

THE PEDAGOGICAL CONCEPT OF STUDENT TRAINING TOWARDS STRATEGIC ACTIVITIES

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Annotation: The pedagogical concept of preparing future teachers for educational activities is an integrated, structured and purposeful system of knowledge about the preparation of future teachers of professional education for educational activities, which comprehensively and fully reveals its content. The structure of the pedagogical concept being developed includes: general provisions, theoretical and methodological foundations, conceptual and categorical apparatus, content and semantic content and the core of the concept.

Key words: pedagogy, concept, strategy, training, activity, future teacher, professional training, structure, system.

One of the problems of modern professional pedagogical education is the lack of a theory of training future teachers of professional education to carry out educational activities. This theory should become the basis for building a scientifically based process of such preparation of future teachers of professional education for the implementation of educational activities. Within the framework of our research, the theoretical basis of the training strategy being developed is the concept of preparing future teachers of vocational training to carry out educational activities as a system of ideas and principles that is built taking into account the specifics of the educational process and the socio-psychological portrait of students in pedagogical educational organizations (VET).

In order to develop the author's scientific concept of training future teachers of professional education to carry out educational activities, we analyzed the views of various authors on this problem [1; 2; 3].

First, let's define the content of the term "concept". In pedagogy, the concept is considered as a system of ideas, views, targets, and priority areas of educational activity [194].

E.V. Yakovlev and N.O. Yakovleva interpret the concept "as a set of key provisions comprehensively and fully revealing the content, features and essence of processes and phenomena, their existence in reality and in practice" [4].

In accordance with modern scientific concepts, the term "Pedagogical concept of preparing students for strategic activities" means an integrated, structured and purposeful system of knowledge about the preparation of future teachers of professional education for educational activities, which comprehensively and fully reveals its content.

The necessity and relevance of our concept of training future teachers for educational activities in VET is determined by the following external and internal factors determined by the educational environment and society.

External factors include:

– the general situation of uncertainty both in the global and in our community, forcing teachers to adapt to the constantly changing conditions of the educational environment;

- the depth, scale and complexity of the transformations taking place in our society, the transformation of value orientations, the decrease in the importance of educational activities in the educational process, the increase in the number of stressful and stressful situations in the activities of teachers;
- inconsistency of values, norms and ideals in society, family and VET and, as a result, contradictory requirements for young people, the lack of a unified system of views on VET as an educational system, taking into account its professional orientation;
- modernization of higher education, increasing the requirements for the personal qualities of teachers (communication skills, emotional intelligence, stress tolerance, self-motivation, etc.);
- development of the concept of "soft skills" in Russian pedagogical science, awareness of the fact that educational activity is the leading form of formation of these skills among students;
- the need to coordinate the content of the changes taking place both in the educational activities of teachers in VET and in the process of their professional training for this activity at a pedagogical university;
- changing the design of educational reality through the introduction of active methods of preparation for educational activities into the educational process (trainings, coaching technologies, cogniton, hackathon, foresight session, visionary lecture, etc.), new educational formats that support the future teacher's lifelong self-improvement;
- changing the prevailing view of education in the pedagogical environment as a stable and conservative phenomenon by looking at this phenomenon as a dynamic system;
- insufficient attention from the scientific community to the problems of education in VET and the preparation of future teachers for it;
- the need, declared by the state, to strengthen the educational function in VET, to create cultural centers on their basis, the key task of which is the spiritual, moral and professional education of young people in order to assimilate the values and ideals of future professional activity.

Internal factors include:

- new requirements for the educational activities of future teachers: the need to use distance learning technologies, the implementation of a pedagogical paradigm focused on inclusive education, the importance of developing "flexible skills" among students, active digitalization and the widespread introduction of a virtual educational environment focused on learning, in which there is no room for the process of education and others .;
- changing the institutional core of higher pedagogical education and increasing the importance of educational activities in it;
- inclusion of emotional intelligence, stress tolerance, self-motivation, reflexive and predictive skills into the set of professionally important qualities of future teachers, which, within the framework of the system we are developing, are important components of the readiness of future teachers of vocational training to carry out educational activities.;
- the need to compensate for the shortcomings of family education in the course of educational and extracurricular educational activities in VET, to prevent manifestations of deviant and addictive behavior in students;
- the importance of carrying out professional socialization of students in the course of educational activities in order to find personal meaning in their chosen profession;

– the tendency in VET to abandon types of education and forms of their implementation that require significant material costs, students' dissatisfaction with the organization, methods and forms of educational activities;

– insufficient attention in the educational process of VET to the resources of self-education, which contribute to the formation of independence, creative and social activity;

– emotional burnout and professional deformations of teachers as key problems of their professional activity.

The main sources of creating a pedagogical concept for the preparation of future teachers for educational activities in VET are:

– *the tendency to increase the role of education in the educational process, reflected in regulatory documents and conditioned by the objective needs of society for teachers who are able to successfully carry out educational activities with a diverse contingent of students, including in a complex emotional environment;*

– *the results of the study of the problem of preparing future teachers for educational activities in VET;*

– *foreign and domestic experience in the field of training future teachers for educational activities;*

– *practical experience in the field of training future teachers for educational activities in VET;*

– *development and implementation of the concept of "soft skills" in pedagogical science and awareness of the leading role of educational activities in their formation;*

– *the changing functionality of a modern teacher and the increasing demands on his personal qualities (stress tolerance, empathy, emotional intelligence, communication skills, etc.), the need to form both stable and flexible personality traits of a future teacher;*

– *the frequent manifestations of deviant and addictive behavior of VET students in recent years and the need for their correction and prevention through educational influences from the teacher;*

– *the need for professional socialization of students in the course of educational work, the importance of taking into account its professional orientation in the process of preparing future teachers for this type of activity in VET;*

– *the need to transfer the process of education in VET to the plane of self-education and the teacher's lack of preparedness for these changes.*

As a result of studying the scientific literature, we came to the conclusion that the structure of the pedagogical concept we are developing will include the components shown in Figure 1.



Fig. 1. The structure of the concept of training future teachers of professional education to carry out educational activities

The methodological foundations of the concept at the philosophical level were the anthropological approach, the theory of axiological ontology and the spatial approach. The systematic and axiological approaches were chosen as the general scientific basis of the research. The theoretical and methodological research strategy was based on nuclear and contextual approaches. The practice-oriented approach was used as a practice-oriented basis.

The choice of methodological approaches was carried out by us in compliance with the following conditions:

- *to obtain an objective and comprehensive picture of the object under study, it is necessary to use several methodological approaches that complement each other.;*
- *methodological approaches should correspond to the goals and objectives of scientific research;*
- *methodological approaches should not contradict each other.*

Following N.O. Yakovleva and E.V. Yakovlev [4], by the goal of a pedagogical concept we mean a given mental guideline, a structural set of ideas, knowledge, and ideas that ensures the effectiveness of the process or phenomenon being studied.

The pedagogical concept being developed for the preparation of future teachers of professional education for the implementation of educational activities is a purposeful, functional, dynamic system. Its purposefulness means a clear definition, achievement and verification of the purpose of the pedagogical concept.

The implementation of the concept involves taking into account the specific features of educational activities in VET (professional orientation, pedagogical support for students, professional socialization, etc.) and the potential of pedagogical universities, focusing on the formation of personal qualities of future teachers (empathy, stress tolerance, ability to preadapt, emotional intelligence, etc.) necessary for the successful implementation of their educational activities in VET.

The purpose of the pedagogical concept of training future teachers of vocational training to carry out educational activities is the theoretical, methodological and technological support for the functioning of the strategy for preparing future teachers of vocational training to carry out educational activities as an integral pedagogical process that ensures the readiness of future teachers for this activity.

Based on the research of a number of scientists [5; 6], we came to the conclusion that its decomposition is required to achieve the goal (Figure 2).

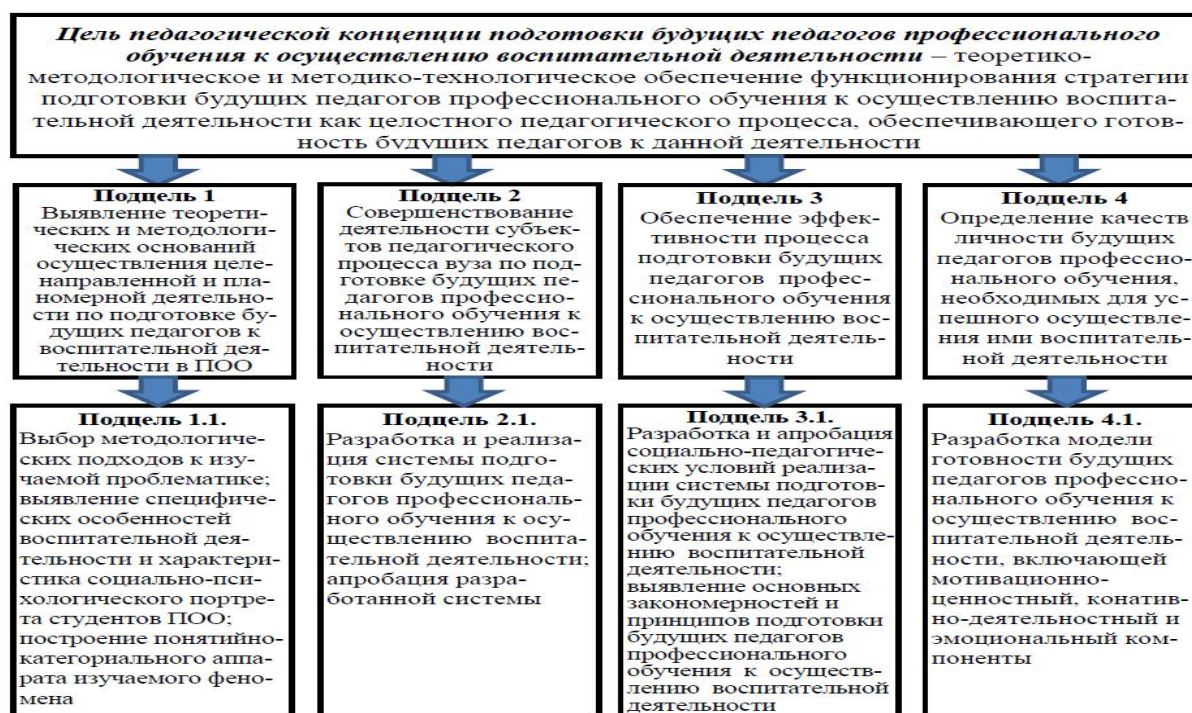


Fig. 2. Decomposition of the purpose of the concept of training future teachers of professional education to carry out educational activities

The main objectives of the concept of training future teachers of professional education to carry out educational activities are:

- to determine the theoretical and methodological basis for preparing future teachers for educational activities in VET, the consistent formation of personal qualities of the future teacher necessary for the successful implementation of this activity;
- providing a unified interpretation of the concepts included in the conceptual and categorical field of the pedagogical concept;

- implementation of purposeful pedagogical activities aimed at preparing future teachers of professional education to carry out educational activities using interrelated methods, forms and means of education;
- ensuring the effectiveness of the implementation of the model of readiness of future teachers of vocational training to carry out educational activities through the identification of relationships between the main components and actions;
- increasing the prestige of the teaching profession by preparing future teachers for educational activities, forming the qualities of their personality necessary for successful implementation in the profession.

The conceptual and categorical framework of the concept of training future teachers of vocational training to carry out educational activities reflects the interpretation of the terms used within the framework of the concept, as well as the relationship between them in accordance with the leading idea of the concept.

The limits of the concept's applicability make it possible to "define the scope of its effective functioning and development, which will ensure an unambiguous understanding of its content." The boundaries of applicability also reflect the objects of the concept's application and make it possible to predict its use in various fields of knowledge.

Based on the essence of the phenomenon of training future teachers of professional education to carry out educational activities, we refer to the limits of applicability of our concept:

- objects of application of the system of preparation of future teachers of professional education for the implementation of educational activities, which are covered by the developed concept;
- features of the educational activity of the future teacher as a subject of the educational process in VET;
- the achieved level of scientific development in the field of educational activity and preparation for it from the standpoint of systemic, axiological, nuclear, contextual and personality-oriented approaches.

The limits of applicability of the concept being developed are rather arbitrary and unstable, they depend on the development of the concept itself, the social and economic situation in society and education, changing requirements for the effectiveness of educational activities of teachers and for the professional and personal qualities of VET graduates.

Summing up, we note that the pedagogical concept being developed does not pretend to be complete and unchangeable, it is quite dynamic, since the system of training future teachers of vocational training to carry out educational activities is focused on improving this process.

Thus, within the framework of this article, the general provisions of the concept, its regulatory and legal basis are disclosed, the theoretical and methodological foundations and the limits of applicability are characterized, that is, a theoretical understanding is given of the concept of preparing future teachers of vocational training for educational activities and the possibilities of its practical implementation.

Summing up, we note that the concept of training is considered by us as an integral part of the strategy being developed for future teachers of vocational training to carry out educational activities, it is aimed at a comprehensive and complete disclosure of the content of this process. The strategy exists in the form of a concept, is considered as a long-term plan for preparing future teachers for educational activities in VET and requires the creation of a special educational environment at the university.

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