model we allocated its following components: motivational - target, substantial and procedural - administrative. The motivational - target component includes enthusiasm of the teacher for innovative pedagogical activity, aspiration to improvement of pedagogical knowledge and abilities, creative approach to the solution of problems in education. The substantial component is presented by such indicators, as possession of innovative educational technologies, ability to carry out optimum selection of the most effective methods and forms for technologization of teaching pupils. The procedural - administrative component includes the organization of innovative pedagogical activity, management of teaching process and education of pupils, correction of their results.

For formation of preparedness of future teachers to innovative pedagogical technologies application in experimental conditions the elective course "Foundations of Modern Pedagogical Technologies" was developed and introduced in educational process of higher education institution. The course promoted need satisfaction of future teachers in professional knowledge, to their deepening and expansion in connection with the increased role of technologization of training, provided improvement of their professional training. It was promoted also by various forms of carrying out studies, systematic and purposefulness of future teachers working of mastering of the elective course content, their involvement in carrying out seminars, discussions and practical training on innovative pedagogical activity.

4. Conclusions.

By results of the conducted research it is possible to draw a conclusion that process of preparation of future teachers to innovative pedagogical technologies application can be made more effective if practically to realize scientifically reasonable model of preparedness of future teachers to innovative pedagogical activity with introduction in educational process of higher education institution the elective course "Foundations of Modern Pedagogical Technologies". Results of research can be used in teaching and educational process of the higher and comprehensive school.

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