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PROFESSIONAL TRAINING OF FUTURE TEACHERS FOR WORK IN THE CONTEXT OF EDUCATIONAL-UPBRINGING SYSTEMS' VARIABILITY

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Annotation

The article reveals the problem of training future teachers for work in variety of educational-upbringing systems. The results of the analysis of the current state of graduate students' training background for work in the defined conditions are distinguished. The features of implementation of the presented training model are revealed in order to increase model's effectiveness.

Key words: *educational-upbringing systems, professional competence of a future teacher, future teachers' training.*

ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО РОБОТИ В УМОВАХ ВАРІАТИВНОСТІ ОСВІТНЬО-ВИХОВНИХ СИСТЕМ

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Анотація

У статті розглянуто проблему професійної підготовки майбутніх учителів до роботи в умовах варіативності освітньо-виховних систем. Відображено результати стану підготовленості студентів-випускників до діяльності в окреслених умовах. Розкрито особливості впровадження

розробленої моделі професійної підготовки з метою підвищення її ефективності.

***Ключові слова:** освітньо-виховні системи, професійна компетентність майбутнього вчителя, професійна підготовка майбутніх учителів.*

1. The problem in general

The formation of future teacher's professional competence has nowadays gained one of the biggest priorities in the sphere of higher education in Ukraine. The post-soviet Ukrainian school needs a new teacher, who is able to adapt to the pedagogical innovations, adequately and quickly react to current changes in socio-economic, educational and information space of society's development.

During the new socio-economic reality, institutions of secondary education not only prepare students for life framed by market relations, socialize the personality, teach modern technologies of life, but also are the centers of spiritual enrichment of students. The Concept of the implementation of state policy in the sphere of general secondary education "New Ukrainian School" explicitly defines and declares these priorities [Concept paper, 2016].

Each school has its unique educational-upbringing system, and it is crucial that future teacher is fully prepared to adapt, work effectively and creatively realize his/her professional strategy.

The educational-upbringing system of a secondary education institution is defined by the variety of specific conditions, including interests and needs of children and adults, so it cannot be identical in different regions, even in two neighboring educational institutions [Kovalchuk V.A., 2016, p.59]. Therefore, while entering a particular institution, a young teacher faces difficulties of professional adaptation to the peculiarities of conducting lessons, organizing

educational activities, and general conditions of the educational-upbringing environment.

2. Analysis of recent researches and publications

The number of researches tackling the problem of forming the competence of future teachers in accordance with the variability of the conditions of the modern educational-upbringing environment has increased. Among the leading ones, it is possible to distinguish the well-developed integral concepts of preparing a future teacher for professional activity, namely:

- System approach to the consideration of pedagogical phenomena in the training of future teachers [Semychenko V. A., 2004];
- Formation of pedagogical skills through special exercises under controlled conditions [Zyazyun I. A., 2008];
- Formation of a design-competence through the creation of innovative pedagogical systems [Dokuchayeva V. V., 2007].

However, the problem of forming future teacher's competence to work in terms of educational-upbringing systems' variability in scientific publications has not been fully covered and examined.

3. Purpose of the article

The research is aimed on the analysis of the future teachers' readiness to carry out professional activities in terms of educational-upbringing systems' variability and to develop a model for future teachers' training.

4. Exposition of main material of research

The current conditions of professional teacher training in Ukraine have many difficulties and obstacles in terms of understanding the essence, conditions of functioning and peculiarities of the organization of the educational-upbringing system of a particular educational institution. Thus, the awareness of each future teacher of the influence of this complex condition on the future professional activity is central for the realization of his/her own professional teacher strategy, and professional self-development.

The pedagogically specialized competence of future teachers is therefore, defined by this paper as a basis for research analysis. This competence includes a set of necessary knowledge, skills, values, and attitudes of creative research expertise, has been identified in the structure of professional competence as the key element to ensure the successful work of the professional teacher in the context of educational-upbringing systems' variability.

To identify the level of formation of the recent graduates and working teachers with different pedagogical experience of special pedagogical competence to carry out professional activities in the conditions of educational-upbringing systems' variability of general education institutions, the researcher conducted a survey. The developed questionnaires included questions on the knowledge of the notion "educational-upbringing system", its characteristics, main features, structure; understanding of the peculiarities of the functioning of the educational-upbringing system of the educational institution, as well as the task to determine a level of teacher's possession of pedagogical methods for work in the conditions of various educational-upbringing systems of secondary education institutions. The study was conducted during 2014-2015, and constituted the empirical part of the PhD research.

438 respondents participated in the study – 283 graduate students (bachelor's and master's degrees) of Ivan Franko Zhytomyr State University, Pavlo Tychyna Uman State Pedagogical University, Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky and 155 teachers of Zhytomyr region. The last group includes teachers with different pedagogical experience: young (up to 3 years of professional experience) – 53 respondents and experienced people with more than 10 years of work experience – 102 respondents.

It is important to highlight that the analysis of the results of the survey of young teachers and graduate students will provide an opportunity to identify the level of competence of teachers to carry out professional activities in the conditions of the educational-upbringing systems' variability, formed during the

study at a higher education institution. Moreover, the analysis of the results of this survey conducted among experienced teachers will help to identify the features of professional self-education and self-development in the formation of pedagogically specialized competence to pursue professional activities in the conditions of the educational-upbringing systems' variability.

The used questionnaire had a three-level structure and semi-closed questions. Respondents were asked to choose the most appropriate options from the options listed below or to suggest their own option. The first block of questions examined the understanding of the "educational-upbringing system" concept, the main features and structural components. The received answers showed that 59% of students and 73% of teachers correctly identified the features and structural components of the educational-upbringing system; and chose the option that in-depth reveals the essential characteristic of the concept. The low percentage of respondents – 9% of students and 6,5% of teachers – in the responses on the first part of the survey showed a limited selection of elements that characterize the educational-upbringing system, which indicated a superficial, not precise understanding of the educational-upbringing system as a pedagogical phenomenon.

The second block of questions in the questionnaire covered peculiarities of the organization and functioning of the educational-upbringing system of the educational institution. It should be noted that teachers' answers had a higher percentage of correct answers, as this can be explained by the previously acquired pedagogical experience and professionalism of respondents. The distributions of responses were as follows: 67% of the correct answers of teachers and 52% of graduate students.

As to the questions in the questionnaire of the third block, which show levels of self-assessment of knowledge about modern educational-upbringing systems and the correlation of professional activities in the conditions of system's variability, the responses of graduate students and teachers differ significantly.

The result showed that in general graduate students and young teachers have a sufficient level of knowledge about the nature, peculiarities of functioning, typology and specifics of the organization of the teacher's professional activities. This group of respondents was particularly good in understanding of the main categories and concepts. For example, pedagogical system, educational-upbringing system, educational environment of educational institution, typology of educational-upbringing systems, model of a modern school, pedagogical and professional competence of the teacher. However, deeper analysis of graduate students' answers revealed insufficient understanding of the "teacher's professional strategy" concept and its practical development in various educational-upbringing systems. Moreover, respondents (graduate students) found it difficult to list and clarify necessary pedagogical methodological tools and forms of pedagogical interaction in certain conditions of an educational institution. Thus, as this research argues the abovementioned **insufficiency/sufficiency** of knowledge of the peculiarities of the teacher's work in the context of the specific educational-upbringing system is an important component to form pedagogically specialized competence.

For this study, it was highly important to find out how teachers with sufficient pedagogical experience (5 years or more) assess the need for knowledge about the nature, features, structure and functioning of various educational-upbringing systems of general education institutions; the importance of having teachers with the necessary understanding and practical skills to carry out professional activities in the educational-upbringing system of a particular educational institution. This group of teachers in their professional activities had the opportunity to work in different educational-upbringing systems, which developed critical assessment of the importance of the selected components of pedagogically specialized competence. Arguably, it is justified that teachers show increased interest in pedagogical innovations and creative management under different conditions and functioning of educational-upbringing systems of

general educational institutions. The findings indicate that the majority of graduate students and young teachers had formed gnostic, communicative and research skills which constitute a basic level of pedagogically specialized competence.

As it can be explained, such results actualize the fact that both young teachers and graduate students are focused on theoretical perception of pedagogical problems and phenomena, and not on skills development to solve these problems in real life conditions. The answers showed as well that the usual practice for young teachers and graduate students was solving personal and professional problems through social networks, forums without considering real conditions, features of a particular educational institution and acquired professional experience. At the same time, analysis of the answers outline that the less developed pedagogical skills are constructive and projective. For graduate students it is 5.9 points and 5.7 points out of a maximum of 10 points, and for young teachers – 6.9 points and 6.8 points respectively. As argued by this research, these skills are essential for development and implementation of teacher professional strategy, for effective pedagogical interactions with students, parents and colleagues in the context of a specific educational-upbringing system of a general educational institution in order to achieve the specified tasks. The findings of this study show the correlation between the factors of individual, personal and professional development, and ability of the pedagogical worker to critically evaluate the peculiarities of the educational-upbringing system and educational environment, that influences pedagogically specialized skills. This justifies the need of special pedagogical technologies to be used in the formation of the optimal level of the instrumental component of pedagogically specialized competence of future teachers during pedagogical higher education studies in Ukraine.

In general, it can be argued that the level of the formation of the necessary professional knowledge exceeds the level of the ability development. This can

be explained by the fact that on the basis of the basic psychological and pedagogical, human-knowledge and socio-pedagogical knowledge received in the process of professional training, the necessary skills for the real conditions of a specific educational-upbringing system are not sufficiently developed. Graduate students find it difficult to make consciously and independently decisions in situations arising while teaching in the conditions of various educational-upbringing systems of educational institutions; choose their own professional position, strategy of pedagogical activity in accordance with the specifics and features of a particular educational-upbringing system of an educational institution; to plan and conduct teaching, educational and research activity on the basis of a creative approach.

The results of the survey conducted among graduate students and young teachers showed that this group of respondents found some difficulties in the practical application of theoretical knowledge about the peculiarities of educational-upbringing systems of secondary education institutions, typology and the specifics of functioning, the development and implementation of their own professional strategy in achieving educational progress. The participants were more focused on the implementation of the teaching function as a teacher in a particular subject.

This analysis of the current future teacher training in Ukraine shows that there is a contradiction between the need to prepare students for work in a new socio-cultural development of secondary education and a system of education characterized by reproductive pedagogy that does not stimulate internal motivation in gaining professional competence. Thus, it does not form the student's ability to build his or her own strategy of future professional activity in the conditions of an educational institution, ability to plan their activities and make decisions in the modelled conditions of the future profession.

Many authors (K. Abulkhanova-Slavskaya, N. Naumova, T. Prokhorenko, T. Riznyk, etc.) use the term "professional strategy" in the approach to understand

the way of professional self-realization, which includes individual tools and methods of professional activity, own style, lifestyle, life pace, etc [Albuhanova-Slavskaya K. A., 1991, p.35]. Accordingly, a personal professional strategy is a targeted programming of the professional activities and their implementation. The formation of the professional strategy of the future teacher is influenced by many factors of the external (the image of his favorite teacher, the prestige of the profession, the conditions of study at the university, the particular educational institution in which he/she has studied, the impact of the microenvironment, etc.) and internal origin (individual psychological features, self-esteem, level of aspirations, success in studies, etc.). The influence of these factors has either an enhancement or a restrictive effect on the formation and implementation of a teacher's professional strategy. In the process of professional training for future activities, the influence of both factors is adjusted and changed as a result of the specially organized, professionally oriented interaction of teachers with students.

The modern university education in Ukraine should reflect the modern strategies of vocational education; the educational process should be based on technologies that develop the critical thinking of the future teacher, promote the development of skills and abilities to independently conduct researches, search data using various information resources, stimulate the opportunities for mutual learning of students, their participation in various projects, aimed at mastering professional competences.

Professional training of future teachers for work in conditions of educational-upbringing systems' variability in the secondary education institutions requires rethinking of approaches to its organization, selection of content and management of the learning and training processes. This paper argues that the preparation of students for a given area of professional activity cannot be carried out focusing only on the extensive approach, that is by increasing the hours for the study of psychological and pedagogical disciplines (due to their significant

reduction in the curriculum of the previous study years in the Ukrainian universities), as well as the introduction of distinct special courses and special seminars. It is necessary to review the content, forms and methods of training in order to reorient the pedagogical process to the general cultural and professional development of the teacher-educator who is competent to carry out professional activity in the conditions of various educational-upbringing systems of educational institutions. The research shows that the correlation of theoretical and practical training of the future teachers in the specified direction of professional activity should be optimized. On the one hand, the training should be deprived of the installation of practicalism in the organization of pedagogical practice, when it is considered as a certain testing ground for familiarizing students with the school environment and certain established hands-on practices. On the other – the well-balanced training implies strengthening of the theoretical level of teaching professional pedagogy. For this purpose it is not the volume of knowledge as the flexibility of knowledge systemic and quasi-orientation that is crucial [Dubasenuk O. A., 1995, p.44].

The definition of this knowledge should be their mobility, manageability, adaptability to the conditions of a specific educational-upbringing system in the educational institution.

In this research, among a large number of pedagogical technologies, there are highlighted and substantiated technologies which most fully ensure the efficiency and productivity of the educational process of vocational training in a higher education institution in a given direction of pedagogical activity, including the peculiarities of personnel and logistical support of their implementation.

Educational technologies are used based on the type of organization and management of cognitive activity [Bespalko V.P., 2005, p.53]: classical lecture-seminar training using audiovisual technical means; system of work in "small groups"; design technology; portfolio technology; technology of differentiation

and individualization of training; search-research technology; technology of solving pedagogical tasks.

The use of these technologies are carried out in accordance with the purpose and successive steps for the formation of the pedagogical and specialized competence of future teachers to carry out their professional activity in conditions of educational-upbringing systems' variability. The first step is the mastering of the necessary knowledge about educational-upbringing systems of general education institutions within psychological and pedagogical disciplines. The second step is the formation of skills and abilities (instrumental component of competence) at the reproductive level. The third step is to demonstrate the developed competence in simulated professionally-oriented conditions when performing pedagogical tasks of different levels of complexity, i.e. transition to a productive level of competence generation. The fourth step is the organization of an independent educational, cognitive and research activity of the future teacher with constant feedback, analysis, and control by the teacher. The fifth step is the independent pedagogical practice of the future teacher in the real conditions of the educational-upbringing system of a particular educational institution under the guidance and support of a teacher-methodologist. And the sixth step is the independent professional activity of a young teacher without guidance, but with the support of a mentor teacher.

The structural-functional model of future teachers' professional training for work in variety of educational institutions includes the following components:

- Target, which provides the implementation of training objectives: the formation of professional competence of future teachers for work in educational-upbringing systems' variability;
- Concept, which formed by the theory of educational-upbringing systems, presents the idea of creating conditions for the formation of competent and self-organizing future teachers, who are able to work under variability of educational-upbringing systems. It also reflects the scientific approaches for this

future teachers' training and principles of future teachers' professional competence;

- Content, which constitutes the informational base for future teachers' training throughout the educational process in universities;
- Technology, which reflects the mechanism of the model on the following stages: basic 'professional adaptation' as the introductory course for pedagogical programs, 'locally-professional' for courses on second and third year of pedagogical studies, 'systematic and professional' for courses on fourth and fifth year;
- Result-corrective component that includes different levels of measurement of pedagogically specialized competence within the professional work in a variety of educational-upbringing systems based on the defined criteria and developed indicators and methodical complex of pedagogical influence, which is aimed at correcting the results obtained during the training.

5. Conclusion

The conducted diagnostic analysis of the formation of professional orientation and level of motivation for professional and personal development of the future teachers that in general constitute educationally specialized expertise, created the necessity of implementing the model of professional training aimed at the improvement and correction.

As a result, the implementation of the developed model can provide proper formation of pedagogically specialized competence of future teachers to carry out educational activities in the context of educational-upbringing systems' variability in Ukraine.

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