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Use of a targeted program approach in designing information space of the technology teacher's professional activity

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Abstract

The article highlights the issues of designing the information space of the technology teacher professional activity. The possibility of using a targeted program approach as the basis of pedagogical management of the pupil's motion in the information space is suggested. Contradiction between the need to find a designing method adequate to the information space complexity and multistage character, and impossibility (danger) of the use of targeted program method is revealed. Solution of the above contradiction may be associated with use of a targeted program designing method, according to which requirements each problem should be solved so that as far as possible it could never be back again. Otherwise, transition to a new stage of development is impossible. The algorithm for targeted program designing method is suggested, it includes verbalization of the problems faced by a pupil in development of the information environment and formation of his/her own "Technology" information space; ranking of problems by importance; development and implementation of a detailed program to deal with the most important problem and definition of a draft solution to the problem being next in importance. There are three main types of trajectories related to development of the technology teacher's professional activity: individually oriented trajectory, environmentally oriented trajectory, educationally oriented trajectory. The methodological requirements for designing the information space of the technology teacher's professional activity are determined: definition of a target - result of pupil's development, use of a differentiated approach, clarification of the pupil's starting capabilities.

Keywords

Designing of information space, Targeted program approach, Targeted program designing, Technology teacher