

## THEORETICAL PRINCIPLES OF PREPARATION OF FUTURE EDUCATORS IN THE CONTEXT OF THE GLOBALIZATION OF EDUCATION

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DOI: 10.32342/2522-4115-2020-1-19-40

*Key words: concept of globally oriented education, axiological model of pedagogical system, principles of integration and continuity, innovative, pedagogical, educational technologies.*

The modern era is characterized by the awakening of national consciousness, the transition from the industrial to the information society, which has a positive impact on the development of individual capabilities of individuals and is accompanied by a corresponding transformation of all spheres of socio-cultural life. Education is a powerful factor in human development, the formation of the spiritual culture, intellectual and creative potentials of the future. The inconsistency of the industrial educational paradigm with contemporary sociocultural challenges requires the educational system to bring theoretical and methodological foundations of future educators into line with the requirements of post-industrial society.

The analysis of the concepts of R. Henvey and M. Botkin distinguishes the principles of constructing the content of globally-oriented education in the context of modern innovative transformations, namely: the study of pedagogical problems within global systems (systematic approach); study of human values and cultures (cultural and value approaches); analysis and independent search for solutions to global problems of the present (problematic approach); study of the history of civilizations (historical approach). The combination of these approaches provides for activation of thinking, dialogic interaction, practical orientation of innovative activity of pedagogical process.

The peculiarity of the integrity of the innovative pedagogical system, its humanistic character is, first of all, in the joint practical activity of teachers and students. This activity is aimed at solving global problems, bringing teachers and students together, filling their interaction with valuable content.

In the process of innovation, major changes do not occur at the first (teacher-student relations) and second hierarchical levels of the pedagogical system (forms of joint activity), but at the third level of that system (in accordance with the humanistic goals of global education, the content of the revised holistic pedagogical process).

Our analysis proves that innovative transformations in the education system are an urgent task of the present, and training of future educators following the principles of humanization and integration is of particular importance in the context of global transformational changes. However, the process of humanization of the pedagogical system is not yet complete, teachers are deliberately working on the implementation of the idea of restructuring pedagogical interaction on the basis of subject-subject interaction and personal-oriented approach. At the stage of humanization of the pedagogical system, it is necessary to solve the most difficult task – to rebuild the core of the pedagogical system (the interaction of “teacher - student”, “educator - child”, subject-subject). Changing the attitude of teachers to students (students, pupils) as subjects of their lives, development and upbringing is connected with the values of teachers, their pedagogical position and outlook.

Therefore, the axiological model of the innovative pedagogical system is based on the ideas of global education. The main direction of “globalization” of the pedagogical system is its modular change, the qualitative transformation of the content-target component of the holistic pedagogical process.

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*Одержано 25.12.2019.*