

PROBLEMS OF SOCIALIZATION AND DEVELOPMENT OF STUDENTS' CULTURE: THEORY AND METHODS OF TRAINING AND EDUCATION

Forming general cultural competences of future teacher in the conditions of implementation of innovative model of teacher education

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The relevance of the problem under investigation is due to the transition of universities to the GEF HPE, thus expanding the academic freedom of educational institutions and carrying out training on the basis of innovative educational programs (on the objectives, content, organizational forms and technologies).

In order to improve the quality of university graduates, the new model of teacher - the teacher of the XXI century, teaches, mobilizes, creates and is able to use the most modern educational technology. Kazan (Volga) Federal University joined in the development of CAE design as well as development and implementation of professional standards based on European and national qualifications frameworks. Conceptual model of the nucleus of a new type of teacher involves competence approach to the expected results of higher education and qualification orientation according to the requirements of different groups of consumers (people, the employer, the state, society). The model is based on the principle of variability, modularity, mobility, unity, continuity, adaptability and includes different trajectories of teacher training: variative trajectory, distributed trajectory, training bachelors of subject training, retraining of teachers to other disciplines, the center of training and retraining of educators, teaching internship, pedagogical magistracy. Formation of general cultural competences in this model should be a priority, as their importance in the process of becoming a new type of teacher is related to the fact that it is the general cultural competence that creates the harmony of the inner world and the relationship with society and can be considered as the basis for the formation of professional competence of future teachers. Analysis of the GEF HPE, theory and practice of bachelors training, revealed that the formation of general cultural competence of future teachers is provided, but a large set of competencies makes it difficult to identify the competence framework as provided by the European education system. The most important task for the system of higher education in the field of training of teachers of the new formation is the need to determine the theoretical and methodological foundations for the formation of general cultural competence of bachelors in the modernization of pedagogical education.

Being one of the most important areas of public knowledge, morality nevertheless has not become an educational field at any school or university. The pedagogical community is increasingly aware of the fact that the goals, values and purposes, which are now set in modern knowledge-centrist and even competence model of modern higher education, are far from ideal and do not meet the prognostic expectations, which would correspond to the real challenges of the contemporary socio-cultural situation in the world and in the Russian society.

The crisis has aggravated, identified, highlighted and allowed us to formulate accurately and precisely not imaginary and farfetched problems, but real and urgent ones, as well as the identification of

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priorities to address these problems. The professors of Kazan (Volga Region) Federal University see the solution of these issues in the development of the model of the XXI century teacher.

Keywords: competence approach, general cultural and professional competence, the GEF-3 HPE, teacher education.

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