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**CURRENT STATE AND PROSPECTS OF THE DEVELOPMENT OF PROFESSIONAL TRAINING OF FUTURE TEACHERS: SEARCHING FOR EDUCATIONAL STRATEGIES**

The article presents the author's position regarding the solution of pressing problems of searching strategies of implementation in educational practice the basic conceptual positions put forward during reforming of higher education in Ukraine. The introduction of the contextual approach to the preparation of future teachers is proposed as one of such prospect educational strategies. Contextual learning is defined as a form of active pedagogical interaction between students and teachers, which provides for the gradual saturation of the educational process by professional context. It is noted that the improvement of the educational process of a higher educational establishment within the contextual approach is connected with approaching of the subject content of learning to the problems of the future professional activity, through the reflection in it of the social content of teaching in a real professional situation. It is argued that the introduction of contextual approach in the education of future teachers requires significant updating of organizational forms and methods of training.

To the author’s mind, the essence of the process of transformation of future teachers’ educational activity in the application of the contextual approach is consisted in the saturation content of their training by topics, concerns, questions, which can help students with such educational and pedagogical knowledge and skills that reflect contemporary theories, concepts, laws, principles, forms and methods of organization of educational process and contribute to the formation of students’ cognitive readiness and ability to perform professional and pedagogical tasks in accordance with the overall goal of their professional education. The main characteristic of the content of the educational process within the context of the modeling approach is not only subject content, but also the social context of the future professional activity through playing the educational content of real professional situations.

It is noted the important role of the lecture (lecture-visualization, lecture-conference, problematic lecture, lecture in two etc.) and seminar (seminar-round table, seminar-discussion, seminar-research, seminar in the form of brain-ring, seminar-presentation at the conference with the presentation etc.) studies in the students’ professional training. The author emphasizes that the primary form of organization of students’ training within the framework of application of the contextual approach is practical exercises with the using of business and role games, elements of training, aimed primarily at the acquisition of the future teacher and the development of professional and pedagogical abilities in activities close to real teacher’s working conditions.

Key words: reforming of higher education, teacher education, contextual learning, future teaching staff, content of higher education, organizational forms of students’ educational activity.