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Pedagogical sciences

The article describes the main objectives and motives of teachers focused on improving the siltation, given the technology and tools samoproektirovaniya individual educational programs of high school teachers are determined by the steps of creating advanced training programing, competence results, estimation methods and algorithms for the work of the teacher the creation of student-oriented training programs.

Key words and phrases: samoproektirovanie; competence; educational program; the result of learning neither I; evaluation; professional activity.

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SAMOPROEKTIROVANIE EDUCATIONAL PROGRAM AS TEACHER. Methods of development of professional competence ©

Qualitative complexity of the content of professional pedagogical activity generates demand for systematization of educational activities.

One of the activities of the teacher is to increase his skills as a means of development and change in the status of a professional environment habitat. In everyday practice, the motivation of teachers on training chaotic routine and inconsistent. Teacher, choosing the theme and form of training often focuses on the needs that are outside teaching activities: the need to produce a document on the passage of Excellence for certification, the desire during the internship solve personal problems.

This practice does not allow to speak about the purposeful activities of educational institutions in improving the pedagogical skills of the training system, aimed at the implementation of educational programs for bachelors and masters.

Therefore, to solve the problems of modernization of Russian education until 2020, and the system should be reformed teacher training, which becomes the basis for individual educational program is training teachers.

It is the starting point for long-term development of the educational activities of the University, performing the following functions:

· Organization of targeting aggregate individual educational programs of teachers for the implementation of the educational program of the educational institution;

· Definition of "pain points" of professional competence of teachers;

· Meaningful long-term planning of development of professional competence of teachers;

· Reflection of professional status of teachers;

· The development of professional identity of teachers;

· Formation of a "break point" of educational institutions reflected in the programs of development and innovation programs of educational institutions;

· Development of social activity of teachers.

Educational teacher plays a key role in the process of self-study (because he is the student, not the student). It is assumed that the modern teacher, organizing their own educational activities in the framework of training, focused on self-fulfillment, independence, self-organization; is trained to solve problems and achieve a specific goal; based on the expectation of the application obtained in the process of learning competencies.

The article Kuznetsova I. Yu emphasized the importance of learning outcomes in the training courses of sociological research. "Refresher courses are undoubtedly specific vector for further self-education, incentives for teacher professional development. This is confirmed by many years of research on the effectiveness of training course listeners.

The majority of students (more than 70% annually) noted the high level of practical orientation course, believe that the results obtained in the course of knowledge and skills will help them in performing official duties, the planning and organization of work. Students note that due to a significant increase in rates occurs in the communication, information and methodological competencies, so consider an average of 65 to 85% respondents "[5].

In the context of the personal component of the educational activities of the teacher has complex social experience that is the basis for one of the sources for mutual learning of the teacher and his colleagues. The process of training the teacher recommended to arrange a joint venture partners in the learning of all its phases: planning, implementation, evaluation, and, to a certain extent, correct.

Educational activities the student teacher as a mature personality is determined by a number of significant factors: time, territorial, family, professional, status, and others. These factors can contribute as a limitation in the possibility of learning and an educational resource.

Researcher adult learning SI Kites formulated the basic principles of andragogical training, while recognizing that they are not something entirely didactic opposition of the principles of pedagogy. In part, they are developing their partially correlated with them. At the same time the main difference andragogical principles of pedagogical SI Kites sees in that they determine the activities of students, rather than training for the organization of the learning process, while the pedagogical principles generally regulate the activities of the training [4, p. 93].

Planning for the purposes of educational programs and learning outcomes is recommended to start with the following parameters:

· Professional self - reflect on their own professional positions in educational activities;

· Professional goal setting - the definition of a strategic line of professional activity, leading to the implementation of the "Ya-professional";

· Professional prediction - in a certain way, "I - professional future";

· Problematization field *of professional intentions* - analysis of the contradictions of professional activity and building on this basis, prospects for overcoming these contradictions;

· Problematization forms and means of achieving and demonstrating results of professional activity - determine the route of achievement of educational training programs;

· Problematization personal goals participants in the educational training program - the analysis of personal difficulties in his professional activities.

Analysis of the effectiveness of the educational program is focused on the assessment of the real state of the professional competence of teachers. The article L. Lipunova a comparative analysis of systems of competences proposed by researchers both domestic and foreign authors [6].

The result is a description of the educational activities of the teacher in system performance. It is necessary to probe public opinion count rated teachers, evaluate complex competencies, based on expert opinion.

Thus, for the effective implementation of the educational program of the institution of programs brazovatelnyh specific areas of training students should create conditions to motivate teachers to plan their professional development. They are achieved through the operation of individual educational programs, which together will make it possible to predict the expected quality of the educational activities of students.

Designing educational programs can be carried out in two stages:

1. The preliminary stage (preparation of materials for the initial program design, planning, the quality), which includes:

1.1 The definition of common requirements for the competence:

- Are outpacing character;
- Determined individually;
- Are systemic in nature;
- Are productive.

1.2. Defining the specific requirements of strategic partners - potential consumers

(administration, students) - to the competence of the teacher of high school.

1.3. The definition of universal and personal competencies, social experience of participants in the educational program, educational institution that is able to provide its own internal mechanisms through training.

2. The basic design phase of the program focuses on:

2.1. Defining the goals of the teacher education program, and the results of his teaching (competence).

2.2. Justification criteria for assessing learning outcomes (ratings, rankings) in accordance with the objectives and content of the educational program.

2.3. Formation module "learning outcomes - teaching modules of the educational program", under which the relationship between content, technology and the results of educational activity of the teacher.

2.4. Identification of the training sessions, their rating assessment and the time factor - the necessary resources for the achievement of the educational program.

2.5. Determination of the fundamental core organizational methods to achieve the intended learning outcomes.

2.6. Selection and elaboration of educational technologies used in adult learning and to achieve the learning outcomes of the educational program.

2.7. "Determination of the elements of evaluation, choice of methods and means of assessing the achievement of learning outcomes and the quality of the development of the educational program as a whole" [1, p. 28-29].

In preparation for the design of the educational program is necessary to define the concept, initial data for the design of the program and plan quality. Thus, under the quality education program to understand it balanced the relevant request of students as major consumers, and the expectations of stakeholders: employers, students, teachers, administrators, parents. The concept of the educational program should be submitted to the main idea of the program, the necessity of its creation, defined characteristics further training of teachers, the individuality of their competencies.

The initial data for the design of educational programs are the needs of the teacher in self-educational activities. According to them, for each program must be defined goals and objectives, focused on general cultural and subject-informative competence, promoting the professional mobility of teachers in a competitive situation on the labor market.

All of the above input data for the design of integrated educational program in a list of common cultural and professional competences, which eventually spread to form the program objectives and learning outcomes.

It is worth recalling their main differences: learning outcomes of the educational program to be achieved at the end of the program and objectives of the educational program implemented sometime after the end of the program and the acquisition of work experience, training at a higher level of education and cannot always be achieved.

In formulating the learning outcomes of the educational program are encouraged to follow these recommendations:

· The learning outcomes formulated in terms of knowledge, experience and competencies to be acquired by teachers as a result of the development of the program;

· Each learning outcome is formulated so that the student makes their own achievements at the end of the program;

· Learning outcomes should contain competences that correspond to at least one objective of the program;

· Systemic learning outcomes of individual modules of the "move" the teacher to achieve the learning outcomes in accordance with the objectives of the educational program.

In the design of the educational program for a single module, it is desirable to select such types and forms of training sessions, educational technologies that best provide the planned learning outcomes.

To implement the program can use the following types of studies: lectures, laboratory and practical classes, individual and group projects, webinars, video conferencing, practices, consultations, forms of self-education, etc.

Considering, for example, required a high level of in-depth training of the teacher to an independent and responsible professional activity, including the research and innovative practice, for programs most preferred high-end individual and group research projects. They allow you to buy a professional (subject-specialized) and personal (universal) competence corresponds to the planned learning outcomes and objectives programs.

One of the methods used in innovative education is a "contextual learning", where the formation of a motive for the educational activity is achieved by correlating the specific knowledge and its use.

The important thing is "learning from experience", when students have the opportunity to compare their professional and personal experience with the content of education.

An interdisciplinary approach to learning allows to realize the need for an independent educational activities in different fields, group them and focus in the context of the specific task at hand. Effective and promising method is to use a *case-study,* based on analysis of real-life situations in practice, research, production and development of the respective proposals and decisions [3, p. 5].

Design-organized learning technology most effectively used in adult learning and are particularly important for teachers, whose work is unique, because they (the teachers), in accordance with the requirements for the competence of professional activity, must be able to work in the pedagogical team.

Thus, we can offer as an output algorithm for creating an educational program high school teacher:

1 - Stakeholder needs for professional development;

2 - Formation of the objectives of the educational program;

3 - Planning the learning outcomes required to achieve the objectives of the program;

4 - To identify ways of evaluation results;

5 - Definition of outcome indicators for the goals;

6 - Definition of the methods of achievement of the educational program;

7 - A flexible organization of the educational process;

8 - Checking the achievement of program objectives through the assessment of learning outcomes;

9 - Adjustment of the program and setting new goals.

An important item on the implementation of the educational program is a summing up of the teacher focused on the development of common cultural and professional competences. As a result of the base may be a condition of professional competence of teachers, which is estimated:

· The public opinion of his professional activity;

Ratings in the professional community;

· Formal form of public recognition - prize, awards, prizes in professional competitions;

· Other forms of information about professional educator.

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