

Eastern European Scientific Journal

Ausgabe 3-2018

ISSN: 2199-7977

Journal



KOMMUNIKATIONS- UND VERLAGSGESELLSCHAFT MBH

www.auris-verlag.de

DOI 10.12851/EESJ201805

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Düsseldorf - Germany

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<http://www.auris-verlag.de>

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Developing Professional-Pedagogical Thinking of Future Computer Science Teachers

Key words: *Technical and social progress, creative thinking, professional thinking, qualitative characteristics, pedagogical ideas, means of transformation, pedagogical process, functional-operational, constructive activities, organizing activities, communicative activities.*

Annotation: *nowadays formed creative persons are claimed in all education spheres and modern life, especially it is necessary to underline in an education sphere. As, they move and drive scientific, technical and social progress. Despite it, in our modern high school the insufficient attention is paid to creative development of person. The global changes occurring in our modern society put forward necessary reconsideration both on development of creative thinking, and on preparation of future teachers for formation of creative thinking of pupils.*

Professional thinking is one of thinking forms. The given form has a number of distinctive features and properties: activity - reformative position of the subject of thinking; specificity of object of thought which the object of studying or work is not, and all co-operating system; individualizing thinking, generalized knowledge; validity.

Professional thinking of teacher - is the difficult formation characterized by an originality of structure, substantial and practically - effective funds, qualitative characteristics and orientation on the decision of practical problems on transformation of activity and person of the pupil. The initiative and responsibility should distinguish the modern teacher, requirement for constant updating and enrichment of the knowledge, safely to make innovative decisions and actively to put ability them into practice.

The way of thinking of teacher is included in pedagogical activity and directed on the decision of problems specific to it. It is search of pedagogical ideas, means of transformation of pedagogical process. Object of knowledge of teacher - pedagogical reality including person and collective, maintenance, forms and methods of teaching and educational process, pedagogical situations and phenomena. The pedagogical thinking exists as process of the decision of pedagogical problems.

Now some ways of development of thinking of teacher were designated: functional-operational which essence consists that students are offered for decision separate

pedagogical problems according to the basic structural components of professional-pedagogical activity (constructive, organizing, communicative are offered for the decision, designing); constructive-methodical – is that the future teachers solve concrete methodical problem situations in which course at them the so-called methodical thinking is formed; problematic-methodical – is that students search for the answer to the typical questions arising in practice of teaching and educational work, develop the abilities creatively to develop decisions, optimum for concrete conditions of practical activities. According to other authors, the way, in which basis - idea of modeling of pedagogical situations, decisions of constructive problems, carrying out of pedagogical games is most effective.

The primary goals solved by the teacher is ideologically-moral, labour, aesthetic and physical training. Each of them consists of more private problems. So, for example, the problem of intellectual development includes formation of system of knowledge, development of informative processes, thinking. Each of these problems is realised through more concrete making - formation of concepts, cogitative actions and operations, interests etc.

Actually pedagogical purposes are reached constructive by - working out of thematic plans, plans-abstracts of lessons, designing of the concrete educational maintenance, organizational forms and training methods in the logician of the decision of those or other pedagogical problems.

Constructive problems (plans) are embodied during life owing to the decision of organizational (working out of forms of training, the decision of specific targets) and communicative (on dialogue) problems.

By using formalization means, is possible to present standard model of pedagogical thinking of the teacher. It includes the purposes intellectual, labor, ideologically-moral, aesthetic and physical training; project-constructive problems, results of the decision of various problems.

As indicators of development of professional thinking following characteristics were used: the relation of quantity of correctly solved experimental pedagogical problems to set of the problems entering into standard model of cogitative activity of the teacher (professionalism factor); the qualitative analysis of the decision of problems on the basis of the scale of levels of the decision developed by us, J.A. Ponomareva based on the concept about development of the internal plan of activity.

There are various points of view, various approaches to definition of features of creative thinking. Most often describe creative thinking, being guided on an estimation of novelty of an end-product, through a number of processes of the decision of problems and characteristics of the tasks necessary for generation of creativity.

Application of the integrated approach to research of creative thinking admits the majority of experts in the field of creativity. The creative thinking in this case is considered as the complex ability including as divergent, and converted components. The creative thinking is connected with certain lines of the person.

Features of creative thinking of the teacher develop under the influence of the requirements following from the maintenance and character of pedagogical work. According to K.D. Ushinskiy, pedagogical activity is one of kinds of practical art which demands from the teacher of advanced creative thinking.

Pedagogical activity belongs to type «person - person» (E.A. Klimov). Its Most essential feature is that it represents activity on management of other activity (activity of pupils) in which process formation and development of the person of the pupil are carried out. The management of processes of interaction, communications, dialogue in system «teacher - pupil» cannot be anything other, except as business of pedagogical art. Art of the teacher is shown and how he or she builds lesson, and in what ways it will organize independent work of pupils, and how he or she finds contacts and the necessary tone of dialogue with pupils in those or other situations of a school life. It defines a problem of development of creative thinking of the teacher.

At revealing of creative features of professional pedagogical thinking we use "synthetic" approach (D.N. Zavalishin) which can be realized as allocation on set of characteristics of creativeness the limited number of the integrated parameters describing the basic features of any creativity.

- The first parameter – is "openness" of the person to an external world. This way of communication of the creative person with the world unites such characteristics of productive processes, as research (informative, search) activity and initiative of the subject, its impressionability, susceptibility, «refined scent».

According to the maintenance of leading forms of professionalism of teachers is possible to allocate the basic criteria of formation of pedagogical thinking: professional efficiency, professional productivity, professional efficiency and the highest level - professional maturity.

The professional maturity testifies to possibility of the teacher adequately to learn and optimum to resolve pedagogical problem situations. The optimality of the pedagogical decision includes correctness, profitability, efficiency, and creativeness. Creativeness is understood as creative possibilities (ability) of the teacher which are shown in thinking.

Thus, creativeness is most brightly shown only at "high" levels of formation of pedagogical thinking. To the greatest degree creativity is present at functioning of pedagogical professional thinking. Teachers who have situational conceiving creativity practically is absent.

From positions of mental faculties - the creative pedagogical thinking is the difficult ability including as covertness, and divergent component, sensitivity to problems and ability to redefinition. Redefinition – is ability to change the planned way of the decision of problem if it does not satisfy to those conditions which are isolated in the course of the decision and cannot be considered from the beginning.

So, we had been studied data available in the literature on creative pedagogical thinking. The creative pedagogical thinking is the difficult integrated formation demanding corresponding methods of its studying.

The important stage of professional development of the person is the period of vocational training which assumes purposeful development of knowledge, practical skills and abilities, formation of valuable representations, professional-important qualities.

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Role of Information Technologies in Developing Professional-Pedagogical Thinking of Computer Science Teachers

Key words. *Information communicative technologies, algorithms of gathering, storage, processing, representation and sending information, mechanization industrial, administrative process, social, economic and cultural problems, creation of software.*

Annotation: *as is known, in the modern world one of the major and main factors of influence on quality of formation is using of means (information communicative technologies) taking into account their didactic properties and functions and according to their role and places in educational process for decision of concrete didactic problems. Information and communicative technologies (ICT) is the generalizing concept describing various methods, ways and algorithms of gathering, storage, processing, and representation and sending an information.*

Technology is a complex of the scientific and engineering knowledge realized in receptions of work, sets of material, technical, power, and labor factors of manufacture, ways of their connection for creation of product or the service, meeting certain requirements. Therefore, technology inseparably linked with mechanization industrial or non-productive, first of all,

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