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CONCEPTUAL FACTORS OF FORMING THE CONTENT OF TECHNOLOGICAL PREPARATION OF PRIMARY SCHOOL FUTURE TEACHERS

In modern conditions it is very important to take full account of new requirements for teachers' training, including a new generation of specialists with competitive level of skills, which should to orientate not only in the typical pedagogical situations, but also to organize the educational activity of younger pupils on the base of purposefull, methodically correct using of concepts by personality oriented competence education. Such changes are the important means of innovational renewing of the national system of pedagogical education, as they are directed of future primary school teachers on the professional activity in the new conditions of school field development. Transition of general secondary education to single in duration primary school that has variative nature and at the same time aims to provide the study of all pupils on the level of requirements of State standards of general primary education determines the entirely new requirements to preparation of future specialists. The researchers of the ability of young primary school teachers to independently carry out their professional activity indicates about bad readiness to use substantive and general teaching technologies in real educational process.

The analysis of scientific works, legal documents and experience of training of future primary school teachers for pedagogical activity in new conditions of professional education has shown the actuality of the problem and necessity of its researching. In particular, unresolved remain contradiction between the following factors: the necessity of grounding new approaches to modernization of higher pedagogical education and its underestimation in professional training of future teachers; the need of purposefull technological training of primary school teachers and the lack of it, in the part of educational process in pedagogical universities; the integral nature of teacher's work at primary school and a clear distinction between teaching courses on pedagogy, didactics and subject teaching methods in universities, that complicates the integrity of forming of professional competence; important scientific achievements from some aspects of professional training of future primary school teachers and absence of theoretical and experimental grounding of the system of their technological training; growth requirements to pedagogical preparation of specialists in conditions of modernization of school education and lack of scientific researches, regulatory and teaching-methodical support of this process.

The purpose of the article is to grounded conceptual basis of forming the content of technological training of future primary school teachers.

The developed conceptual factors of forming the content of technological training is a basis of creation the system of training and can be successfully used by teachers during mastering of general-pedagogical and didactical-methodological disciplines.