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**ORGANIZATIONAL-PEDAGOGICAL CONDITIONS OF
PREPARATION OF FUTURE TEACHERS IN THE CONDITIONS OF THE
MASTER TO THE DESIGN OF LEARNING TECHNOLOGIES**

The article notes that the preparation of future teachers to the design and creation of conditions for the acquisition of experience designing activity is one of the important tasks of modern pedagogical education. It is determined that the psychological mechanism of adaptation to the special creative activity, which is in our case the design of technologies, contains personal tools that are used in interaction on a personal level and self-adaptation of the subject of study: the paper deals with the logic of development of design creativity, there is a need to build the objectives of the joint activity of all participants of educational process, sets forth requirements for the content of the educational process aimed at the development of knowledge and skills required for the design of learning technologies. When the educational process is justified ways of enabling students to become agents of planning, organization, implementation and evaluation of the process of improving their own design culture.

Training masters is considered on the example of the implementation of educational course "Psychological and pedagogical basis for the design of educational technologies", whose tasks: 1) to improve the skills of logically related to technological thinking of future teachers; 2) to increase the level of technological competence of students by improving the practical skills of design and technological skills; 3) to help future teachers to form the ability to justify the choice of a particular technology education and the probability of its testing in the educational process in secondary schools.

Distinguished personality-oriented moments in the classroom when introducing a course on the design of learning technologies. Describes psycho-valued logic model training for students who have not realized the domestic needs in designing activities; discusses ways of creating conditions in the learning process for individual, creative, educational research and professional skills of future teachers.

Outlines directions of preparation of future teachers to design learning technologies and describes the complex of organizational-pedagogical conditions of organization of educational process on this problem.