IDEAS TO FACILITATE THE GROWTH OF TEACHER EDUCATION FOR THE TIME BEING

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Annotation: The article contains a conclusion about that a complex of three interrelated components: modern content that is transmitted to students, active teaching methods and monitoring of educational results, as well as the availability of modern infrastructure to ensure the learning process – allows students to master technologies for teaching literature in modern school.

Keywords: methodological training, specific course, pedagogical technologies, contemporary learning resources

Introduction

There are differing views regarding literature, even if the logic of the subject dictates the technologicalization of teaching in several curriculum subjects. Most opinions regarding the technologicalization of literary education are predicated on the most significant psychological science definition of the connection between a person's spirituality and intelligence. The first point of view is well-known: technology is being introduced into education at the expense of a person's spiritual, moral, and aesthetic education. This technology is primarily focused on the formation and development of an individual's intellectual abilities, mental action techniques, supra-subject educational results, and the specifics of teaching literature and mastering literary competencies. "...oriented primarily towards basic science (literary criticism), the subject and methodological training of the future teacher leads to the fact that at school the teaching of literature has turned into teaching the fundamentals of literary criticism, the student is not introduced to literature as the art of speech, but as the science of it," writes Romanicheva E.S. about the prevalence of such a tendency in education. [According to V.P., the second point of view is predicated on the idea that scientific knowledge and personal spiritual beliefs are inextricably linked. Zinchenko: Since the mind is the realization of the spirit, "a

science that studies the mind and leaves the spirit outside the framework of the mind has no chance of understanding the mind." The interaction between the literary and psychological facets of the subject matter is crucial in literary education. And we agree with V.I. Vlashchenko in this regard. Using N. Skatov as an example, he states that "literary criticism is the only way to study literature as the art of speech; there is simply no other way and there cannot be," According to V. I. Vlashchenko, "literary criticism does not destroy the spiritual basis of a book and its morality; rather, it merely creates the appearance of it in literature lessons." [1-7] Vlashchenko, 1990.

Curriculum for training

The DSPU devised and implemented a specific course called "Modern Pedagogical Technologies in the Practice of Teaching Literature at School" to help shape the technology culture of future teachers of literature. The primary objective of the course is for Philology Faculty students to become proficient in the organizational and methodological instruments of pedagogical technologies, including forms, techniques, attitudes, procedures, and educational means that are pedagogically and psychologically oriented. Simultaneously, it is crucial to teach students using the theory of activity learning, which was developed by Russian scientists L.S. Vygotsky, A.N. Leontyev, P.Ya. Galperin, D.B. Elkonin, and V.V. Davydov. This theory is based on the idea that students actively assimilate the material through the creation of generalized methods of educational, cognitive, communicative, and creative activity, as well as their own experiences with these activities [8-11].

Three interconnected components make up this complex: the actual modern material, which is taught to students and requires competences appropriate for real-world practice rather than subject knowledge; The following outcomes are made possible for students by active teaching strategies, tracking academic progress, and the availability of contemporary learning resources: - learn about the theoretical underpinnings of competency-based, student-centered, and individual learning approaches as well as the processes that support their application;

Navigate a wide range of contemporary educational technologies and their classifications; comprehend the fundamentals of educational technology, including its features, structure, and criteria; be able to explain and analyze the technology; gain expertise in creating educational processes that target student individualization,

foster independent creativity in their work, and create research and social practice opportunities; and students (project, individual, and group), independent work with a variety of information sources and databases; learning environment differentiation strategies; classroom and office space options; techniques and tools for assessing the dynamics of students' advancement in the educational process; – cultivate an effective and proactive personality, be open to innovation, and establish a unique style for future professional activity. The conceptual underpinning of the special course's structure is the isolation of intersecting concepts for building the learning process found in the didactics-recognized categories of pedagogical technologies. A subject-specific description of the technologies used in the practice of teaching literature, along with an explanation of their purpose, key components, methods of instruction, forms and types of educational activities, phases of practical implementation, and a system for assessing outcomes, comprise the content of the special course [12-15].

These include the following: technology for problem-based literature instruction, technology for dialogical study of literature, technology for workshops, project-based learning, technology for FED (philological education as an activity), technology for interdisciplinary and intradisciplinary integration, technology for teaching literature as a human-forming subject (E.N. Ilyin), technology for creating non-traditional forms of literature lessons, gaming technologies in literature lessons, etc. Essay themes, exam questions, knowledge test questions, and a bibliography on the pedagogic underpinnings of technology and their application in the practice of teaching literature are all included in the curriculum.

Students' interest in the unique course program, which is offered in the Faculty of Philology's final year, increases, demonstrating the need for further work to be done on the course's scientific, instructional, and methodological underpinnings.

The study of pedagogical technologies in higher education creates in future teachers a technological approach to mastering progressive pedagogical experience, as well as the accomplishments of pedagogical, psychological, and social sciences. These advances will enhance the current educational system and create a novel educational process in the 21st-century classroom.

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