ANALYSIS OF TRENDS IN THE DEVELOPMENT OF CONTINUOUS PROFESSIONAL TRAINING OF INFORMATICS TEACHERS

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Abstract:
In the article, the analysis of scientific methodical and practical literature on the development of the professional training of informatics teachers provides information about the problems and solutions of improving the system of training of informatics teachers.

Keywords: Personnel training structure, primary and secondary school teachers, new education policy for pedagogic personnel.

The analysis of scientific methodical and practical literature on the development of the professional training of informatics teachers made it possible to identify the following problems in the main work on improving the system of training of informatics teachers:

- development of the theory and technology of personnel training in the conditions of informatization of modern society (T.V.Dobudko, S.D.Karakozov, I.V.Maruseva and others).
- Development of a methodology and strategy for choosing the content of teaching methods and organizational forms of subjects (V.P.Linkova, A.V.Mogilev, N.I.Rijova, M.V.Shvetskiy and others).
- development of the methodology and strategy for choosing the content, methods and organizational forms of methodical training (I.N.Gosteva, T.V.Dobudko, A.A.Kuznetsov, T.V.Minkovich and others).
- development of personnel training structure and methodical system (T.A.Boronenko, M.P.Lapchik, T.K.Smikovskaya, M.V.Shvetsiy).
- development of educational and training methods and organizational forms that correspond to the tasks of student personality development (I.N.Gosteva, YE.V.Pogodina, N.Y.Paxomova, N.L.Dashnits).
- development of methodological tools for preparing future teachers for the implementation of specialized education (A.S.Zvyagina, E.Y.Yakovleva, I.B.Gosudarev and others).
- development of a strategy for choosing the content, methods and organizational forms of training future teachers in the use of computers and teaching informatics in elementary grades (L.L.Bosova, G.G.Brusnitsina, S.A.Zayseva, O.V.Sinyavina and others).

Noting the undoubted importance of the scientific-research works conducted in this direction, it should be noted that the current structure and content of personnel training does not fully meet the requirements of the new educational standard and modern concepts of computer science education; educational programs are not flexible enough and lack continuity; insufficient attention is paid to the development of the student's personality, preparing them for the implementation of person-oriented and synergistic approaches in computer science education; issues of formation of knowledge and skills in teaching informatics in primary and upper grades of the school are not sufficiently developed, etc.

The modern organization of the training of informatics teachers allows to correct some shortcomings in the training of future teachers in pedagogical institutions of higher education, to provide teachers with the necessary knowledge and skills in the context of the development of informatization of

education, informatics science and the school informatics course. skills, but the course programs do not cover the entire spectrum of issues necessary for teacher training.

The analysis shows that the following development trends can be identified in the training of informatics teachers in our country:

- In connection with the establishment of the courses "Introduction to the profession of computer science teacher" (T.V. Dobudko) and "Introduction to the profession of teaching", career guidance activities aimed at increasing the prestige of the teaching profession are being activated;

- deepening and expanding the content, choosing methods and organizational forms of teaching subjects (V.P.Linkova, A.V.Mogilev, N.I.Rijova, M.V.Shvetskiy and others), improving the training of teachers in the field of computer science teaching methodology (I.N.Gosteva, T.V.Dobudko, A.A.Kuznetsov, T.V.Minkovich and others), development of personnel training structure and methodical system (T.A.Boronenko, M.P.Lapchik, T.K.Smikovskaya, M.V.Shvetskiy and others), development of the theory and technology of personnel training in the conditions of informatization of modern society (T.V.Dobudko, S.D.Karakozov, I.V.Maruseva and others) programs for the training of informatics teachers are being improved;

- development of personnel training structure and methodical system (T.A.Boronenko, M.P.Lapchik, T.K.Smikovskaya, M.V.Shvetskiy and others), development of methodological tools for preparing future teachers for the implementation of specialized education (A.S.Zvyagina, E.Y.Yakovleva, I.B.Gosudarev and others), selection of the content, methods and organizational forms of preparing future teachers for computer science teaching in elementary grades (G.G. Brusnitsina, S.A. Zayseva, O.V. Sinyavina and others) continuous training on the multi-level system of computer science teaching at school The structure and content of the file is being developed;

- design of elective courses in computer science by students (A.S. Gosudarev, E.Y. Zvyagina and others), independent work in connection with the scientific research work of students during pedagogical practice (Novgorod region, Borovich Pedagogical College) and others, More effective conditions are being created for learning self-education and self-discipline skills.;

- as a result of preparing future informatics teachers to use active learning methods (Y. V. Pogodina's "Innovative Technologies in Education" competition course); taking into account the psychological, pedagogical and age characteristics of students (T.K. Smikovskaya), developing the theoretical and methodological foundations of designing the "teacher's methodical system" (Gatchinsky Pedagogical College), developing the creative abilities of teachers, their logical thinking, psychological and the content and methods of education aimed at solving the problems of developing the student's personality and preparing him for the development of the student's personality at the expense of forming the necessary knowledge taking into account hygienic features (training courses for teachers in Krasnoyarsk) and others and organizational forms are being improved.

- taking into account the specialization and personal preferences of teachers, the content of teacher training in terms of levels of complexity in connection with differentiation, the use of methods of mutual cooperation (O.V. Sinyavina), professional development for teachers, for teachers providing the opportunity to choose a pedagogical platform for the use of generalized work experience (Krasnoyarsk), preparing for the implementation of programmed educational opportunities, using modern pedagogical systems and pedagogical technologies (North Ossetian State University in

Vladikavkaz and the Republican Institute for the Advancement of Professional Education) and others The content of training courses for informatics teachers is being improved.

The training system of computer science teachers, based on the analysis of its development trends, uses active education methods, takes into account the psychological-pedagogical and age characteristics of students, corresponds to the individual components of the person-oriented approach; development of programs is carried out in accordance with the development of computer science, the process of informatization; educational methods are used that help to activate the processes of self-education and self-development of the teacher; we can conclude that the professional interests of teachers are taken into account, which are elements of a synergistic approach. At the same time, there is no targeted training of computer science teachers for the comprehensive use of person-oriented and synergistic approaches.

The analysis of the educational policy of foreign countries and the training of pedagogues for its implementation shows that recently one of the main trends in the development of education in the world is to increase its quality based on the development of the personality, which creates new requirements for the field of teacher training. is putting.

The need to prepare pedagogic personnel for the implementation of the new educational policy led to the adoption of laws and regulations on the restructuring of the pedagogic personnel training system. These documents relate to various aspects of pedagogical education, such as the structure, content, interrelationship with various components, selection of pedagogical educational institutions, professional development.

Pedagogical education reform started in many developed countries primarily affected the organizational structure of educational institutions for teacher training in primary and secondary schools. Most of them have received the status of a higher vocational education school (in France, Germany, England). In some countries, a high school diploma (France, Germany) is mandatory for admission.

In many Western countries, two diplomas are mandatory for future pedagogical work - university preparation and professional qualification. The first one is given after 2-4 years of study and after successfully passing theoretical exams in general education subjects in the field of specialization; the second is practical vocational-pedagogical education. In some countries, university education has become a prerequisite for obtaining a teaching diploma.

It is worth noting that the development of higher education, including pedagogical education, has recently slowed down somewhat due to the general downward trend of state funding. This worries the foreign public, which actively advocates the return of the "golden rule", which states that the best way to finance education, including higher education, is through public funding through tax and non-tax revenues. Knowledge should become public domain. Foreign universities, which are now invited to train teachers, have been striving for this idea throughout their long history. Universities must complete the formation of the human personality, preparing him for citizenship, in which the individual is formed in the interests of humanity, which unites him not only with the family or the city, but also with the whole nation.

Teacher training abroad is carried out for separate types of schools - gymnasium, real and vocational schools, as well as for school stages:

Grades 1-4 - elementary level (Bachelor of ICT);

Grades 5-10 - high school level (ICT specialist);

Grades 11-13 - high school level (Master of ICT).

Primary and secondary school teachers are mainly trained in higher pedagogic schools with a three-year course. Universities and some other educational institutions, as a rule, prepare teachers for gymnasiums, schools of real and vocational education (training period is 4 years). In humanistic teacher training, great attention is paid to the individualization of teaching, in which the curriculum is based on the principle of supporting his personal growth.

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