

Developing a model of professional training in the Discipline "Teacher education" at the Federal University

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The topic of the article is relevant due to the fact that there is a meaningful inquiry into the organization of teaching process at the Federal University in the discipline major- "Teacher Education". The authors developed the educational standard of additional vocational training program in "Teacher Education".

We offer the model of the organization of teacher education in the framework of professional training, which is a project aimed at solving the problem of providing a new format of establishing and maintaining the training program for trainees, to focus on the competences specified in the federal state educational standard (GEF).

The purpose of the article is to describe the developed model of professional training, based on the implementation of the new structural and functional model of teacher training at the Federal University in the conditions of modern education.

The leading method to the study of this problem is the modeling method, we consider this issue as an integrative model of teacher training, which is based on flexible bachelors curricula of classical training areas (physics, chemistry, biology, etc.) and provides the opportunity to change for pedagogical training profiles after the third or fourth year of study or after graduating from the University.

The model assumes the implementation of different trajectories (tracks) to "enter" teacher education through the organization of training under the program of professional retraining. The structure of the organization of different trajectories (tracks) of the retraining is propounded. We developed and proposed the model of organization of psychological monitoring and support of teacher training for discussion within professional training program.

Thus, one of the possibilities to continue the construction of a new model of Teacher Education is to include it in the KFU Strategic Academic unit (SAE) "Teacher of the XXI century". The area of teacher education transformation allows "in the framework of classical university, the development and imple-

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mentation of several models of teacher education organizations" (Tayurskii, 2016). One of these models is the model of the additional professional education (retraining) in the major of Teacher Education.

The bases of the model described are the following principles (Novik, 2015):

- Negotiation of dominance of normative over subjective;
- Change of orientation from decision making to solving problems;
- Negotiation of dominance of analysis towards the composition of solutions;
- Negotiation of dominance of "subject-object" orientation in teaching.

The term "learning outcomes" was proposed in order to determine exactly what a student should achieve, in terms of "forms of education" and "diagnostic procedure" which refers to the way he achieves this and the way he is able to demonstrate his achievements.

Keywords: teacher training, educational program of professional retraining and professional competence of a teacher, psychological monitoring and support of teacher training

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