DIDACTIC CONDITIONS FOR DEVELOPING THE COMPETENCE OF PEDAGOGUES WHO HAVE RECEIVED MODERN VOCATIONAL TRAINING WITHIN THE SYSTEM OF CONTINUOUS EDUCATION

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It is absolutely clear that any pedagogical phenomenon can exist and develop only under the creation of certain pedagogical conditions. On the basis of the analytical-synthetic procedures carried out, we have uncovered the set of didactic conditions for developing the competence of pedagogues who have received modern vocational training within the system of continuous education at the "college-university" level. Let us consider individually each of the pedagogical conditions arrived at.

1. **The training of the future teachers of a vocational school should be forward-thinking in nature.** It is generally accepted that as a subsystem of the socioeconomic structure the educational system is defined by the level of development in productive capacity; at the same time, since it is also a super structural element, it is defined as the basis for these same relationships of production. Thus, two general laws of educational development operate: the law of conformity of an educational system to the level of development in productive capacity, and the law of conformity of an educational system to relationships of production. However, the nature of the conformity is not specified within the formulation of the law. Without going into detailed calculations, which could serve as the basis for yet further research, we can nevertheless assume that what we are speaking about here is an *advanced conformity*. It may be asserted that when such a mechanism exists, the social production of the subsequent generation is undertaken with an increment of knowledge and skills. Therefore it possesses new modes of professional activity compared with previous one.

2. **The availability of continuity in the educational programs of higher and secondary-level vocational training.** As is well known, continuity in training consists of establishing the necessary connections and of the correct correlation between aspects of each subject at different stages of its teaching. The concept of continuity is also characterized by the requirements of the knowledge and skills of students at each stage of learning, by forms, methods and techniques for explaining new teaching material and all subsequent work on its assimilation. Thus under the circumstances it is very significant that the achievement of continuity lends study a perspective character, meaning separate themes are not considered separately from one another, but in terms of an interrelation
which allows the study of each subject to draw not only on the past but also on a broad orientation towards future themes. The fundamental advantage of any staged educational model is the inherent reduction of time in preparing skilled experts with different initial levels of qualification. The main way of saving time in terms of the educational model lies in avoiding duplication of the content in curricula and training programs, and in ensuring continuity of content at all stages of training. Thus, ensuring the continuity of educational programs in secondary vocational and higher education allows you to exploit the fundamental advantage of the educational model/pedagogical system of continuous vocational training at a “college-university” level.

3. **Support for the “competence approach” in educational programs.**

In essence the “competence approach” supposes the presence of indicators of levels of graduate competence, as well as detailed models of teachers’ and students’ activities. An important condition for the realization of the “competence approach” is a high level of competence amongst teaching staff, since only a competent teacher can train competent specialists. Thus, the didactic condition is directly related to two components of the pedagogical system – “Pupil (student, listener)” and “Teacher”.

4. **The use of innovative educational technology in vocational training.**

In a broad sense, pedagogical technology consists of systematic planning in the application of, and evaluation of the entire process of, training and knowledge assimilation through the integration of human and technological resources and the interaction between them to achieve a more effective form of education. In this sense pedagogical technology refers to information technology, telecommunication theory, pedagogical quality assessment, as well as systems analysis and pedagogical sciences (psychology of learning, theory of cognitive activity, organization of the pedagogical process and the scientific organization of pedagogical work). One characteristic feature of the current stage in the introduction of pedagogical technologies into the learning process is the creation of computer laboratories and display classes and a quantitative and qualitative growth in pedagogical means. The above considerations indicate that innovative technologies are a prerequisite for the successful functioning of a structural component of the didactic system such as “the means of didactic communication.”

5. **The development of pedagogical tools based on active learning methods.** Active learning involves the use of a system aimed primarily not
at a teacher reciting prepared knowledge, this knowledge being memorized and then reproduced; but at the independent work of students in the acquisition of knowledge and skills through active informative and practical tasks. The use of active learning methods in the higher educational model is designed to make the given methods familiar to future teachers in vocational training. This allows one to say with a degree of certainty that, having engaged in professional work, former students will themselves use these methods effectively in the course of vocational training. Since methods of learning relate to the means of pedagogical communication, we can assert that this didactic condition ensures the existence of a component of the didactic system such as “the means of didactic communication.”

6. **Reinforcement of the logistical basis of training through modern techniques and technological equipment.** According to UNESCO, a person remembers 15% of spoken information, 25% of visual/seen information, and 65% of information received both visually and aurally. There can be no doubt as to the need to apply technical educational resources, which, as audio-visual media, can stimulate several senses. In discussing the logistical basis of training and the technical updating of the educational process, we will doubtless arrive at the didactic conditions necessary for components of the didactic system such as “the means of didactic communication.” The informational competence of a teacher is currently becoming an important aspect of his professionalism. Such training is therefore extremely relevant to future teachers receiving vocational training based not only on fundamental knowledge related to the selected area of pedagogy or psychology, but also on the culture of information.

Summarizing the analytical-synthetic work on the identification of didactic conditions for developing the competence of pedagogues who have received modern vocational training within the system of continuous education at the "college-university" level, we can ascertain that all the selected didactic conditions are connected with all the structural elements of the didactic system. Accordingly, this would suggest that they be allocated on a systematic basis, related to their necessity and availability.