

On the issue of new approaches to teacher training: sociological aspect

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Abstract. *The article is devoted to the analysis of situation related to the development and application of new approaches to the training of the teaching staff and solving the problems of shortage of workers in schools. In accordance with the report of the Deputy Prime Minister of the Russian Federation on social policy Tatyana Golikova, the shortage of teachers as of October 1, 2023 amounted to about 11 thousand people, which requires enhanced measures to build personnel capacity in schools throughout the territory and, especially, in the remote areas. From a sociological perspective, the author illustrates two-sided view of the identified issues. On the one hand, it is of interest to analyze the legal regulation of the training of specialists for the system of basic general education, and on the other hand, the attitude of society and the main customers of educational services to given government vectors. The empirical data presented in the article contradict the flexible educational trajectories developed by the state in the formation of new pedagogical competencies among the future teachers. A serious reason that adversely affects the development of teacher education is the current state of teaching staff at all levels. The article illustrates the view of parent respondents (customers of educational services) on new approaches that form the basis of modern training of school teachers. At the same time, new vectors for solving staffing needs in schools are burdened by both the existing age and gender imbalances. The article provides qualitative and quantitative data indicating the slow renewal of teaching staff. The article reveals the attitude of parent community towards practicing teachers and analyzes the problems of young specialists who came to school without basic pedagogical education. The author emphasizes feasibility of methodological substantiation of the content of pedagogical training of specialists who do not have a basic psychological and pedagogical education. The promise of scientific understanding of this issue along with the growing interest in the quality of teacher training is noted, the main conclusions are drawn and recommendations are outlined.*

Keywords: *teacher-practitioner, additional professional education, professional self-determination, professional plans, teacher education, professional adaptation, professional motivation, pedagogical activity*

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