THEORY AND METHODS OF VOCATIONAL EDUCATION: COMPETENCE APPROACH IN TRAINING AND SELF-DEVELOPMENT

The use of problem-based technologies in multicultural education of future teachers

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Implementation of the Strategic Academic units involves designing effective learning technology. This technology must comply with the conditions of the multicultural environment. In the context of carrying-out a strategic academic unit destined to raise effectiveness of higher education (including multicultural education of future teachers) we refer to StrAU's recommendations (StrAU's, 2015). Strategic academic units are understood to mean individual structural subdivisions (schools, departments, institutes, centers of excellence, RECs and others) or their associations ("consortiums") which are characterized by: effective administration system focused on solving practice-oriented educational, scientific and technological problems. But more often these units are understood only as the structures oriented on solving practical-oriented tasks. The structure itself can neither manage nor solve problems, if it doesn't have functional content. This content can provide technological filling of the structure that is, filling this structure with definite functional technologies. Now the technologies activating cognitive, developing and creative processes include the technologies connected with problem definition, problem situation analysis, effective ways of solving practical (including pedagogical) problems (Venguer, 1973), (Davydov, 1986); (Lloyd-Jones, Margetson, Bligh, 1998); (Spencer, Spencer, 1993); (Teodorescu, 2006), (Terenzini, Reason, 2010); (The Engineer of 2020, 2004) and others.

The relevance of the problem under study is determined by the necessity to intensify practical effect of multicultural education within future teachers' education on the one hand and the absence of algorithms of effective use of pedagogical technologies at universities on the other hand. In this respect the aim of the research presented in the article is to define the appropriate algorithm of using pedagogical technologies in multicultural education. The leading method in the problem research is project method which allows grouping the system of active methods and identifying the best algorithm (curriculum) for using problem-based technologies. As as a result of examining different combinations (algorithms) of using these technologies, we established that optimality (effectiveness) of multicultural education at university can be achieved at the teaching level by progressing from communicative technology to critical thinking technology, then to case-study technology, module learning, project technology, problem-based learning and moderation technology with an expert problem seminar at the end; at the level of study - by progressing from understanding the problem, determining the ways for solving the problem, selecting

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arguments before discussing the ways of problem solving and summing up at expert problem seminar. The article materials can be useful for pedagogical university teachers.

Keywords: algorithm, technology, multicultural education, university.

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