INTRODUCTION
Improving the training of specialists requires finding effective ways to form students’ systemic ideas about the object of their professional activity, the skills and abilities of its research, organization and management. One of the most pressing problems in the field of professional training is the formation of various aspects of the professional culture of specialists, which is an expression of the maturity and development of the entire system of socially significant qualities, is productively implemented in individual activities and is inextricably linked with their personal culture. During their studies at the university, students should receive comprehensive pedagogical training, a sincere interest in creative search and the formation of pedagogical professionalism.

Pedagogical technologies function both as a science that explores the most rational ways of teaching, and as a system of means, principles and regulations used in teaching, and as a real learning process. Pedagogical technologies can be mobile, which makes them extremely effective in the process of professional and pedagogical training of a future teacher. The features of the application of technology is the provision of great importance to the subjects of the educational process, in particular, the personalization of the personality of the teacher and student.

For the successful functioning of the pedagogical system, a deeply developed synthesis of all its components is necessary. Each modern pedagogical technology is a synthesis of the achievements of pedagogical theory and practice, the coordination of traditional elements of past experience and innovations created by social progress, humanization and democratization of society.

METHODOLOGY
To achieve this goal, namely the study of the features of training future teachers for the technologization of the educational process, a number of methods were applied. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSIONS
The development of the information technology society, globalization and the reforms of higher and secondary schools require the training of a new generation of teachers. The Concept of the New School notes that “the process and content of teacher training undergoes significant changes, since the teacher plays the role of not only a mentor and sources of knowledge, but a coach, facilitator, tutor, moderator in the child’s individual educational trajectory.” To achieve these tasks, it is necessary to create and implement the latest educational technologies that would satisfy the full-fledged development of the
content of future pedagogical activities. The introduction of technologization as a direction of reforming and modernizing vocational education can be conditionally divided into several stages:

- 20s - 50s. XX century. - technologization of education with the help of technical teaching aids (“Technization of education”);
- 50s - 60s XX century. - software-oriented teaching with parallel development of technical teaching aids; a surge of interest in electronic computers; the beginning of the use of the definition "educational technology" in the West;
- 70s. XX century. - active use of the term "educational technology" in foreign science; popularization of the concept of "technology" in scientific and pedagogical literature;
- 80s - 90s. XX century. - active use of the concept of "technology" in domestic pedagogy; boom in information technology in education;
- since the 90s. XX century. studies by domestic scientists on the use of technology in teacher training begin to appear; search and description of new educational technologies; rethinking the possibilities of implementing the technologization of education based on changing the methods and foundations of education;
- since the 2000s, training courses have appeared that contain elements of modern pedagogical technologies. These courses are characterized by a professional and practical focus. The degree of knowledge of the advantages of technologization and the use of pedagogical technologies is high in the context of the modernization of the professional training of a modern teacher.

Technologization is a historically continuous process in education. We are convinced that thanks to technologization in the education system, the continuity of new technologies is carried out, there is a willingness to adapt them through the prism of reflection. We also agree with the author’s assertion that although the technologization of education is an objective process that is constantly evolving, its vector is determined mainly by scientific and technological progress and the technologization of society, which covers all spheres of its existence (SYUNINA, YARMAKEEV, VALIAKHMETOVA, AKHMADULLINA, GIBADULLIN, 2018; LEBEDEV, MURNEVA, SAMOLOVA, PINKOVETSKAIA, 2021).

In modern pedagogical science, objects and products of technologization of the educational process are determined. The objects of technologization in educational activities include: goals, content, organizational forms of perception, processing and presentation of information, interaction of subjects of educational activities, procedures for their personal and professional behavior, self-government and creative development. The products of technologization of the educational process (on the part of the student) include: personal, socially and professionally important algorithms and stereotypes of behavior, the degree of expediency and effectiveness of which is the success and competitiveness of graduates of educational institutions.

The definition of the essence, content and structure of the definition of "technologization" has not yet found its final interpretation. Most researchers consider technologization as a process of theoretical substantiation and implementation of technologies with the aim of the level of formation of certain competencies in future specialists and guarantee the achievement of educational tasks. That is, technologization can be understood as a modern trend, the basis for the modernization of the professional training of a future teacher in an institution of higher education, provides for an effective transformation of the educational process aimed at its optimization and rationalization, and also assumes the formation of the level of technological culture of the future teacher, active design and implementation of technologies in professional activities of the future teacher (SINCAR, ÖNEN, ARAR, 2020; PAVLIUK, CHOPYK, ANTONIUK, PAVLIUK, SOLTYK, BILIŃSKI, 2017).
We consider teaching technology as a systematic method of creating, applying and defining the entire process of assimilating knowledge, taking into account technical and human resources and their interaction; its task is to optimize the forms of education. From a certain point of view, teaching technology is a combination of methods and means of processing educational information; the science of the methods of the teacher’s influence on the student in the learning process with the use of the necessary technical and informational means. In teaching technology, the content, methods and means of teaching are interconnected and integrated. Learning technology is a system category, the structural components of which are: - the goal of learning; - training content; - means of pedagogical interaction; - organization of the educational process; - student, teacher - the result of the activity.

When implementing innovative technology, the teacher must develop motivation in learning, based on factors that are of extreme importance for young people, from creating a positive atmosphere and ending with the disclosure of the need for educational activities, taking into account the further search for a profession, material and social formation, activating their cognitive interest. It is precisely the motivation that is clearly formed that makes one engage in activities that require the activation of mental activity, creative abilities (MANCHULENKO, NOSOVETS, CHORNA, FONARIUK, TURBAR, 2021; KRYSHTOANOYCH, BILYK, SHAYNER, BARABASH, BONDARENKO, 2021). When a person realizes his needs, the need to achieve something, then he begins to act, to take an active part in the pedagogical process. The formation of motivation in the process of applying technology occurs through a clear diagnosis of the level of the culture of logical thinking specifically for each student, visual evidence of the need to form an appropriate level of thinking, orientation towards solving creative problems, knowledge of the trajectory of educational activities, direct dialogue with the teacher, consideration of the structure and technology of studying new material.

The practical embodiment of knowledge is its application, therefore, the ability to think critically, observe the laws of logic, the ability to carry out logical operations (analysis, synthesis, generalization, comparison) should be a worthy confirmation of the effective implementation of the technology developed in the process of research. Professional training of future teachers of a foreign language provides for the use of interactive learning technologies, provides for the interaction of students both with classmates, a teacher, and joint activities in the classroom (based on the developed Internet resource) of modular technologies that provide for the individualization of training, an individual pace of progress in the program; helps to strengthen positive motivation; information and communication technologies that ensure the formation of the necessary level of knowledge among students, the ability to analyze, compare, generalize, process material, find the necessary information, link it with the issues under study; design technologies, provided for the organization of the learning process, according to which students acquire knowledge and skills in the course of planning and performing practical tasks - projects, are gradually becoming more complex and can be built both on the principles of competition and on cooperation. The dialogue form of training plays a decisive role in establishing a favorable psychological climate, is based on mutual respect, mutual penetration into the inner world of students and teachers, trust and goodwill, willingness to support and help. Work in pairs or a micro-group is also carried out in the process of preparing conferences and forums; when using the "brainstorming" method; method "case studies", "business games", which may involve working with the creative achievements of writers, poets; preparation and holding of reading evenings, conferences, defense of projects, etc. Creation of a situation of success is the main task of the teacher in the implementation of the selected pedagogical technologies, guarantees the effectiveness in achieving the planned (DAVID, 2011; LEJONBERG, ELSTAD, SANDVIK, SOLHAUG, CHRISTOPHERSEN, 2018). The emotional state inherent in achieving success affects further development, determines its dynamics and direction vectors, personal activity. Control allows you to compare real and planned reality, make adjustments and, in the end, independently manage the process of acquiring theoretical knowledge (KRYŠHTANOVYČH, GAVRYSÝH, KHOLOTOBINA, MELNYCHUK, ŠALNIKOVÁ, 2020). When drawing up control tasks, one should take into account: the principle of consistency and integrity; the specifics of the subject, the studied language; close relationship with various branches of life; the possibility of individualizing the educational process; the ability to...
maintain consistency and continuity. There should be provided for the current (homework, survey) and final (control papers, test tasks) control, assessment of the activities of each student, learns independently, depending on his abilities, using the help of a teacher and recommended literature (BAZAROVA, KIBALNIK, NIKITINA, SOLOVYEVA, FOMITSKAYA, 2021; BUSRA, NURETTIN, 2018).

To realize the goal of the technology, the process of professional training of a future teacher must comply with the following principles: democratization of pedagogical education, attracting public attention to it, establishing relations of equality in it; humanization and humanitarization of education (in the first place - the personality of the future teacher); taking into account trends in the development of schools and the anticipatory nature of the development of teacher education; consistency and continuity of pre-university, university and post-university teacher training; integration, ensuring the transition from a differentiated image of reality to a synthetic one based on intersubject connections, the introduction of integral disciplines in teaching; individualization, involves taking into account individual characteristics, a combination of individual and collective forms of work, individual work with gifted students, individual curricula; fundamentalization, which means the introduction into the educational process of theories of a high degree of generalization, saturated with increased information capacity and versatility; pragmatism - presupposes increased attention to mastering professional and practical knowledge, rational organization of pedagogical practice; subjectivity of training; optimal combination of all forms of organization of the educational process (combination of general, group and individual forms) systematic and consistent implementation of forms and methods of formation; individualization and differentiation; consciousness and activity; eclecticism; priority of active teaching methods (KOTYK, SHAPOSHNIKOVA, BEREZYUK, SAVCHENKO, HELESH, 2021; KRYSHTANOVYCH, KRYSHTANOVYCH, STECHKEVYCH, IVANYTSKA, HUZII, 2020). In order to implement technologies in the professional training of future teachers of a foreign language, various methods and forms of work should be applied, such as: a system of multilevel logical tasks focused on the formation of a culture of logical thinking; binary lectures visualization lectures and problem lectures discussion seminars; reader conferences; "Rhetorical Readings"; "Brainstorming" and "case studies", analysis of the definitions of pedagogical concepts and educational questions, logical exercises, critical questioning, role-playing games (three-level interviewing), working with blogs, etc. The following basic methodological principles should be the basis of innovative pedagogical technologies: systemic, which focuses on the disclosure of the integrity of pedagogical objects, the identification of various types of communication in them and their reduction into a single theoretical picture; synergistic, which stipulates that the training of future teachers should be viewed as a complexly organized system (KRYSHTANOVYCH, KOTYK, TIURINA, KOVREI, DZHANDA, 2020; BILYK, YASHCHUK, MARCHAK, TKACHENKO, GONCHAROVA, 2021). According to this principle, it is necessary to take into account the internal needs of the individual, and the analysis of the level of formation of readiness for the use of technologies is the basis for prognostic work, determining the options for the potential development of the indicated personal property; various components of the technology are interconnected, which ensures the variability of the ways and forms of development of the studied phenomenon; behind such specific features, we consider the process through self-organization, when external conditions create a field of possibilities, and then self-development takes place on the basis of self-organization; an axiological approach, in which the theory of values should be the basis of the worldview.

Deep understanding of the significance, striving for the implementation of effective professional activity; disposition to transfer to students their experience, feelings, beliefs, "inner being" should be the dominant, value-motivational core of the teacher’s personality. Then, through the disclosure of the individual settings and capabilities of each student, through a dialogue with him, the teacher will be able to attract students to the system of universal humanistic values (good, truth, justice, love), the values of dialogue (between people, communities, ideological positions), which he himself shares; an activity approach, namely the principle of the unity of consciousness and activity, in which the mechanism for
the formation of a person’s inner world is the interiorization and exteriorization of experience.

A means of learning and personal development is active creative activity, in which the student not so much assimilates ready-made knowledge, skills and abilities, but rather creates a system of knowledge for himself, a new meaningful experience. This approach provides a variety of ways of learning activities, the expected result; allows the student to reveal their own capabilities, their "I". The condition and result of such training is the formation of students' desire and ability to study independently, apply new knowledge, develop the ability to act, strive for self-development; personal, which requires ensuring the development and self-development of the student’s personality, based on the identification of his individual subjective experience, abilities, interests, value orientations, opportunities to realize, that is, the principle of the subjectivity of teaching; the principle of individualization and the principle of differentiated learning.

**CONCLUSIONS**

It is known that the educational process in higher education institutions requires constant modernization, as well as the training of a future specialist. Now we can say that technologization contributes to the improvement and modernization of the professional training of the future teacher in the institution of higher education. Based on new methods, theoretical and methodological foundations in the educational space, we can improve the education quality system and strengthen its competitiveness in the market environment of the state. Taking into account the above, it is possible to single out the basic principles of modernization of the professional training of the future teacher in the context of the technologization of higher education in Ukraine: 1) focus on the development of the personality of the future teacher; 2) compliance of the content of the professional training of the future teacher with modern and forecasted trends in the development of science and society; 3) the optimal combination of traditional, group and individual forms of organization of the educational process; 4) rational application of modern methods and teaching aids; 5) the correspondence of the educational results of the training of the future teacher to the requirements of the sphere of his professional activity; 6) assistance in ensuring the competitiveness of the future teacher.

The boundaries of our scientific search allowed us to solve not all aspects of the modernization of the professional training of a future teacher in a higher education institution. In our opinion, further scientific research on the issue is to improve the combination of these principles in the context of the technologization of higher educational institutions. Pedagogical conditions require further research, it is better to contribute to the formation and improvement of the personality of the future teacher.

The result of the study is to determine the main features of the preparation of future teachers for the technologicalization of the educational process.

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**Study of the preparation of future teachers for the technologization of the educational process**

**Abstract**

The main purpose of the study is to characterize the effectiveness of the features of training future teachers to technologize the educational process. The problem of modernization of teacher training is relevant around the world. Modern preparation of teachers for work and professional activity requires rethinking the content of education, structure and forms of organization. The modern institution of higher pedagogical education faces the task of introducing the latest approaches to learning, which, along with its fundamentality and compliance with State educational standards, develop communicative, creative and professional competencies, needs in self-education based on potential diversity of content and organization of the educational process. It is expected that the technology of professional training of future teachers will help solve these problems. The result of the study is to determine the main features of the preparation of future teachers for the technologization of the educational process.

**Keywords**: Pedagogy. Teachers. Education. Educational process. Technologization.

**Resumen**

El objetivo principal del estudio es caracterizar la efectividad de las características de la formación de futuros docentes para tecnificar el proceso educativo en el contexto de las escuelas especializadas. El problema de la modernización de la formación docente es relevante en todo el mundo. La preparación moderna de los docentes para el trabajo y la actividad profesional requiere repensar el contenido, la estructura y las formas de organización de la educación. La moderna institución de educación superior pedagógica se enfrenta a la tarea de introducir los últimos enfoques de aprendizaje, que, junto con su fundamentality y cumplimiento de los estándares educativos estatales, desarrollen competencias comunicativas, creativas y profesionales, necesidades en autoeducación basadas en la potencial diversidad de contenidos, y organización del proceso educativo. Se espera que la tecnología de la formación profesional de los futuros profesores ayude a solucionar estos problemas. El resultado del estudio es determinar las principales características de la preparación de los futuros docentes para la tecnificación del proceso educativo en las escuelas.

**Palabras-clave**: Pedagogía. Profesorado. Educación. Proceso educativo. Tecnologización.