

## THE MODERN SYSTEM OF TEACHER TRAINING IN THE REPUBLIC OF GEORGIA IN THE CONTEXT OF HIGHER EDUCATION REFORM

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DOI: 10.32342/2522-4115-2020-1-19-32

*Key words: pedagogical education, reforms, institution of higher education, pedagogical staff.*

The article provides a historical and retrospective analysis of the main stages of reforming the higher education system in the Republic of Georgia in the early twentieth century and highlights the structure of the modern higher education system *е*пyкy.

The article acknowledges that educational institutions which provided pedagogical education at the turn of the XX-XXI centuries were not properly equipped to use information and communication technologies becoming more widespread. The lack of modern libraries and resource centers made it impossible to access international databases on current areas of pedagogical activity and, as a result, led to insufficient training of specialists on the scale of European standards, in particular in the field of active / interactive teaching methods.

The article argues that the problematic link in the development of pedagogical education is the lack of a stimulus base for innovation, a clear mechanism to encourage teachers who implement innovative technologies in the educational process. Despite the basic level of teacher education involving theoretical and practical training, future teachers are limited in their ability to acquire practical skills at school. The problem of detachment of theory from practice was and still is relevant at the stage of reforming Georgian higher education, which has a negative impact on its competitiveness in the world labor market.

The publication argues that modern Georgia is gradually moving from a centralized governance structure to a decentralized, liberal (Western) model of education, thanks to the broad support of the country's intelligentsia, which recognizes the need for radical reforms in higher education aiming to provide professionals in all fields of human activity.

The article determines the change of dominants of reform activity - the transition from thoughtless copying of Western educational models to the identification of internal reserves and patterns of transformation of educational space and their balanced adaptation to the challenges of a globalized society.

To successfully complete the reforms, the author proposes the following directions of movement: promoting further development and strengthening cooperation with organizations working in the field of production, dissemination and use of knowledge; expansion of the network of associations of higher education institutions at the European and international levels; promoting the processes of convergence and harmonization in pedagogical institutions of higher education; development of cooperation among the countries of the Black Sea region, constantly expanding it to other regions and continents; continuous improvement of curricula, using personality-oriented modular and interdisciplinary systems.

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*Одержано 22.11.2019.*

## THE ISSUE OF TRAINING PROFESSIONALLY DIRECTED PRODUCTS DESIGN

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DOI: 10.32342/2522-4115-2020-1-19-33

*Key words: production technology, shaping, technical and technological culture, product design, professional environment, future worker, technical profession, professional (vocational) education.*

The article is devoted to the issues of training of professionally directed product design in professional (vocational) education institutions. The influence of modern production technological capabilities on the requirements to the technical and technological culture of workers is analyzed. It is shown that transformations in production explain three concepts of the phenomenon of technology, which differ in the degree of their autonomy.

Technological capabilities of modern production changes the traditional view of production. Attention is drawn to the fact that, in many industries, workers are involved in manufacturing processes which use additive technologies. Thanks to innovations, the production is characterized by the transition to low-stage processes, reduction of production waste, flexibility, increase of resource saving and degree of automation, shortening product life cycle. One of the consequences of innovations is the change in approaches to product design. It becomes technological, which actualizes interest to the connection of the technical and technological sides of production with the principles of molding, to the processes of designing, prototyping and layout. A new challenge for industrial design is the awareness of the aesthetic possibilities of modern technologies.

It is proved that the work of workers in the professional environment in terms of updating the range and nomenclature of products, requires improvement of their technical and technological culture, understanding of the mechanism of various factors influence on the composition, architecture and exterior of the products with which they works. They must understand the nature and source of the continuous production of a particular type of product. The need to familiarize future workers with the design and creative side of the industry product manufacturing is established. The necessity to fully integrate vocational education into continuous design education with a focus on different professional environments is substantiated. In this context, it is proposed to introduce into the educational process of professional (vocational) education institutions different profiles of the discipline "Product Design", in which the content of professionally oriented technical and technological competence is integrated. The discipline's content focuses on understanding the driving forces of the new products development, shows the combined influence of ergonomic, economic and environmental requirements. Knowledge about the concept of product design, its general characteristics, architecture and directions of improvement allow to approach consciously to the creative component of the profession and the need to reduce production costs. At a higher quality level, the future worker is aware of the role of standardization, unification and minimization of product complexity.

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Одержано 19.12.2019.