

ABSTRACTS

УДК 378:37.03

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DEVELOPING DIDACTIC CULTURE OF FUTURE TEACHERS AT MIA EDUCATIONAL INSTITUTIONS: CONTEXTUAL APPROACH TO EDUCATIONAL CONTENT SELECTION

In the article the possibilities of the contextual approach to training of graduate students of MIA educational institutions are substantiated.

According to the author, the main characteristics of the content of the educational process within the contextual approach are modeling not only didactic knowledge of the professional activity in the process of training future teachers but also the socio-professional experience through re-creation of real professional situations.

The author has justified the principles that provide the contextual focus of the content of psychological and pedagogical disciplines in MIA educational institutions. They are the association of theory and praxis principle; the principle of sequential simulation in teaching of the holistic content of professional activities of a specialist; the principle of concentration of educational information; the principle of motivation of simulation-based professional activities; the principle of the problematic character of graduates' educational content at MIA educational institutions; the principle of visualization; the principle of integration and differentiation of didactic knowledge; the pedagogical principle of creativity; the principle of variability; the principle of creating a situation of emotional perception of educational content, etc.

It has been proved that the development and implementation of a contextual approach in the process of graduates' training ensures the formation of a holistic view about the nature and structure of didactics, the understanding of its functions in future teaching.

Key words: training of graduate students, prospective teachers in MIA educational institutions, the educational content, didactic culture, the contextual approach.