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TECHNOLOGIES FOR FORMING TEAMWORK SKILLS OF FUTURE TEACHERS WITH PARENTS

АННОТАЦИЯ: Данная статья относится к сфере дошкольного образования, в статье описана коллективная работа будущих педагогов с родителями, подходы и опыт предков, визуальное моделирование и интерактивное моделирование, наглядность, демонстрация, определение технологических особенностей интерфейса.

КЛЮЧЕВЫЕ СЛОВА: «сообщество», «общинная идентичность», «сплоченность сообщества», «общественное самообслуживание», технология сотрудничества с родителями, коллективная идентичность, коллективное самообслуживание, коллективная форма обучения и обучения, дифференциация, мотивация, оценка.

ABSTRACT: This article relates to the field of preschool education, the article describes the collective work of future teachers with parents, the approaches and experience of ancestors, visual modeling and interactive modeling, visibility, demonstration, determination of technological features of the interface.

KEY WORDS: “community”, “community identity”, “community cohesion”, “public self-service”, technology of cooperation with parents, collective identity, collective self-service, collective form of teaching and learning, differentiation, motivation, assessment.

Modernization of education cannot be solved only by developing knowledge, skills and qualifications in the educational process. The functions of a student's personality associated with such qualities as independence, initiative, and a sense of responsibility are realized through extracurricular educational activities.

In this case, the teacher is not adapted to the education system; on the contrary, the education system takes into account all the characteristics of different individuals (the desire for freedom, independence, the presence of a completely unique system of personal thoughts, the need for affirmation, etc.) in order to enable the student to develop your uniqueness (individuality), take your place in the team, develop and express you need to create conditions for yourself. After all, any student strives to activate and demonstrate his unique nature and character.

In the course of our experience and observations, the trainings, educational events, team competitions, seminars, trainings and dialogues we organize, on the one hand, help to develop the skills of working in a team with parents, on the one hand, and on the other hand, the skills of collective self-determination (determining one's own positions) - the achievement of freedom by individuals in a community in which different individual thoughts and views try to be like the other group and. will have the opportunity to act relatively independently, without being subject to influence mechanisms, and will also serve to educate future teachers in the spirit of active participants in processes spiritual renewal of society. It is worth noting that in the process of developing teamwork skills among future teachers, the level of education of future teachers must meet the relevant criteria.

Because if the teacher himself is not the owner of moral standards accepted in society, not only the body of knowledge is not enough to achieve the intended goal, but also due to such qualities as pedagogical loyalty, humanity and humanity, members of society are able to raise an ideal generation. During the testing and testing process, we used a range of innovative educational technologies based on the social and cultural nature of the sciences. These are:

differentiated educational technologies;
 gaming technologies;
 station teaching technology;
 multimedia technologies;
 case technology;
 online learning technology;
 Web quest technology;
 interactive educational technologies;
 collaboration learning technology;
 developing technologies and others.

Therefore, the educational process requires future teachers to create the following pedagogical conditions:

- perfect knowledge of the collective educational activities of future teachers (this is an activity organized under the guidance of teachers, focused on acquiring knowledge, skills and competencies);
- in-depth knowledge of the principles of education and readiness for practical efforts, collective identification through oneself and one's activities (this is a form of humanitarian relations that arises in joint activities, in which the problem of one member of the group becomes the motive for the actions of others) to have an example and be able to show an image, to achieve that so that the teacher can be an example for young people;
- combining education with social life;
- compliance with the norms of collective law, a structured system that ensures high moral and aesthetic education of social relations, activities and communication in the children's environment, ensuring the formation of personality and the development of individuality;
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- compliance with the norms of collective law, a structured system that ensures high moral and aesthetic education of social relations, activities and communication in the children's environment, ensuring the formation of personality and the development of individuality;
- respect opinions that have social value in interpersonal relationships and the personal content of joint activities, organize a situation of discussion and creative tolerance, create creative and intellectual freedom based on dialogue, communication and discussion, teach a culture of religious tolerance, consistency and consolidation of the skills of constant tolerance, independent thinking, getting used to valuing the opinions of others;
- reliance on the positive qualities of the teacher's behavior in teaching and the elimination of negative aspects; consistency and consolidation of the skills of constant tolerance, independent thinking, getting used to valuing the opinions of others;
- reliance on the positive qualities of the teacher's behavior in teaching and the elimination of negative aspects;
- to achieve the education of such general qualities as direction, organization, intellectual sociability, psychological environment, which make up the structure of society in interaction with public organizations, family, neighborhood and other social institutions.

In the course of our research, we were able to organize team competitions based on training and improve the mechanisms of team creative work with a team of teachers.

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