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Development of professional thinking of a teacher in the process of advanced training

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Abstract. By professional pedagogical thinking we understand an integral, multi-level reflection and transformation in a generalized form of the objective characteristics of the pedagogical process, determined by its goals and objectives, and the personal characteristics of its participants. The term "professional thinking" began to enter practical and scientific use relatively recently in connection with the significant intellectualization of all social work caused by the scientific and technological revolution.

Keywords: advanced training, professional thinking, professional activity, formation of systems thinking.

Introduction

The concept of "professional thinking" is used in two senses. In one sense, this is a high professional and qualification level of a specialist (features of thinking that express its "qualitative" aspect). In another sense, these are features of thinking determined by the nature of professional activity (subject aspect). But most often the concept of "professional thinking" is used simultaneously in both of these senses. This refers to certain features of a specialist's thinking that allow him to successfully perform professional tasks at a high level of skill: quickly, accurately, and originally solve both ordinary and extraordinary problems in a certain subject area. Such specialists are usually characterized as creative people in their professional field, as people who have a special vision of the subject of their activity and are capable of rationalization, innovation, and new discoveries.

This approach to professional intelligence, according to D.V. Vilkeev [2], requires pedagogy to develop special information models for organizing professional training, that is, transferring a system of professionally required knowledge and organizing its assimilation. The goal of this approach is the formation of systems thinking as the ability to see the subject of study from different positions and solve problems related to its mastery creatively, independently, at the level of orientation in the entire complex of connections and relationships. Systematic orientation in the subject is important for solving heuristic problems, with the help of which a specialist can anticipate a possible result and plan to achieve a goal with a significant reduction in the path to it.

The change of educational paradigms, the growing variability of the educational environment, the openness of the educational space, leading to the coexistence of various educational models and technologies - all this quite dramatically changes the idea of what qualities of a modern teacher should be considered truly significant. Such significant qualities of a teacher include professional pedagogical thinking [3].

Literature review. An analysis of psychological and pedagogical literature on the problem of the formation of professional pedagogical thinking allows us to say that a number of mental actions specific to the teaching profession are not formed in the traditional educational process of higher education; the spontaneous development of professional thinking of a future specialist is ineffective (D. V. Vilkeev, 1990, N. V. Kuzmina, 1990, M. M. Kashapov, Yu. K. Kornilov, 2003, L. M. Mitina, 2004, A. A . Orlov, 1995, E. K. Osipova, 1978, etc.).

Main part. Among the reasons for the lack of attention to the problem of developing professional pedagogical thinking are the following:

- the professional thinking of a teacher is not considered by university specialists as one of the system-forming characteristics of an individual and, thus, is not the ultimate goal of teacher training;

- in the teaching of psychological and pedagogical disciplines there is no (with the exception of some universities) a system aimed at developing the pedagogical thinking of students. The isolation of psychology and pedagogy courses from current problems of the educational process at school determines the gap between theoretical knowledge and the skills of using it in practical activities;

- teaching of special disciplines is carried out at the reproductive level, from the standpoint of "pure science" ("if the teacher knows the subject, then he will be able to teach it") and, therefore, does not solve the problems of forming pedagogical thinking;

- the opportunity for student teaching practices is not used to solve the problems of forming a teacher's professional thinking;

- there is no system of teaching methods that would allow active inclusion of pedagogical thinking in the independent activities of future teachers.

As a result, they are unable to creatively apply the knowledge acquired at a university at school when solving various pedagogical problems that arise in the process of training and education. To be ready to work at school means to be able to correctly and timely solve those practical problems that school life poses to teachers and class teachers almost every day. Thus, the professionalization of a teacher's thinking is spontaneous and requires a change in approaches not only in the professional training of future specialists in a pedagogical university, but also targeted work in the system of advanced training for teachers.

In our opinion, attempts to change the education system are mainly organizational and methodological, to a lesser extent content-technological in nature, and do not affect the foundations of existing education. At the same time, the scale, depth and essence of the education crisis require the activation of pedagogical science in the search for answers to the demands of the time, and the main thing in this process is relying on one's own resources.

Education, according to its functions in society, can be viewed from two perspectives:

1) as the reproduction of culture and the norms of activity imprinted in it;

2) as a mechanism for the development of man, people, society as a whole.

The first position is answered by the theoretical ("knowledge-based") model of education, the second by the universal ("competence-based") model. In the first case, education ensures the transmission of cultural and historical experience between generations. Its result is the reproduction in people of knowledge, skills and abilities necessary for the implementation of functions existing in society (cultural, social, economic, etc.). This model of education corresponds to a traditional type of society.

According to another position, education is a mechanism for the development of society, implemented through preparing people for innovative activities through the development of their consciousness. And here education ensures not only the appropriation of cultural and historical

experience by individuals, but also their acquisition of the ability to master and design new types of activities and relationships between people. This idea corresponds to the "competence-based" model of education characteristic of a dynamic society.

If in the first case education is considered as a narrow branch of social practice, then in the second it should be considered as a general form of development of the individual, and through him, society. These approaches correspond to different educational concepts and, of course, specific activity programs. Thus, existing educational practice is mainly focused on the first model. Attempts to reform educational practices through individual innovations introduced from outside do not entail a qualitative change in it or the creation of new types of activities. Past patterns of life, thinking, and culture no longer unambiguously predetermine the prospects for the future life of younger generations. And in this case, educational practice acts as an object of influence.

A necessary condition for the implementation of this task is the "cultivation" of carriers and implementers of the competency-based model of education. Preparing people for innovative activities is possible through the use of the existing personnel potential of educational institutions by "cultivating" new individual and collective thinking in the collective activities of teachers, based on cooperation and mutual learning.

Vocational pedagogical education, which adequately reflects educational policy, closely linking training, advanced training and professional retraining, at present, in the new socio-economic conditions, should reach a qualitatively new level of development. Its essence is to implement the idea of continuity of education based on a personal-activity approach, while three directions of human movement in the educational space are possible:

– improvement of professional qualifications, professional skills without changing the formal educational level;

– progressive ascent through the stages and levels of professional education;

– improvement of professional qualifications associated with changing the profile of education in accordance with the needs and capabilities of the individual, socio-economic conditions in society.

All these areas of professional development of the individual must be provided by a system of advanced training and professional retraining of education workers.

The process of transforming the system of advanced training of educational personnel requires, first of all, the determination of the methodological approach on which it is based.

Today there are two educational strategies:

– education as a process and result of mastering a certain standardized content of education in the form of knowledge, abilities, skills, competencies and competencies;

– education as a continuous process of development, personality formation: the formation of the need-motivational and emotional-volitional sphere, cognitive abilities, socially and professionally important qualities.

The first strategy, according to D. G. Levites, is focused on goals - planned results (training), the second - on vector goals (learning, self-actualization, socialization, etc.) [4].

It is obvious that these two strategies complement each other. The first one, of course, dominates and determines the mission of education. It is the educational process aimed at achieving standard learning outcomes, carried out on the basis of specially designed content and results, assessed according to specific criteria, that makes it possible to manage the quality of education. To implement the first education strategy, there are standards, curricula and programs, forms, methods and means of teaching, as well as methods for assessing learning outcomes.

The implementation of the second strategy, according to E.F. Zeer [6], is both substantively and

technologically undeveloped, educational results are difficult to quantitative and qualimetric (qualitative) control, and are aimed at long-term prospects and solving global educational problems.

Based on the study of the relationship between educational activities and professional development of the individual, we will consider the feasibility of using these models of education at different stages of students' professional training [6].

Conclusion

In the implementation of personally developing technologies for teaching adults, the nature of communication and relationships between students and the teacher becomes fundamentally important. The training is structured so that discussions constantly arise in the group. The listener must be in constant readiness to ask a question to the teacher or other student along the course of the argument. The basis of training is actually dialogue communication not only between the teacher and students, but also between listeners. Adult learning technology involves a combination of a variety of methods of interaction in training sessions, which are based on the individual acquisition and appropriation of knowledge.

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