



IMPROVING THE METHODOLOGY OF PREPARING A FUTURE CHEMISTRY TEACHER FOR PROFESSIONAL ACTIVITY IN A MODERN EDUCATIONAL ENVIRONMENT

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Annotation: *The analysis of psychological, pedagogical and methodological literature revealed that valuable experience has been accumulated in the field of teacher training to date. At the same time, the issues of special training of a future chemistry teacher in the framework of an additional specialty in the conditions of a classical university have not been adequately reflected in scientific research. The conducted research confirmed that the preparation of students at a classical university is more focused on the subject preparation of students and does not motivate them to work at school. The system of professional and methodological training of a future teacher is more aimed at training a specialist in the field of teaching the subject of chemistry for mass schools.*

Keywords: *rural school, pedagogical practice, theoretical ideas.*

The effectiveness of the developed model and the system of methodological preparation for work in a rural school was tested during experimental work. The results of the pedagogical experiment revealed positive dynamics in the levels of readiness of students. Summarizing the results allows us to conclude that students will be ready to work in a rural school, provided they have real ideas about the specifics of a rural school, the relationship between theoretical and practical activities of students, the development of the content and program of a special course taking into account the specific characteristics of rural schoolchildren. The need for a new quality of training of future teachers has determined the need for meaningful changes in pedagogical practice. And although there are necessary prerequisites for this both in educational institutions of higher education and in general education organizations, the question of new organizational and managerial conditions for conducting pedagogical practice of students remains open. Thus, the search for ways to improve the training of future teachers for professional activity in modern conditions is an urgent topic for research. In accordance with the set goal and the proposed hypothesis, the following research tasks are defined:

1) analyze the theoretical and methodological foundations of the training of future chemistry teachers and clarify the content of the concept of "situational and methodological task";



2) to substantiate, develop and test a model for the formation of the readiness of future chemistry teachers for pedagogical activity by solving situational and methodological problems in the conditions of pedagogical practice;

3) identify and verify organizational, psychological, pedagogical and methodological conditions for the formation of the readiness of future chemistry teachers for pedagogical activity;

4) to identify the structural components, criteria and levels of readiness of future chemistry teachers for pedagogical activity, to develop a methodology for determining these levels;

5) develop and test didactic provision of effective training of future chemistry teachers using innovative teaching methods and technologies.

The theoretical significance of the research lies in the development of the scientific apparatus of didactics by clarifying the concept of "situational and methodological task" in the context of training future chemistry teachers. The study reveals the process of preparing future chemistry teachers for pedagogical activity, which concretizes and complements theoretical ideas about the content of pedagogical activity in the educational process of the university. The experimental work organized within the framework of the study showed a positive dynamics of the formation of the levels of readiness of future teachers for pedagogical activity, as well as a direct relationship between the success of solving situational and methodological tasks and the levels of readiness of future chemistry teachers for pedagogical activity. The readiness of future chemistry teachers for professional activity is determined as the need and ability to carry out pedagogical activity on the basis of a certain set of psychological, pedagogical and special knowledge, professional competence in the unity of motivational-target, content, activity, reflexive components.

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