

PEDAGOGICAL TECHNOLOGY AS THE FACTOR OF INFLUENCE IN SHAPING GRADUATE STUDENTS' READINESS FOR FUTURE PEDAGOGICAL ACTIVITIES

The article defines the notion of readiness for future professional activities as a complex integrated formation that has a complicated structure and requires the development of a system of professionally relevant knowledge and skills and certain professional qualities of personality. It is asserted that the efficiency of development of those professional personal qualities of future teachers and their professional readiness for teaching activities as a whole are determined by peculiarities of their cognitive learning activities in their graduate studies.

The notion of pedagogical technology is specified and it is interpreted as such a design of pedagogical activities in which all actions that constitute it form an integrity and sequence, while teaching and educating envisage the attainment of the required result and are prognostic in their nature. It is asserted that mastering new technologies of teaching requires teacher's inner readiness for serious work of self-transformation. The author emphasizes that the teaching/learning process at tertiary schools is designed in such a way that a polydidactic technology is constructed that unites, integrates a number of elements from various monotechologies on the basis of a certain idea of priority.

The author concludes that graduate students' readiness for future professional activities is determined by peculiarities of their learning activities' organization, peculiarities of pedagogical technology being used, and personal peculiarities of teachers and graduate students.