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## **PEDAGOGICAL MASTERY OF AN EDUCATOR OF A HIGHER EDUCATION INSTITUTION IN THE CONTEXT OF THE IDEAS OF OUTSTANDING UKRAINIAN TEACHERS**

### **Summary**

The article is based on the analysis of pedagogical works of outstanding Ukrainian educators (A. S. Makarenko, V. O. Sukhomlynskyi, K. D. Ushynskyi, I. A. Ziaziun and other) reviewing the problem of development of pedagogical skills and mastery of the teachers of higher education institutions as a perspective direction of enrichment and further development of the theory and practice of higher education. Emphasis is placed on the historical experience of understanding the essence of the concept of "pedagogical skill" and the main ways of its formation in the context of ideas expressed in various pedagogical works of domestic scientists, teachers and historians.

The main scientific approach to the study is a system, which involves not only analytical but also synthetic assessment of phenomena and processes.

The specifics of pedagogical activity of an educator in a higher education institution (HEI) are characterized; a categorical analysis of the concept of "pedagogical skills of a teacher of higher education" in the context of pedagogical views of A. S. Makarenko, V. O. Sukhomlynskyi, K. D. Ushynskyi, I. A. Ziaziun and other scientists and historians of Ukraine.

The main ideas of Ukrainian educators on understanding of the concept of pedagogical skills are highlighted.

A comparative analysis of the main components of pedagogical skills, conditions, means of its formation has been conducted. The concept of "pedagogical creativity" as a component of pedagogical skills and abilities, as well as its formation in the context of modern pedagogical research are characterized.

Theoretical conclusions concerning the semantic characteristics of pedagogical skill, competence, competency, readiness of teachers of higher education institutions for pedagogical activity are generalized. The author's interpretation of the concepts of "pedagogical skill", "pedagogical competence", "competency", "readiness of a teacher for pedagogical activity in higher education institutions" is presented. The prognostic directions of studying, analysis and development of the actualized problem (pedagogical skill of teachers) in modern institutions of higher education are given.

**Keywords:** pedagogical skills, pedagogical mastery, pedagogical activity, higher education, competence, competency, pedagogical creativity, teacher; pedagogical heritage.

### **Introduction**

At the beginning of the XXI century and the third millennium, the problem of teacher training acquires extreme significance due to new changes taking place in the context of globalization and integration at the global, international, national and regional levels.

In the progressive development of modern Ukrainian society, its integration into the world educational processes, including the undergoing reform of higher education, all these highlight the relevance of the problem of pedagogical skills (their formation and development) of educators of higher education institutions.

The "National Doctrine of the Development of Education in Ukraine in the XXI Century" states that "the training of pedagogical and scientific-pedagogical workers, their professional self-improvement is an important condition for the modernization of education" [22].

Solving complex problems facing the domestic system of higher and general secondary education is impossible without a proper study of the pedagogical heritage of prominent theorists and practitioners who were at the origins of substantiation of the basic provisions of pedagogical skills, their essence, which created and established technologies for their formation.

Thus, first of all, it's necessary for substantiation of theoretical-methodological, organizational-methodical concepts, systems and technologies of teaching, the leading place

among which in modern realities is occupied by pedagogical technologies that should ensure personal and professional development and self-development, mobility and competitiveness of educators, including the teachers of HEIs. Pedagogical skills and mastery of modern technologies are closely linked. Therefore, the concept of "pedagogical skill", which is reflected in many works of Ukrainian scientists and practitioners, has come a long and difficult way of evolution. Thus, at the origins of the development of this problem were well-known domestic scientists, theorists and practitioners of education, prominent philosophers, artists and statesmen: O. Dukhnovych, M. Korf, M. Kotsiubynskyi, T. Lubenets, A. Makarenko, I. Ohienko, M. Pyrohov, I. Sikorskyi, H. Skovoroda, V. Sukhomlynskyi, K. Ushunskyi, I. Franko, Ya. Chepiha and other. The historical approach to the essence and content of pedagogical skills in the system of pedagogical training gives an opportunity to explore the ways of its renewal and creative implementation in the practice of modern HEIs.

Theoretical and methodological principles of pedagogical skills are represented in the works of modern Ukrainian scientists, including Ye. Babinova, I. Ziaziun, A. Kapska, V. Lozova, N. Kinchuk, N. Nychkalo, M. Paltysheva, S. Sysoieva, O. Sukhomlynskyi and other. However, this problem is insufficiently covered in the context of pedagogical ideas, pedagogical heritage of prominent Ukrainian teachers in relation to the pedagogical activity of modern educators of higher education institutions.

### **Aim, subject and research methods**

The aim of this article is to highlight some ideas, aspects of pedagogical heritage of A. S. Makarenko, V. O. Sukhomlynskyi, I. A. Ziaziun and other, which are relevant today and, in some way, relate to the pedagogical activities of a teacher of higher education. Our task is to analyze the work of outstanding domestic educators, which reveals the basic requirements for a teacher as a master of pedagogical work; components of pedagogical skills, the role of the teaching staff as a creative center for the growth of pedagogical skills of an educator.

In this context, the subject of the research is the pedagogical ideas of prominent scientists and educators of Ukraine on the problem of pedagogical skills and a categorical analysis of this issue.

In order to conduct a categorical analysis of the actualized problem, highlight and compare the main ideas of prominent Ukrainian educators on the essence, content, formation of pedagogical skills, we used a number of theoretical methods of scientific research, including:

analysis, synthesis, generalization, comparison, systematization; historical and pedagogical methods (data search and bibliographic analysis, historical and genetic analysis).

### **Research results**

The activity of a higher school teacher has a high social significance and occupies one of the central places in the process of formation of national consciousness and spiritual culture of Ukrainian society. It is bilateral and includes special and social-educational.

Both of these prerequisites must be considered in harmonic unity, thus, the special characteristics of teaching reflect the connection with the social division of labor. The socio-educational aspect of teaching is related to the ideological principles of society.

Democratization of society, as well as humanization of education needs a change in the activities of higher education professionals and require every teacher of higher education, regardless of specialty, to have pedagogical skills.

The category of "pedagogical skill" was introduced into the thesaurus of Ukrainian pedagogy by A. S. Makarenko, who, for the first time, characterized the concept of "skill of the educator" and "pedagogical technique" in his article "Some conclusions from my pedagogical experience".

The central idea of A. S. Makarenko's pedagogical activity was the desire to comprehend the essence of pedagogical talent, combination and interdependence of personal talents and methodical armament in the training of future teachers. In his study he praised the role of an educator in society, calling him/her an "engineer of children's souls" and emphasizing that "responsibility to children is responsibility to history, and today's children are tomorrow's history, tomorrow's future of humanity." In his books and articles, the outstanding educator points out the ways of forming pedagogical skills and culture of pedagogical communication, focusing on pedagogical techniques: on the teacher's skills - "reading on the face" of the inner state of personality; communicative and emotional-volitional qualities, acting culture of verbal and nonverbal professional communication.

A. S. Makarenko argued that "it is impossible to build a pedagogical process based on talent, we need to talk only about skill, i.e. real knowledge, emphasizing that skill is based on abilities, qualifications."

A. S. Makarenko believed that "the skill of the educator is a specialty that must be taught, how to teach a doctor his skills, how the musician must be taught his/her craft" [10, p.

260]; "Can we rely on a random distribution of talent?" (A. S. Makarenko. Some conclusions from my pedagogical experience [10, p. 236].

As for A. S. Makarenko, the problem of skill is the problem of rationalizing the work of a teacher. Anton Semenovitch's words sound optimistic for every educator today: skill is what can be achieved, and as long as a master turner can exist, a great master doctor can also be known, so a great master teacher should and can be [10, p. 243].

A. S. Makarenko did not consider himself talented. An outstanding teacher wrote the following: "I have no pedagogical talent, I came to pedagogy by accident, without any vocation but I learned. I became a master of this craft. And everyone can become a master, if he/she is helped and works him/herself." [10, p. 294].

A. S. Makarenko was convinced that pedagogical skills can be brought to a high level of perfection, almost to the level of technology [10, p. 368]; "I am sure that in future pedagogical universities teaching and voice acting would be taught, as well as keeping posture techniques and rules of body language, together with art of face mimics, for without such training I can't imagine the work of an educator. Our pedagogical universities must resolutely restructure their programs. They must train well-prepared, competent technical teachers." [11, p. 399].

The eminent educator believed that more educated people should leave higher education institutions, regardless of the range of subjects chosen for teaching, and that students should receive not only professional education, but also special education during their stay in the educational institution.

A. S. Makarenko vowed for dialectical pedagogy, pedagogy of active education, and insisted that "a person should not be sculpted, but forged" [12, p. 243].

Makarenko's ideas were applied and developed by V. O. Sukhomlynskyi, who continued the development of the theory of pedagogical skills. The literary and pedagogical heritage of the most famous pedagogue-humanist of the XX century, honored teacher of the USSR, pedagogue-innovator and children's writer Vasyl Sukhomlynskyi attracts more and more attention of the scientific and pedagogical community every year. The legacy of this famous educator includes 48 monographs, more than 600 articles, 1500 works for children, which relate to various aspects of the development of formation and education of a man and his/her pedagogical skills. In his works "Unique man", "One hundred tips for teachers", "Pavlivska secondary school", "How to raise a real person", "Conversation with a young school principal" and many others, much attention is paid to the responsibility of a teacher to form a real person, citizen, patriot of the Motherland: "We are dealing with the most difficult, invaluable, most expensive thing in life – a person. From us, from our skills, mastery, art,

wisdom depends on his/her civic and intellectual face, his/her place and role in life, achieved happiness" [ 28, p. 420].

According to prominent educators, the concept of "pedagogical skills/pedagogical mastery" is closely related to the concept of "pedagogical art". There is a dialectical relationship between these two concepts. In the Ukrainian encyclopedia the following definition of "art" is found: "Art is one of the forms of social consciousness, an integral part of the spiritual culture of mankind, a specific practical and spiritual development of the world" [5]. Art is attributed to all forms of practical activity, when it is carried out skillfully, properly, appropriately not only in a technological but also in an aesthetic sense.

Art is always associated with human creativity in any field of activity, moreover, it especially concerns teaching.

Thus, K. D. Ushynskyi repeatedly emphasized that the educational activity of a teacher is, first of all, a creative process, an expression of art. He asserted: "Any practical activity that seeks to satisfy the highest moral and spiritual needs of a man in general, that is, those needs that belong exclusively to man and constitute only the features of his/her nature, is art. In this sense, pedagogy will, of course, be the first, highest of the arts, because it seeks to meet the greatest of the needs of man and humanity, his/her soul and body; and the eternally preceding ideal of this art is a perfect man" [34, p. 193].

The development of pedagogical theory as well as the design of pedagogical systems and the content of education of young generation can be successful due to a clear idea of the basis on which the future generations will be educated.

The pedagogical views and practical experience of the outstanding educator-humanist of the XX century V. Sukhomlynskyi deserve special attention in this aspect, for his ideas influenced and inspired the establishment of the principles of humanistic pedagogy.

From today's point of view, it is obvious that V. O. Sukhomlynskyi was able to rise to the level of world philosophy and pedagogical thought. Based on the ideas of the great humanist thinkers of the past and the sources of public education, he formulated a concept that has a universal character, based on objective laws and patterns. V. O. Sukhomlynskyi placed the individual at the center of the educational process. The basis of his concept is respect and trust in the individual, recognition of his/her uniqueness and personal choice. One of the most important concepts of his approach to teaching indicated a human being as a unique biosocial complex with his/her specific properties and traits.

V. O. Sukhomlynskyi saw the humanism of teaching and education in personal orientation, in creating conditions aimed at developing the creative individuality of each

student; moreover, he considered the man the highest value, thus education was not just the means of overcoming all kinds of alienation in the absence of contempt for differences in biophysiological and mental capabilities of an individual.

In the same humanistic and moral direction V. O. Sukhomlynskyi considered the activities of the teacher. Also, the mission of the teacher, from his point of view, is to be the creator of children's happiness, the doctor and the healer of children's souls.

The great humanist calls the feeling of love for a child the flesh and blood of an educator as a force capable of influencing the spiritual world of another person, which is why he states the following: a teacher without love for a child is like a singer without a voice, a musician without hearing, a colorblind painter.

V. O. Sukhomlynskyi considered the absence of anthropology as the main subject in the curricula of higher education institutions a great flaw of the entire educational system. He argued that all the time spent in schools and institutions of higher education, knowledge of the world around him/her (student) must consist of the knowledge of a man. He played an important role in pedagogical communication, thus, in his opinion, the communicative culture of the teacher is extremely important. It is manifested in the teacher's compliance with the norms of language, as well as the ability to logically, clearly, appropriately and aesthetically express his/her opinion depending on the style of speech and situation. He considered the word to be the most important tool of a teacher: "Rich language is a rich spiritual world, a developed sense of the beauty of the word – a high moral culture" [28, p. 96]. V. O. Sukhomlynskyi emphasized that the word of a teacher should be accurate, precise, meaningful and emotional.

Professional speech of an educator is an indicator of his/her level of education, general culture, intelligence. The teacher's words should carry the energy of his/her feelings and experiences.

V. O. Sukhomlynskyi made high demands on the personality of the teacher, as well as on his/her personal traits, knowledge and life experience. Thus, according to his beliefs, a teacher should be an authority for a child, and by authority he meant the constant spiritual communication of the teacher and child, the interpenetration of the world of thoughts, feelings, experiences of each other. In this regard, he wrote: "The most important source of educating the feelings of the teacher is a multifaceted emotional relationship with children in a friendly team, where the teacher is not only a mentor but also a friend, comrade." Harmonious fusion of two functions of pedagogical work, the ability to think about different things and analyze the complex learning process from different angles – this is one of the most difficult areas of

pedagogical skills, diving into which, in his deep conviction, brings the happiness of creativity. [31, p. 419].

Pedagogical creativity is specific phenomenon, for its object and result comprise the creation of personality, its spirituality, the transformation of scientific truths into a living experience of creative work. Therefore, according to V. O. Sukhomlynskyi, it's considered to be the most difficult sphere of contact between science and practice. The discovery made by scientists, when it comes to life in human relationships, in a living burst of thoughts and emotions, the movement of thoughts appears to the teacher as a difficult task that can be solved in many ways, and in choosing a way to embody theoretical truths in living human thoughts and emotions lies the creative work of the teacher [31, p. 402]. The most complicated thing in pedagogical activity is diving into the complex spiritual world of man. Thus, creativity in pedagogical work is, first of all, a person's knowledge, his/her enthusiasm for both versatility and inexhaustibility.

There is neither constant pedagogical pattern for a creative educator, nor single method, which would be applied equally to all students.

The ideas of pedagogical skills and mastery, which for many centuries were nurtured by leading scientists, were implemented in Poltava V. H. Korolenko Pedagogical Institute. Here, for the first time in the history of higher education in Ukraine, pedagogical skills and mastery were introduced as a separate subject. The founder and inspirer of master teacher training was Ivan Andriiovych Ziaziun – a creative, talented person, who in 1975-1990 held the position of rector of this institute. The results of I. A. Ziaziun's research are reflected in his work "Pedagogy of good: ideals and realities: scientific and pedagogical manual".

The Ukrainian Scientific School of Pedagogical Skills is another example of the devotion of the scientific leader, academician I. Ziaziun to this gracious and vital idea, which manifested itself in the creation and introduction of pedagogical skills and mastery in training courses, as well as the opening of departments of pedagogical skills in all pedagogical institutes. In his textbook "Pedagogical mastery" gives a definition of pedagogical skills. Pedagogical mastery is a set of personality traits that provides self-organization of a high level of professional activity on a reflective basis [24, p. 25].

#### **Elements of pedagogical mastery**

Humanistic orientation:	Professional competence:	Pedagogical abilities	Pedagogical technique
Dominant on development of a student	Complex knowledge (subject of pedagogy, psychology, methods)	Communicativeness	External

See the personality, feel and help	Personal coloring of knowledge	Perceptiveness	Internal
To see a big goal in every small matter	Constant update of knowledge	Dynamic nature	
Growing personality via exploration, not forcing		Emotional stability	
Responsibility for own influence		Optimistic forecasting	
Feel the moral satisfaction of student development		Creativeness	

In our opinion, these ideas of outstanding educators can be applied in pedagogical activity of teachers of higher educational institutions. Certain components of pedagogical skills and mastery should be inherent in the modern educator.

*Humanistic orientation* is the most important characteristic of mastery (ideals, interests, value orientations). Humanistic orientation is identified as the focus on the personality of another person, the affirmation of the word and work of the highest spiritual values, moral norms of behavior and relationships. This is a manifestation of the teacher's worldview, his/her value attitude to pedagogical reality, its purpose, content, means, subjects of activity.

The pedagogical orientation of the personality of each teacher is multifaceted, thus it consists of value orientations: *for oneself* – self-affirmation (in order to see in oneself a qualified, demanding, real educator); *for the means of pedagogical influence* (when the most important thing for the teacher is the program, which includes activities, ways of presenting them); *for the applicant of higher education* (students' community in current conditions – adaptation); *for the purpose of pedagogical activity* (to help the student in development – humanistic strategy). For the highly qualified teacher, the leading focus is on the main goal with the harmonious coherence of all others: the humanization of activities, decent self-affirmation, the appropriateness of means, taking into account the needs of students. Humanistic orientation as an overriding task in the daily work of the master always determines his/her specific tasks. The basis of a teacher's pedagogical skills is *professional competence*. The educator's knowledge is directed, on the one hand, to the subject he/she teaches, and, on the other one - to students, whose psychology he/she must know well enough. During the pre-lesson preparatory stage, the teacher considers its content, methodology, takes into account the peculiarities of students' perception, their capabilities. Thus, the content of professional competence is the knowledge of the subject, methods of teaching, pedagogy and psychology. An important feature of professional pedagogical knowledge is its complexity, which requires teacher's ability to

synthesize material for successful solving of pedagogical problems, analysis of pedagogical situations that necessitate understanding of the psychological essence of phenomena, the choice of means of interaction. The solution of each pedagogical problem actualizes the whole system of pedagogical knowledge of the educator, which is manifested as a whole. The teacher's knowledge is not a sum, but a personally colored conscious system of knowledge, skills and abilities where there is a place for one's own assessments and critical views. The main thing in life is not the knowledge itself, but the harmony that determines a person, his worldview and ability to apply them.

On the basis of professional knowledge, pedagogical consciousness is formed, which contains the principles and rules that are the foundation of the actions of an educator. Each teacher develops these principles and rules while processing his/her own experience, but it is possible to comprehend and understand them only with the help of scientific knowledge that needs to be systematically supplemented. It should be noted that the difficulty of acquiring professional competence by a teacher is that it must be formed simultaneously at all levels: methodological, theoretical, practical, technological, thus it requires a developed professional thinking, the ability to select, analyze and synthesize the acquired knowledge in achieving the pedagogical goal, as well as to imagine the technology of their application.

However, the speed of acquiring skills and mastery is not regulated only by the accumulation of professional knowledge. Individual prerequisites for successful activity, stimulators of professional growth (the ability to teach) must be taken into account, for they depend on the peculiarities of the mental processes that contribute to successful pedagogical activities. The analysis of pedagogical abilities has been carried out within the basic research. In our opinion, the general ability that unites all the major ones is most precisely defined by V. O. Sukhomlynskyi: it is a sensitivity to the person who is growing, his/her personality that is being formed. Based on research, we can identify the following major groups of prerequisite abilities of successful teaching: communicative, perceptual, organizational, constructive, gnostic, emotional, optimistic forecasting, creative.

An important element of the teacher's pedagogical mastery is pedagogical technique. Pedagogical technique is identified as the ability to use the psychophysical apparatus as a tool of educational influence; these are methods of self-control (their body, mood, speech, attention and imagination) and methods of influencing others (verbal and nonverbal means).

A high level of pedagogical skills and mastery brings a new quality to the work of the teacher: a professional position is formed, which accumulates the highest level of focus, knowledge and willingness to act; developed knowledge becomes a tool for self-analysis and

identification of reserves for self-enhancement; a high level of abilities stimulates self-disclosure of personality, and the improvement of pedagogical techniques – the search for a desired result, which matches the plan. According to scientists (A. S. Makarenko, I. A. Ziaziun, etc.), the criteria of a teacher's mastery are: expediency (by orientation), productivity (by results), dialogicity (by the nature of relations with students), optimality in the choice of means, creativity (according to the content of activity).

On April 20, 2011, the Presidium of the National Academy of Pedagogy of Ukraine approved the Concept of multilevel pedagogical education in Ukraine by V. P. Andrushchenko and I. A. Ziaziun, which featured five substantiated key provisions as well as the ways of their realization:

1. Improvement of the content of education and the organization of the educational process in order to develop personal pedagogical skills as a system of pedagogical competencies and creativity of the main subject of pedagogical action – the educator;
2. Strengthening the connection between pedagogical education and basic applied science;
3. Improvement of the structure and quality of training and retraining educators;
4. Introduction of multilevel system of sustainable pedagogical education, optimization of pedagogical education institutions;
5. Provision of social and pedagogical support for students, increase in the prestige of pedagogical work.

In modern education, a competency-based approach to assessing the professional growth of a teacher is implemented. The competency approach is a focus on uniform requirements for educational standards in Europe. If until recently the concepts of "competence" and "competency" in domestic pedagogy were sometimes used as synonyms, now the meaning of these concepts is differentiated. In our opinion, the relationship between the concepts of "competence", "competency", "readiness", "skill", "professionalism" in relation to the teacher is as follows: competence → competency → readiness → skill → professionalism. [6]. Competence can be considered as a range of issues in which a person should be aware; as a range of spheres and areas of activity; as experience gained and applied; information resource; particular field of knowledge; a social requirement to prepare a person for a specific field of activity. The concept of competency is narrower than the competence, thus key competence includes a number of competencies. Readiness for pedagogical activity includes pedagogical orientation, pedagogical abilities and a number of competencies (pedagogical, professional, methodical, life, etc.). Pedagogical mastery is the result of

experience and intensive work of each teacher. This is the highest level of pedagogical activity. Pedagogical ideas of prominent Ukrainian scientists and teachers are a big step forward in the development of national education, upbringing and education of the younger generations.

### **Conclusions**

The analysis of the pedagogical heritage of outstanding Ukrainian educators is the basis for further research of professional growth of teachers of higher education institutions in the following areas:

1. Study and analysis of the history of formation of scientific pedagogical schools of outstanding Ukrainian educators;
2. Scientific substantiation of systematic study of pedagogical heritage as a modern resource for improving the professional training of teachers;
3. Development of modern forms and methods of pedagogical activity of teachers of higher education;
4. Improving curricula for studying the history of pedagogy in institutions of higher education.

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