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MAIN COMPONENTS OF PROFESSIONAL COMPETENCE OF A MODERN TEACHER OF HIGHER EDUCATIONAL INSTITUTIONS

Summary

Due to the modernization of higher education in Ukraine, the tasks related to personal and professional development of students are becoming more complicated, the requirements for the basic principles, ideas, content of education, teaching methods, forms of organization of the educational process, etc. are growing. One of the main components of the learning process is the principles of learning. Principles of education are the basic requirements for the organization and conduct of the educational process in higher education.

Keywords: education, higher educational institution, principles, teacher, student

Aim, subject and research methods

The purpose of the study: to analyze the main components of professional competence of a modern university teacher.

The subject of research: the basic principles of teaching a modern university teacher.

To achieve this goal, the following research methods were used: synthesis and analysis of scientific and methodological literature, pedagogical observation, comparative analysis.

Research results

The term "principle" translated from Latin means the beginning, the basis on which to rely, as well as which must be guided [1]. Also actualizes the problem that the principles of teaching (principles of didactics) - guidelines, rules and techniques that ensure the necessary

effectiveness of the educational process. Pedagogy as a science is due to the great Czech teacher Jan Amos Comenius (1592-1670), who in his work "Great Didactics" developed the following principles of teaching: 1) the principle of conformity to nature; 2) the principle of visibility; 3) the principle of systematic and consistent learning; 4) the principle of gaming activities; 5) the principle of the theological approach to education.

He suggested teachers to solve three tasks: a) set three goals - to know well, act and speak; b) three objects - God, world, man; c) three tools - feelings, reasoning and revelation [1, 2].

Justification of the principle of naturalness in the development of children belongs to the Spanish philosopher, psychologist and educator Juan Luis Vives (1492-1540), who argued that the learning process is impossible without penetrating the laws of cognition, and education is inconceivable without understanding and accounting for psychophysical patterns of child growth. He noted that to demand more from a child than can be given at a certain stage of development is as absurd as to demand fruit from a tree in the spring, when it is just beginning to bloom.

After all, the acquisition of knowledge occurs through experience and observation. The Swiss educator Heinrich Pestalozzi (1746-1827) substantiated the principle of clarity of learning as a means of developing logical thinking. In his writings, he argued that every person has natural inclinations from birth, and the role of education is to reveal these inclinations and develop the child as a separate individual in the spirit of fraternal relationships with people.

The German educator Johann Herbart (1776-1841) believed that the principles of learning should be used only those that promote the development of imagination and accustom to independent work. Thus, in order to provide education and upbringing, Herbart encouraged teachers to quell children's mischief through threats, punishment, prohibitions, and constant surveillance.

The German educator Friedrich Disterweg (1790-1866) was influenced by Pestalozzi and believed that the most important principles of education and upbringing are: conformity to nature, cultural conformity and amateur (activity and initiative).

The founder of the national pedagogical science and folk school Konstantin Ushinsky (1824-1870) considered pedagogy in close connection with philosophy, physiology, psychology, human anatomy. Ushinsky proposed the following principles: the connection of pedagogy with psychology, the unity of theory and practice, the activity of children in learning and education, the development of feelings, perceptions, memory, attention, thinking, emotions,

language of students during classes. He considered pedagogy as a science and art, considered moral and patriotic education part of the harmonious human development.

Ukrainian teacher innovator Anton Makarenko (1888–1939) theoretically substantiated and practically proved the effectiveness of such principles of pedagogy as education and training of children in the team, comprehensive development of children and youth, reliance on conscious discipline, unity of physical, mental, moral, aesthetic and labor education [2, 3, 5].

The outstanding teacher of Ukraine Vasyl Sukhomlynsky (1918-1970) believed that pedagogy should become a science for everyone - teachers and parents. His credo: the teacher works for the future. Its principles: comprehensive and harmonious development of the student's personality; formation of consciousness and high morals; respect and faith in the child; recognition of its uniqueness and rights of choice; the child must find joy in work and study; the connection between mental development and moral education of students; school connection with family and life; education of will and useful work habits.

Modern didactics considers the following principles of learning, the content of which is as follows:

1. The principle of scientificity is characterized by the selection of educational material that corresponds to the level of modern science, verified scientific data, reveals the causal links of processes with other sciences and the specialty of the student.
2. The principle of connection between education and upbringing obliges the teacher not only to communicate educational information to students, but also to develop their legal, moral, aesthetic and other personal qualities.
3. The principle of consciousness, activity and independence in learning provides a conscious and active attitude of students to learning, a deep understanding of educational issues, intellectual development, as well as the unity between intellectual and speech activities. Activation of students' intellectual activity contributes to their positive attitude to learning, interest in self-mastery of educational material, positive experiences of success in the accumulation of knowledge, development of skills and abilities.
4. The principle of systematic and consistent learning involves the organization of teaching and learning material in a logical sequence and connection, in a system, regularity in the learning process eliminates the template, but allows the teacher to consistently teach new material based on already known, move from one type educational activities to another, without violating the integrity of the process of formation of knowledge, skills and abilities [3].
5. The principle of teaching obliges the university teacher to know the cognitive abilities and personal experience of students, to teach complex subjects in an accessible and easy way, to

connect new information with existing knowledge, etc. Learning is successful when it evokes the hard work of students' minds, feelings and wills, while at the same time making students master it. The main thing is to avoid the burden, unbearable for this category of students and the formal passage of the program material, a waste of time. On the other hand, avoid "easy" learning, which does not require students to strain their mental and physical strength, which leads to a low level of knowledge of the future specialist.

6. The principles of visibility are used in the learning process, during which the creation of a living perception of specific objects and phenomena of objective reality is provided. Visibility in learning is provided by the inclusion of a large number of students' senses in the perception of educational material.

7. The principle of strength of knowledge, skills and abilities obliges the teacher to achieve from students a reliable memorization of educational information, the stability of skills and abilities in the application of knowledge in practice. To do this, the teacher plans material with levels of difficulty, uses active learning methods, activates students' thinking and memory during repetition, uses a variety of techniques of creative application of knowledge in practice.

8. In the lecture-seminar form of organization of educational classes the principle of collective educational activity is applied. Thus, group and collective classes are based on the general socio-psychological features of age development of students: collective creation and group attention, collective mood of imitation, relationships and mutual assistance, rivalry and competition.

9. When applying the principle of differentiation and individualization of education, the university teacher must know the individual psychological characteristics of each student, in order to apply to them certain teaching methods. Also, it is necessary to take into account the influence of both positive and negative personality traits of students on the learning process, respectively, to provide individual assistance.

10. The principle of connection of education with the life and future professional activity of a university graduate involves the use of students' life experience in classes, disclosure of the practical significance of their knowledge in society and future profession, participation in public life.

Conclusions

Didactic principles are interconnected and complementary. When organizing the educational process in the university, the teacher must be guided by all the principles, not only

stereotypically, but creatively, because the principles of didactics contribute to the optimization of pedagogical activities, as well as determine methods and forms of student learning.

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