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## FEATURES OF FUTURE TEACHER PROFESSIONAL TRAINING FOR EDUCATIONAL AND NURTURE ACTION

**Abstract.** *The basic concepts of the research «action», «interaction» and «activity» were analyzed. It was determined that in today's conditions preparation for pedagogical activity is considered as a dialectical unity of all its structural components, properties, connections and relations. It was found that the main components of readiness for pedagogical activity are unity of personal and procedural components. The approaches that need to be implemented in the training of future teachers for educational and nurture action were substantiated, in particular: professional selection and propaedeutic preparation of the future teacher, which involves the use of psychological and pedagogical technologies for selecting students for the teaching profession and creating conditions for the professional self-determination of youth, as well as determining its relevance to the requirements of pedagogical activity; improvement of the content of theoretical and practical training in pedagogical universities, therefore it is necessary to revise the content of disciplines for professional training of pedagogical staff at value, content and technological levels; organization of the educational process in a modern pedagogical university should be aimed at the use of effective forms of person-oriented interaction; priority should be given to the role of practical activity in future teacher training for educational and nurture action that provides mastery of the basics of professional skills. It was generalized that development of teachers' professional competence should include the formation of motivation, initiative, responsibility, active life and professional position.*

**Key words:** *professional training, future teacher, training, nurture, action, interaction, activity, professional mastery.*

## ОСОБЛИВОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ ДО ВИХОВНОЇ І НАВЧАЛЬНОЇ ДІЇ

**Анотація.** *Проаналізовано базові поняття дослідження «дія», «взаємодія» і «діяльність». Визначено, що в умовах сьогодення підготовку до педагогічної діяльності розглядають як діалектичну єдність усіх її структурних компонентів, властивостей, зв'язків і взаємовідносин. З'ясовано, що основними складовими готовності до педагогічної діяльності є єдність особистісного та процесуального компонентів. Обґрунтовано підходи, які необхідно реалізувати у підготовці майбутніх вчителів до виховної і навчальної дії, зокрема: профвідбір і пропедевтична підготовка майбутнього вчителя, що передбачає використання психолого-педагогічних технологій відбору учнівської молоді на вчительську професію і створення умов для професійного самовизначення молоді, а також визначення її відповідності вимогам педагогічної діяльності; удосконалення змісту теоретичної і практичної професійної підготовки у закладі вищої педагогічної освіти, відповідно необхідно здійснювати перегляд змісту дисциплін професійної підготовки педагогічних кадрів на трьох рівнях – ціннісному, змістовому і технологічному; організація навчального процесу в сучасному закладі вищої педагогічної освіти має бути спрямована на використання ефективних форм особистісно-орієнтованої взаємодії; пріоритетною має бути роль практичної діяльності у підготовці майбутнього вчителя до виховної і навчальної дії, що забезпечує оволодіння основами професійної майстерності. Узагальнено, що розвиток професійної компетентності вчителів має передбачати формування мотивації, ініціативності, відповідальності, активної життєвої й професійної позиції.*

**Ключові слова:** *професійна підготовка, майбутній вчитель, навчання, виховання, дія, взаємодія, діяльність, професійна майстерність.*

**Introduction.** Pedagogical education in Ukraine should provide teacher professional training for holistic humane-democratic pupils education and creative self-improvement of own personality. The Conceptual Principles of Secondary School Reform define requirements for teachers, including: the use a pedagogy of partnership (the ability to cooperate), pupils orientation (personality-oriented learning

model), education on values, academic freedom (in professional development, preparation of author's curricula, etc.) (Grynevych, 2016, p. 14).

The study of teacher professional training experience in developed foreign countries opens new opportunities for improving the system of teachers professional development in Ukraine. In the context of the researched

problem it is important to improve the content and organization of future teachers training, in particular the following tendencies are relevant in the world: informatization of educational process (Hungary, Slovakia, Czech Republic, USA); integration of pedagogical education content (Germany, Spain); monitoring of the pedagogical education assurance; psychological and pedagogical support for future teachers at all school levels (Finland, USA).

A basic analysis of the essence of future teachers professional training is contained in the works of Ukrainian scientists: V. Andrushchenko, N. Bibik, I. Ziaziun, O. Dubaseniuk, S. Martynenko, S. Sysoieva, V. Semychenko etc. They understand it as a process of professional development of future professionals, the need to include them in educational activities; as a cognitive activity, during which, along with the acquisition of knowledge, students are actively involved in practical pedagogical activities; as a pedagogical activity, in the process of which the professional capabilities of the teacher are realized and the individual development of his personality is carried out. That is, an important place in the system of professional training, in the personal development of the future teacher is his training for educational and training activities.

**The Aim of the Study.** To analyze concepts of «action», «interaction» and «activity» and on this basis to analyze features of future teachers professional training for educational and training activities.

**Theoretical Basis and Methods of Research.** Let's focus on the analysis of the basic concepts of study. Aristotle, through his biological experiments, came to understanding that psychological phenomena are combined action or interaction result of object and organism. The philosopher describes actual activity as an interaction or joint action of an organism and an object that considers the soul as an interaction (Aristotle, 1976).

At the beginning of the XIX century G. Hegel creates a new philosophical concept of education, focused on self-knowledge, self-formation of the individual, recognition of his/her rights to education. The philosopher expressed the idea that interaction has a universal and objective nature, namely the concept of «interaction» covers various relationships, direct and reverse actions, exchange processes (energy, information, emotions,

etc.), forms of joint activities of people in different situations (Gegel, 1972).

In the philosophical dictionary, «interaction» is interpreted as «a philosophical category that reflects a special type of relationship between objects, in which each of the objects acts (affects) to other objects, leading them to change, while experiencing action (influence) by each of these objects, which change in its state. Its fundamental significance is due to the fact that all human activity in the real world, practice, namely our existence and sense of its reality are based on various interactions that people make and use as a means of knowledge, tools, way of organizing life» (Shynkaruk, 2002, p. 77–78).

In nowadays conditions, pedagogical activity training is understood as a dialectical unity of all its structural components, properties, connections and relations. According to scientists, the main components of readiness for teaching are the unity of personal and procedural components. On the one hand, readiness is personal (emotional-intellectual, volitional, motivational, attitude to activity, sense of responsibility, confidence in success, the need to perform tasks at a high professional level, managing their feelings, etc.); on the other – operational and technical, which includes the tools of the teacher (professional knowledge, skills, abilities and means of pedagogical influence) (Kurliand, 2005, p.225). Thus, the activity component in all its interpretations is a mandatory component of future teacher professional training, as it includes a system of professionally significant practical skills and abilities necessary for the implementation of educational and training activities within the general secondary education institution. The study of the problem of future teachers training for educational and teaching activities was carried out on the basis of analysis the philosophical, psychological and pedagogical literature. We used methods of observation and comparative analysis of the experience of future teacher training in a higher education institution, as well as theoretical and practical achievements of the Ivan Ziaziun Institute of Pedagogical and Adult Education NAES of Ukraine.

**Results.** Outstanding Ukrainian scientist I. Ziaziun argued that the teacher pedagogical mastery is an individual contribution to the pedagogical culture of society, and only a full

understanding of the mechanisms of their own pedagogical action allows transfer mastery to others (Ziaziun, 2011). He emphasizes on the following basic competencies of the graduate: taking an active life and professional position; orientation on social, professional self-determination and self-realization, ability to self-organization; development of basic professional skills, practical skills in the professional field; formation and possession of professional values and qualities; achievement of the modern general cultural level and formation of professional culture (Ziaziun, 2000a).

The formation of these competencies of the future teacher was the activity of I. Ziaziun as rector of V.G. Korolenko Poltava State Pedagogical Institute, which was based on 10 principles: the humane attitude of teachers to students and students to teachers; teacher as a teacher – a model of morality for students, an example to follow in professional self-improvement; the learning process at the Institute – the development of the need for self-study, self-improvement; Institute – cultural center; pedagogy – art (K. Ushynskiy); in the combination of Truth, Beauty and Good and the selection of student youth for the teaching profession by «related work» (H. Skovoroda); the basis of competitive exams at the Institute – a creative interview to identify pedagogical talent; the pride of each teacher and student for belonging to the university (Ziaziun, 2000b, p. 107–108). As a result, the Poltava Pedagogical Institute on the initiative of I. Ziaziun (1989) developed and tested the program «Teacher», which substantiates a new paradigm: «Know what is developing in your pupil, be able to ensure it by developing your own pedagogical experience and own pedagogical creativity» (p. 6). Under the leadership of I. Ziaziun at the Institute of Pedagogy and Psychology of Vocational Education in 1998, a team of scientists developed the first Concept of Pedagogical Education (Concept of pedagogical education, 1998). In 2011, he developed conceptual approaches to the development of multilevel teacher education in Ukraine. At the basis of his methodological guidelines in the future teacher training is the idea of a holistic approach to personality and its formation, continuous improvement and renewal of personality-oriented learning and education (Conceptual approaches to the de-

velopment of multilevel pedagogical education in Ukraine, 2011, p.4). Analysis of the practical experience of V.G. Korolenko Poltava National Pedagogical University and research carried out at the Ivan Ziaziun Institute of Pedagogical and Adult Education allowed us to identify a number of approaches that can be implemented in future teacher training for educational activities.

The first concerns the professional selection and propaedeutic future teacher training. The effectiveness of future teacher professional training, according to I. Ziaziun, determines the problem of pedagogically gifted youth selection in institutions of higher pedagogical education. An integral system of professional and pedagogical orientation was created in Poltava region. The interview with the entrant student made it possible to find out his personal characteristics, as: general culture, worldview, character, knowledge and practical skills in the chosen specialty, as well as the orientation in the field of pedagogy, art, sports, technology, etc. The culture of language and speech, diction, communication and organizational skills, appearance were also taken into account. The selection procedure was based on the principles of psychodiagnostics. Propaedeutic training was aimed at identifying and developing pupils in grades 8–10 inclinations to the teaching profession and the work of the faculty of the future teacher on the elective program «Young Teacher». To implement the program «Young Teacher» in secondary schools of Poltava region, joint documents were developed for career guidance pedagogical work of public education and the Pedagogical Institute (Ziaziun, 2000b, p. 123.). Scientists of the Ivan Ziaziun Institute of Pedagogical and Adult Education are convinced that higher pedagogical education institutions at the modern stage of reforms in the field of education should have information about psychological and pedagogical technologies for selecting students for the teaching profession, create conditions for professional self-determination, determine professional suitability, personality and its compliance with the requirements of pedagogical activity. To improve the competencies of teachers in professional guidance in higher pedagogical education institutions, it is proposed to implement in practice the program of refresher courses / internships for teachers, in particular: «New

approaches to vocational guidance in basic and specialized schools», «Innovative methods of professional diagnostics in the system of personality career guidance», «Information technologies in professional information».

Secondly, the effectiveness of the future teacher pedagogical action is determined by the content of theoretical and practical training in the educational institution and the corresponding level of his/her pedagogical mastery. Almost forty years of experience in introducing the course «Fundamentals of Pedagogical Mastery» into the curriculum has proved that there is a real opportunity to set a professionally oriented vector for the professional development of future teachers, to actualize students' needs for professional self-knowledge and self-education. Professional growth in this case is carried out in the process of mastering the technique of interaction between teachers and students in the system «pedagogical monologue – dialogue – polylogue». This training aims not only to acquire certain knowledge and skills as models of activity, but first of all – the development of those personal qualities of the future teacher that provide professional pedagogical action: humanistic orientation, competence, developed abilities for pedagogical activity, mastery of pedagogical influence (Ziaziun, 1989).

It should be noted that in nowadays conditions, the revision of the disciplines content of teacher professional training should be carried out at three levels: value (introduction of axiological resources of various sciences in the content of psychological and pedagogical disciplines), content (structuring the content of disciplines based on competency approach, native and foreign pedagogical experience) and technological (priority in mastering innovative pedagogical and ICT technologies).

In our opinion, the structure of the subject-content component of future teacher professional training should include ideas about: psychological and pedagogical mechanisms of personal development; value content of special subjects and ways of their humanization; strengthening the professional orientation of special disciplines and the integrative function of psychological and pedagogical science as a source of development of new paradigms of psychological and pedagogical thinking in the system of education.

It is also important for future teacher to gain experience of professional self-education (self-creation), which accelerates the acquisition of professional knowledge, skills and abilities, experience of creative and research activities, emotional and volitional attitude to the world of professional and pedagogical values, humane communication. This direction of education content transformation aims to reflect in the curricula of bachelors professional and pedagogical training such courses as «Teacher Psychological and pedagogical foundations for humane communication», «Teacher Professional self-education» and «Fundamentals of teacher career growth».

Third, the organization of the educational process in a modern institution of higher pedagogical education should be aimed at using effective forms of personality-oriented interaction: organization of psychological and pedagogical support of individual trajectory of students learning pedagogical content, pedagogical mentoring in higher school, opening the optimal number of pedagogical workshops, public laboratories to promote the spiritual and general development of students. It is aimed primarily at updating the activity nature of professional training, strengthening problem-based, research, cooperative orientation of psychological and pedagogical training, to master the future teacher's practical skills and abilities to organize the educational process.

The priority role in future teacher training for educational and training activities is played by practical activities that provide mastery of the basics of professional skills: deep pedagogical knowledge and skills, pedagogical techniques (ability to stand freely in the audience, logically express own opinion, keep the audience for a long time). That is why the reform of pedagogical education involves the integration of theory and practice. The centre of the future teacher practical training should be a general education institution, as a partner of the institution of higher pedagogical education in the system of its professional and pedagogical training. The purpose of practical training is: deepening of theoretical knowledge on the basis of practical training; development of future teachers' skills and abilities for practical activity; formation and development of professional and pedagogical skills and abilities; mastering modern meth-

ods and forms of pedagogical activity, new advanced learning technologies; formation of a creative research approach to pedagogical activity.

The outlined approaches contribute to the achievement of a certain level of future teacher readiness for pedagogical action, they can be characterized as:

The first level is the «level of pedagogical action». Professional thinking is characterized by a set of general pedagogical and general psychological concepts. Basic knowledge in one of the subject areas is formed. Motivation to maintain professional authority prevails. In the field of technology is the ability of educational material didactic transformation, typical pedagogical experience in a traditional educational institution.

The second level is the «level of meaning». Possession of modern concepts of psychological and pedagogical thinking, orientation in the subject area, sufficient to ensure any level within the standards of secondary education (secondary school); motivation for professional achievement; professional experience in various fields (education, work, art, society); possession of basic modern technologies of teaching, education, pedagogical communication.

The third level is the «system level». Possession of alternative concepts for modern psychological and pedagogical thinking. Fundamental philosophical, cultural, psychological and pedagogical training, orientation in the subject area at the level of basic higher education. Use of psychodiagnostic technologies and educational communications, in particular on an information basis.

The fourth level is the «level of the author's system». Achieving a methodological level in professional thinking, finding own concept and philosophy of education, research level in the subject area. Development of author's educational programs, manuals, projects. The own pedagogical communication style and method. Highly effective learning technologies, experience in scientific and methodological research, creating a team of like-minded people (Conceptual Approaches, 2011, pp. 7–8).

Thus, in the context of reforming pedagogical education, a higher education institution must form in its graduate the ability to be a subject of at least five activities: subject, pedagogical, innovative, collective self-government

and self-development. Each of them is aimed at performing appropriate actions. In the subject action: knowledge of the subject, mastery of the teaching method subject, understanding the place of the subject in interdisciplinary relations, the ability by the subject to influence into the worldview of the student. In pedagogical action: construction of a training course, carrying out the classes, maintenance by a subject for consciousness development of the pupil, construction of extracurricular work, carrying out of individual activities, individual work with pupils. In innovative activity: transfer the innovative experience of other teachers, own development of innovations, carrying out of pedagogical experiment, transfer of own innovative experience. In the activities of collective self-government: maintaining a favorable climate in the team, ensuring the effective work of class teams, ensuring the effective work of the methodological association, problem groups of teachers, participation in the development of collective decisions. In the activities of self-development: professional self-development, general cultural self-development, physical self-development (Ziazium, 2008, p. 487–488).

These activities for future teacher will ensure the effective implementation to their educational activities.

**Conclusions.** The main purpose of pedagogical education should be to train a teacher who has the necessary creative and professional qualities that allow him/her to create pedagogical action for the most productive development of student experiences, especially theoretical, sensory (aesthetic), practical for harmonious personal development of each student. At the same time, the future teacher is already in the process of learning to realize that the formation of each personality can be carried out only by humanistic means of his/her subject and own personality.

In the future, it is necessary to take into account native and world experience in providing high quality educational services, focus on the development of teacher professional competence and their ability to lifelong learning. We need to develop the teacher professional competence including motivation and initiative; to direct the teacher professional development to the formation of their readiness to accept and implement dynamic educational reforms, in particular in the field of general

secondary education «New Ukrainian School», modern conditions and awareness of personal which requires the ability to quickly adapt to and professional role in this process.

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