

Kosharna N.

The General Pedagogical Content Component of Future Teachers' Training in Ukraine

Kosharna Natalia, Candidate of Pedagogical Sciences, Assistant Professor
Pedagogical Institute of Borys Grinchenko Kyiv University, Ukraine, Kyiv

Annotation. This article considers the content of general pedagogical education in the system of teacher training in Ukraine. The content of the future teacher's general pedagogical training is a component of the complex system of reflecting the pedagogical education which accumulates pedagogical knowledge and skills, gaining certain experience in teaching and research activities in the teaching process, forming some pedagogical values. In the process of mastering the curriculum it is formed a complicated structural formation in the system of professional and pedagogical training – general pedagogical training, the result of which is the future teacher's readiness to his/ her professional activity. The content of each discipline of the pedagogical cycle should be formed regarding to the field of the future teacher's scientific knowledge of professional activity and should be impacted on developing components of professional competence.

Keywords: content component, general pedagogical training, professional and pedagogical training, future teacher, professional activity, disciplines of pedagogical cycle

Relevance of the Topic. The concept of teacher education draws attention of scientists and all public teaching staff on such key guides of higher pedagogical education as the development of the student's personality pedagogical orientation and the implementation of students' preparedness in higher educational institutions for professional education activities, continuous pedagogical self-training in terms of the social and educational process dynamics. Training the national teaching staff of a new generation requires theoretical study of general concepts and basic principles of learning and teaching disciplines of pedagogical cycle.

The Analysis of the Research. The process of professional teacher training in the system of the future teacher's general training in certain approaches became an object of research such pedagogues and scientists as L. Vovk, P. Gusak, A. Dubaseniyuk, V. Krajevskiyi, M. Korets, A. Markova, O. Moroz, G. Padalka, A. Piehota, N. Protasova, Y. Rogova, V. Semychenko, S. Sysoyeva, L. Sushchenko, M. Sheremet and others.

Theoretical and methodological study of the process of general pedagogical future teachers' training are presented in the works of authors: O. Abdullina, A. Akusok, V. Lozova, V. Lugovyi, V. Slastionin, I. Ziaziun.

In spite of the intensive researches into the various aspects of improving the content of future teachers' professional training, learning professional disciplines, it is still remaining a poorly understood problem of theoretical principles of forming the content of general pedagogical training. However, it is general pedagogical training itself realizes its essential coordinative function in the overall teacher training system, it defines the personal position and orientation into the teaching profession, contains powerful cognitive potential, provides some strengthen of creative components of teacher education. [1, p. 5]

The Purpose Formulation of the Article. The article purpose is to explain some peculiarities of the content of general pedagogical training in Ukraine. Updating the pedagogical content of future teachers' training and professional goals, meeting the modern social and cultural projects, relate to the requirements for the formation of the teacher-leader who realise the nation-building ideas for democratic change, human and professional culture.

The Main Material. Updating the content of future teachers' pedagogical training, ideological and professional goals which meet contemporary social and cultural projects, correlating with the requirements for the for-

mation of the teacher-leader who creates national ideas and causes democratic changes in the society, develop professional and human culture [3, p. 5].

In recent years teacher training in Ukraine gained autonomy in certain aspects of the content and activities. Taking into consideration ideas and principles based in the previous programs of pedagogical education, the current content of teacher training focuses on the use of innovative component of pedagogical knowledge [3, p.10].

In the "Ukrainian Pedagogical Dictionary", the term "teacher education" is defined as a system of teacher training (teachers, educators, etc.) for secondary-, primary-, pre- schools and other educational institutions within pedagogical universities and institutions, teacher training colleges; in the broadest sense – it means teachers' training for schools of all types, including vocational and higher institutions; it is the complex of knowledge obtained as a result of this training [5, p.243].

V. Lugovyi emphasizes that the main purpose of teacher education is to train teachers and to provide thus the efficiency of the educational sphere [6].

A. Akusok in her PhD thesis devoting to the problem of general pedagogical training gives the following definition: "General pedagogical training is a complex integrated formation, structured as a system of assimilating the pedagogical knowledge, developing the appropriate abilities and skills, possessing the experience of research activity in the professional field, and also forming a personality's value orientations and directing to the pedagogical activity to be [2, p. 6].

In the research "General Pedagogical Teacher Training in the System of Higher Pedagogical Education" O. Abdullina defines that the purpose of general pedagogical training is a content and technology aimed at creating a teacher who possesses the basics of the Pedagogical Theory and general pedagogical abilities and skills, providing students with scientific cognition and mastering the pedagogical activity, forms down the general theoretical foundation for further self-education and in-service teacher training [1, p.45]. The system of pedagogical knowledge, abilities and skills is a necessary one for each teacher in the process of social and professional functions independently of the acquired specialty. Theoretical knowledge of the goals, tasks of education, about the nature, the content, principles, forms and methods of educational (learning and bringing up) process at school are the basis of teachers' professional activity. This causes a key role

of pedagogical disciplines in the system of professional and pedagogical training.

O. Abdullina calls the following components of general pedagogical training: learning the theory and history of Pedagogics; theoretical and practical training in the process of studying classes within subjects of the pedagogical cycle; all kinds of pedagogical practices and extracurricular activities; forming a system of general pedagogical knowledge, abilities and skills; training in the field of methodology and methods of teaching science; some didactic training; preparing for extracurricular educational work and for social and educational activities [1, p. 43].

In the modern socio and cultural conditions it is significantly revised the pedagogy course content: it is enhanced humanistic aspects, it is coordinated internal and interdisciplinary connections. Mastering the course units means some consideration of evaluating processes of native and foreign pedagogical knowledge; total basics of Pedagogics; Didactics problems; Theory of Education (in Ukraine it means in the sense of "Upbringing"); principles of organizing the educational process; tasks, forms and methods of teacher's activity [4].

Effective filling and learning the content of pedagogical disciplines should be taken place in accordance with the leading points of complex, axiological, acmeological, anthropological, personality's oriented, active, cultural, competence' approaches to learning the content of general cultural and professionally subject training [7].

The course of Pedagogics takes a fundamental place in the system of professional and pedagogical teacher training, plays an integral role in forming the future teacher's individuality. It is basic for students' understanding the cycle of humanitarian, socio-economic disciplines, special educational subjects and specialized teaching methods, and support the foundations of pedagogical integration. For example, the results of the training course "Pedagogics" are investigated at the Department of Theory and History of Pedagogy of National Pedagogical University named by M. Dragomanov (compilers: L. Vovk, O. Padalka, G. Panchenko) [8] and present the personality-oriented focus of the course. As the compilers noted, "...The study of the Theory and History of Pedagogics is to make future teachers closer to civic values of teaching profession ... Seminars, laboratory classes and independent work program with tasks of teaching practice promote the an individual and creative approach to develop the student's self-professional formation" [8, p. 4].

"Introduction to the Teaching Profession" is a kind of Propedeutics. It is a professional oriented course aimed (already at an early stage of teacher training) to acquaint future specialists with specifics of the teaching profession and its training system, with types of educational institutions in which they will work. The course of Propedeutics must encourage the individual's professional development and his/ her self-education. It promotes the first-year students' adaptation to the educational conditions in higher pedagogical institutions, their conscious and active involvement in an independent, educational, scientific, social activities. It provides the initial preparation for teaching practice [4]. While learning this course a special focus is upon studying the next issues: the pupil's identity as an object and a subject of upbringing (education); the

teacher's personality as a subject of self-education; educational institutions as objects of pedagogical activities.

The course "History of Education" is investigated the questions of developing the world pedagogical process, theory and practice of education in different historical periods. The course description is 1) to develop the students' understanding of the permanent historical and pedagogical process of the human thought regardless of regions and social structures, 2) to shape the historical and pedagogical consciousness.

The main issues addressed in the course are upbringing as a historical and pedagogical process; genesis of pedagogical concepts, theories, notions; purposes, content and methods of organizing the pedagogical activity which depend on social and historical circumstances; optimal pedagogical methods and techniques developed by progressive pedagogues; diversity of approaches in the system of education in different countries; the best pedagogical traditions of world and national education [4].

The integrated course "Fundamentals of Pedagogical Mastery" promotes learning the basic elements of the teacher's skills and innovative teaching technologies, forming the communicative competence and the necessity to engage in professional self-education and self-improving, cultivate. Under contemporary social and cultural conditions the course aim is generalization and synthesis of pedagogical knowledge and practical skills of pedagogy, professional techniques in preparation for teaching practice, forming ideas about holistic humanistic and creative educational activities, developing creative teaching abilities.

In the era of reforming Ukraine, the emergence of new social and economic foundations of its development it becomes more urgent task of building a new relationship between the society and the individual. The search of the best ways of the personality's socialization and its social protection are priorities in disciplines devoted to individuals. In terms of socio-cultural reality, the course "Social Pedagogy" takes an essential meaning in preparing future pedagogues for teaching activities. The development of theoretical foundations of social pedagogy based on social and economic situation, native and international social and pedagogical practice experience is of particular importance.

The main objective of the proposed course is to create a professional-oriented outlook of future specialists; to explain major theoretical positions of social and educational activities, to study leading content areas of social and educational activities with representatives of various social groups; to create optimal conditions for socialization of the younger generation [10, p. 100].

The course "Ukrainian Ethnopedagogics" is studied to provide students with a thorough knowledge of our people's pedagogical wisdom treasury, to form a national spirituality, philosophy, nature. The course tasks of ethnopedagogics are to form students a clear system of knowledge of Ukrainian folk pedagogy (its content, structure, function, origin, identity, mentality, etc.); to teach future teachers a rational usage of the full arsenal of Ukrainian folk pedagogy unified with the universal teaching achievements both at school and outside it, including the implementation of universal educational teaching parents; to provide students with mastering a technology work on the base of ethnopedagogical material (collection, classification, research) and forming their skills of analysis of folk pedagogy's fac-

tual material to implement it in their personal professional activities; to educate students' patriotism, tolerance to other people, to form a sense of national pride and dignity, humanity and cherish features of democracy, to develop a creative pedagogical thinking, to form the ability to deep the ethnopedagogical knowledge and, based on them, to improve the culture of pedagogical work [9, p. 314].

For future teachers it is also important the course "Comparative Education" that attracts students to the comparative analysis of the major trends in the development of school and university teacher education, upbringing values in the modern world.

Of course, each studying course has its own subject of research, but all components of the professional paradigm must be united in implementing the most important task - training teachers.

The content and structure of pedagogical disciplines, and also technologies of their teaching should create favorable conditions for the development of the future teacher's personality. Within the first-stage training (I-II-III courses) at teacher training institutions, the pedagogical disciplines ("Pedagogics", "History of Pedagogy") are acting as a compulsory means of professional training. They create conditions for students' understanding of what their future professional activity, for realizing their inner "I", for mas-

tering their pedagogical technology. The teacher needs not only so much skills and knowledge but some generalized high-level knowledge in creative thinking, culture and behavior, on which basis the pedagogical consciousness, behavior and activity are formed. That is why the second-stage (IV-V courses) is a theoretical and methodological training. Thus, pedagogical disciplines are intended to develop the personality's professional meaningful characteristics, his/her pedagogical consciousness and behaviour [4; 8].

An actual problem of training a specialist is a unity of theoretical and practical teacher training, educational and scientific research activities of students and teachers. Generally it provides the future teacher's multifaceted readiness to professional activity.

Conclusion. Our students at Ukrainian pedagogical universities or colleges and educators who teach them – all of us are lifelong learners and that professional development is a lifelong process. Teachers and their educators should continually improve the knowledge, attitudes and skills they need as professionals, including knowledge of curriculum development. During their professional development teachers should constantly re-examine and keep up to date objective of their teaching. They need to develop conscious learning styles and a healthy confidence in themselves as learners in order to do so successfully.

REFERENCES (TRANSLATED AND TRANSLITERATED)

1. Abdullina O.A. General Pedagogical Teacher Training in the System of Higher Pedagogical Education / O.A. Abdullina.– [for ped. spets. of high school] – 2nd edition revised and enlarged – M.: Prosveshchenye, 1990. – 141 s.
2. Akusok A.M. Theoretical principles of forming the content of the future teachers' general pedagogical training: : avtoref. dys. na zdobuttya nauk. stupenya kand. ped. nauk : spets. 13.00.01 «Zahal'na pedahohika ta istoriya pedahohiky» / Akusok Alla Mykolayivna ; Kyviv. nats. un-t im. M. Drahomanova. – K., 2009. – 20 s. – S.1.
3. Vovk L.P. The History of Education and Pedagogy in General, Methodological and Professional Culture of a Future Teacher / L.P. Vovk; Min-vo osvity i nauky, molodi ta sportu rayiny Ukrainy, Nats. ped. un-t imeni M.P. Drahomanova. – K.: Vyd-vo NPU imeni M.P. Drahomanova, 2012. – 331 s.
4. Vovk L.P., Padalka O.S, Panchenko H.D. et al. Handbook of Educational Programs of General Pedagogical Training: Programs of Pedagogical disciplines: Bachelors, Masters and Post-graduated students at Pedagogical University. Part II / L.P. Vovk, O.S Padalka, H.D. Panchenko – K.: NPU imeni M.P.Drahomanova, 2007. – 188 s.
5. Honcharenko S.U. Ukrainian Pedagogical Dictionary / S.U. Honcharenko – K.: Lybid', 1997. – 376 s.
6. Luhovyy V.I. Pedagogical Education in Ukraine: Structure, Functioning, Tendencies of the Development / V.I. Luhovyy, [ed. O.H. Moroz.] – K.: MAUP, – 1994. – 196 s.
7. Pedagogy: Educational Handbook/ [ed. V.A. Slastenyn] – M.: Shkola – Press, 1997. – 512 s.
8. Pedagogy: a Typical Syllabus and Organizational-Pedagogical Tasks for Pedagogical Institution / [ukl. L.Vovk, O. Padalka, H. Panchenko] – K.: NPU imeni M.P.Drahomanova – 2006. – 77 s.
9. Semenoh O.M. Professional Training of the Future Teacher of the Ukrainian Language and Literature: Monograph / Olena Mykolayivna Semenoh – Sumy: VVP „Mriya-1” TOV, 2005. – 404 s.
10. Social Pedagogy: the handbook for students. Tutorial / [ed. Kaps'ka A.Y.] – K.: DTSSM, 2003. – 338 s.

Кошарная Н.В.

Содержательный компонент общепедагогической подготовки будущего учителя в Украине

Аннотация. В статье рассматривается вопрос содержательного компонента общепедагогической подготовки будущего учителя в Украине. Содержание общепедагогической подготовки будущего учителя является составляющей сложной системы отображения педагогического образования, которое аккумулирует в себе систему педагогических знаний, умений и навыков, приобретение опыта педагогической и исследовательской деятельности в процессе педагогической деятельности, формирование педагогических ценностей. В процессе овладения содержанием образования формируется сложное структурное образование в системе профессионально-педагогической подготовки – общепедагогическая подготовка, результатом которой является готовность будущего учителя к профессиональной деятельности. Содержание каждой учебной дисциплины педагогического цикла должно формироваться с учетом научной отрасли знания профессиональной деятельности будущего учителя и влиять на развитие составляющих профессиональной компетентности.

Ключевые слова: содержательный компонент, общепедагогической подготовка, профессионально-педагогическая подготовка, будущий учитель, профессиональная деятельность, дисциплины педагогического цикла