

USING THE INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN METHODOLOGICAL TRAINING OF FUTURE TEACHERS

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The article deals with the relevance of using the innovative pedagogical technologies at higher educational institution. The meaning of the concepts “pedagogical technology”, “computer technologies”, “methodical competence” is revealed. Particular attention is paid to the characteristic features of using the innovative pedagogical technologies in the process of methodical training of future foreign literature teachers, taking into account the general laws of the educational process at higher pedagogical institutions and based on personal, activity and competence approaches. The general characteristic of innovative pedagogical technologies of training used at higher educational institutions and effectively influencing the formation of methodical competence is given. They are: structural-logical, integrative, game, computer, interactive, training technologies. These innovative technologies are defined by the type of organization and management of students’ cognitive activity. The connection of innovative pedagogical technologies with personal-activity and competence approaches in teaching is established. The authors state that competence and personal-activity approaches contribute to the adaptation of innovative pedagogical technologies in education through their active introduction into the educational process. The specific features of the introduction of computer technologies in the process of future teachers’ methodical training are analyzed in detail and outlined. Computer technologies in the educational process is a set of methods and technical means of collecting, organizing, storing, processing, transmitting and presenting information that expands people’s knowledge and develops their ability to manage technical and social problems. The paper demonstrates some examples of effective types of students’ pedagogical activity, where computer technologies are the means of teaching. They are: working with information Internet resources, studying the sites of foreign literature teachers, blogs and forums for professional communication, studying teachers’ methodological Internet materials, watching the distant master-classes of teachers-philologists, designing the educational creative projects (the creation of a book trailer, the use of scrub-booking technology). The criteria for evaluating teachers’ master-classes are given. The main types of projects (research, creative, game and information ones) are identified. The structure of project implementation (preparatory, research, presentation and final stages) is described. The study summarizes the necessity of supporting computer technologies through discussions, monitoring, observation, feedback, etc.

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