

Teaching Future Teachers to Design Educational Programs (Educational Design) Based on A Reflective-Activity Approach.

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- **Abstract:** The problem of the formation of future teachers' competencies in the design of educational programs is one of the most important tasks of professional education. The purpose of the study is to develop a model for teaching future teachers to design educational programs based on a reflexive-activity approach. The study design was built in accordance with the classical scheme with the participation of experimental and control groups. The author's technique of A.S. Lvova was used to diagnose the abilities of future teachers to design educational programs. Scales for assessing the degree of formation of these competencies were developed taking into account the current professional standards ("the ability to analyze their activities, control and evaluate the educational achievements of students"; "the ability to plan and conduct training sessions"; "the ability to manage the behavior of students"; etc.), each the scale is provided with a list of indicators included in the expert sheets. At the formative stage of the study, the students who were part of the experimental groups mastered academic disciplines on the basis of a reflexiveactivity approach, involving the transfer of part of the training from university classrooms to their future workplace (school). The training of students in control groups was carried out according to the traditional scheme, where the issues of designing educational programs were studied in the process of mastering psychological, pedagogical and methodological disciplines in a classical lecture and seminar mode, in university classrooms. The results of the final examination of students indicate a significant increase in the number of students in the experimental groups who have a high level of readiness to design educational programs, significantly exceeding the number of such students in the control groups, which is confirmed by the data comparing basic indicators using the student's t-test. As a result of the research, a complete educational and methodological support for the process of teaching future teachers in a bachelor's degree was developed, built on the basis of a reflexive-activity approach. The model of professional training proposed for implementation in the educational process of higher education makes it possible to increase the effectiveness of solving the problem of developing the abilities to design educational programs in future teachers.

- **Keywords:** competencies, experimental, indicators, pedagogical, readiness, significant, educational, teachers.