

**ON THE QUESTION OF TRAINING AND ADVANCED TRAINING
OF TEACHERS OF HIGHER EDUCATIONAL TECHNICAL
SCHOOLS**

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Summary. The article examines the issue of training and professional development of teachers of higher education institutions with a technical profile.

Key words: higher education, technical profile, educational process, teachers' competence.

Formulation of the problem. Higher education is an integral institution of society, focused primarily on developing the spiritual leadership of its most educated members, capable not only of developing their chosen fields of endeavor but also of guiding the progress of society itself. The effectiveness of higher-educated professionals in various fields directly depends on the competence of the faculty who provide the educational process in higher education [1,2].

Unlike teachers of higher educational institutions with a pedagogical profile, who have a professional higher pedagogical education, enriched by personal experience of teaching at school and experience of pedagogical research in the postgraduate program of a pedagogical university, teachers of many universities of other profiles (technical, economic, medical, agricultural, etc.) do not have professional psychology, but are specialists from various subject areas, not focused on educational activities [3-5].

Basic research materials. Technical universities employ faculty members, most of whom are specialists in engineering and manufacturing. They received a technical degree not geared toward professional work in higher education. Some faculty members, over many years of working at universities, have become highly skilled professionals in this area of public practice. However, this development, based on the empirical acquisition of a new teaching practice for technical professionals, continues for decades.

Until recently, beginning teachers learned from their colleagues directly. Constantly changing socioeconomic conditions and new priorities in education have disrupted this connection and the continuity of generations of teachers. A pressing need has arisen for specialized, scientifically supported professional training for technical specialists working in higher education [6,7].

Today, there are varying views on the nature of teacher training and methods for improving their qualifications, and this question remains somewhat open. Some researchers advocate a "narrow" but thorough level of training, while others favor a "broad" one. The choice of approaches to selecting and structuring teacher training content is largely determined by the priorities of a given country's higher education system [8].

The Russian education system is aimed at preparing highly qualified teachers prepared for continuous professional and pedagogical development. However, despite the implementation of reforms, a number

of pedagogical issues have yet to be resolved that significantly impact the teacher training system at higher education institutions. These include, in particular, the differentiation and individualization of future teachers' professional training, the use of a wide range of cutting-edge technologies in the teaching process, and the introduction of innovative programs into the training of higher education specialists. Improving the quality of the professional and pedagogical training system leads to the use of modern forms, methods, and tools for teaching future specialists.

The primary training foundation for academic staff (university teachers) is the master's degree (lower educational cycle), postgraduate study, and doctoral studies. In particular, teacher training in the master's degree program is carried out in accordance with current educational qualification characteristics and educational and professional programs. The content of specialist training includes social and humanitarian, psychological and pedagogical, professional, and practical training. The main goal of training a master's teacher is to provide the opportunity to develop skills in conducting research; preparation for independent work in the specialty, mastering the specialized skills of a teacher as a practical psychologist and directly professional and pedagogical skills; methods of teaching specialized disciplines in higher educational institutions; methods of conducting scientific research in the field of natural sciences, humanities, and engineering [9,10].

The content of master's degree programs is determined based on the specific job functions (master's degree teacher, master's degree researcher) and the educational qualification level at which future specialists are trained. Master's degree programs are implemented through the implementation of integrated curricula, ensuring systematic mastery of academic disciplines. This, in turn, helps avoid repetition of course

material, improve the organization of the educational process, and implement the latest teaching technologies.

An integral component of the professional training of future academic staff is teaching practice. The goal of practical teacher training is to deepen theoretical knowledge through its practical application; develop future teachers' skills and abilities for practical teaching in higher education; develop methodological skills and abilities; master modern teaching methods and forms; and foster a creative approach to teaching.

Practical training is provided through professional and research assistant placements. The duration and types of placements are determined by the educational and qualification level of the individual specialty. For master's students, the content of the placement consists of conducting educational, training, and research work at all levels of study. The research assistant placement trainee is assigned to the relevant department and conducts seminars, laboratory classes, and practical classes.

In our opinion, in order to achieve the required level of professional training of university teachers, the curricula of individual specialties must have a significant pedagogical component.

The specific nature of the professional education of future teachers is based on the organic synthesis of humanitarian and agricultural training elements, ensuring a pedagogical focus of the educational process; mastering certain specific features of the professional activity of specialists in this profile (a high level of social responsibility, the contact-communicative nature of the future profession, the remoteness of the results of activity, work under conditions of time constraints, the rapid changeability of the objects of pedagogical influence).

The experience of creating "everyone for themselves" faculties for training scientific and pedagogical personnel at universities, as well as the study of psychological, pedagogical, and methodological disciplines in

postgraduate programs, deserves attention. However, this should be done in close collaboration with pedagogy departments, universities, and institutes for advanced training of educators.

Of great importance is the systematic involvement of postgraduate and master's students from faculties for the training of scientific and pedagogical personnel in various forms of pedagogical activity with students, in work as laboratory assistants, teaching masters and lecture demonstrators in university departments.

We especially emphasize the importance of this work, both theoretically and practically, for first- and second-year graduate students who require a thorough theoretical and practical course in higher education pedagogy. The vast majority of graduate students will soon enter teaching careers after completing their postgraduate studies, so it is essential that they be familiarized with the theoretical and practical aspects of teaching and learning in higher education and pass the candidate's examination in pedagogy.

Consequently, the following changes in the attitude of the scientific and pedagogical community towards the problem of training and professional development of higher education teachers are obvious:

- creation of faculties for training scientific and pedagogical personnel in universities;
- along with the presence of a professional qualification and an academic degree (for full-time teachers), additional qualifications are developed in the field of psychological and pedagogical training of university teachers; the study of psychological, pedagogical and methodological disciplines in graduate school;
- there is a desire to clearly define the conditions of access to teaching activities and the criteria for compliance with the level of professional and pedagogical competence.

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