

The new organizational structure of the Master's program in teacher education: formulation of the problem and further strategic guidelines

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The article is relevant due to the fact that modern education, changing the educational paradigm place special demands on the teacher's personality and level of development of his competences. They make a significant change in the content of teacher training, involve completely different mechanisms of organization of educational process at all levels of training, including the master's level, which involves in-depth training of innovative character.

Expanding the methodological aspects of the problem, the article focuses on the design used by the authors of Master training programs for teachers, so-called "3D-approach" of the complex integration of the three approaches, namely: the subject-activity approach, competence-activity approach, and reflective-activity approach. This approach, according to the authors, could be the methodological basis for the design and implementation of teacher education process, from the position of which its modernization must be carried out.

The article deals with various models of teacher training at the Kazan Federal University, presents the benefits and challenges of the process and the components of classical and pedagogical universities. The authors emphasize that the association of scientific, educational, human, material and technical capacities within a single university is a good basis for the further modernization of teacher education at the present stage.

Analysis of the existing practice of the implementation of Master's programs in the direction of preparation- "Teacher education" made it possible to identify a number of problems, which are conditionally divided into two groups. The first group of problems is organizational in nature and is related to the structure of the Master's programme in Teacher Education, the second group of problems is related to the substantive nature of the master's program content.

The authors give characteristics of the new organizational structure of the Master's teaching at Kazan Federal University, revealed its benefits and possible risks of implementation.

The article outlines targets and strategy for the modernization of educational graduate programs in the federal university environment.

The article is addressed to the administrative and teaching staff of higher education institutions, interested in the modernization of master teachers training programs.

Keywords: teacher's training, modernization of teachers' training, model of pedagogical education modernization at KFU, the Master's programme in teacher education.

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