

Basic structures of the future teacher's intelligence and activity

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Abstract. This article considers the problem of basic structures of pedagogical professional and personal intelligence and activity, which develops from the standpoint of an integral conceptual approach in the context of the European cultural and educational process, from the point of view of personal, professional and social activity. It is paid attention to pedagogical traditions, their actualization can provide the content, character, direction of education as conservatism, and modernity. The use of traditions emphasizing the humanistic functions of the pedagogical profession, the model of the activity of mastering the students with the achievements of culture contribute to the creation of a single educational space in the state, the use of pedagogical universities as a professional subculture of society, bring to awareness of the civic values of the pedagogical profession, contribute to the system of innovative formation of a specialist.

Keywords: *pedagogical education, professional activity, basic structures of education, holistic conceptual approach, pedagogical traditions.*

Relevance of the Topic. Today the development of teacher education institutions in Europe is responding to very different social, political and educational pressures from times past. Schooling is much altered and improved, children and young people have very different beliefs about how they should be taught and so have their parents. Society has higher expectations than ever for the results of schooling, so does the world of commerce and industry. Each pursues its concern for ever rising standards of developed aptitudes and skills with a vigour driven by economic, political, technological and social necessity honed and sharpened by the shifts in the balance of the political and economic power of recent decades. These concerns and circumstances create new conditions not only for schools and teachers but also for teacher educators [4].

The main provisions of the concept of the New Ukrainian School are about key competences for life, partnership pedagogy and ways to motivate a teacher. Ukrainians believe that our children should become individuals who are able to think critically, understand their choices and be responsible for the future. Today the development of teacher education institutions in Europe is responding to very different social, political and educational pressures from the past times. Schooling is much altered and improved, children and young people have very different beliefs about how they should be taught and so their parents [2].

The Analysis of the Research. Problem principles of methodological basic structures of the future teacher's intelligence and activity were investigated by Ukrainian scientists-pedagogues in all times starting since M. Dragomanov, B. Grinchenko and continuing in modern times. They are V. Andrushchenko, V. Ogneviuk, I. Bekh, L. Vovk and others.

Taking into consideration the necessity of improving the content of pedagogical education in Ukraine, it is important to learning the foreign experience in this field (Germany – V. Gamayuk, T. Vakulenko; France – O. Golotiuk, L. Ziazun; Great Britain – Y. Alfiorov, A. Sokolova; Greece – Y. Korotkova; the USA – T. Koshmanova; Sweden – N. Kosharna and others).

The Purpose Formulation of the Article. The article purpose is to explain some peculiarities of basic structures of the future teacher's intelligence and activity. The content of psychological and pedagogical teacher training should be considered within the need to integrate the pedagogical education content and forms of the

Ukrainian reforms in the global world, particular European educational imperatives.

The Main Material. The teacher must take into consideration that we live in an era of restoring ideals and forming of statehood, reconstruction, comprehension, creative perception of the material and spiritual values of the past. Therefore, the task of pedagogical discipline is to recreate the connection between the content, form and methods of teaching and education and socio-economic, cultural conditions of the society.

The need for political, social and economic stability in Ukraine requires the elaboration of the tasks of the general cultural and professional training of a future specialist, in particular, a graduate of a higher educational institution [1].

A modern pedagogical educational institution should offer a scheme not only for assimilation, but also for the use of knowledge already in the process of learning and teaching practice, understanding them in the unity of disciplines [1].

As for the world history, the history of Ukraine, as well as its pedagogy is necessary to be approached to the civic positions, allowing to consider some of its aspects through the prism of patriotism. Over the years, ideologically justified types of patriotism ("state", "imperial", "defensive") were brought up, where the priority was not the individual, but the state as an abstract commoner. Even today, in an age of independence, our youth did not always perceive the state as an integrity. Successes and problems of the state are often seen not in the problem of its integral strength, but in the differences of our lives from life in other countries. Today, in the face of the feeling of the unity of the nation, the unity of the state, the old sense of patriotism should be lost. It is the time of elaborating civil patriotism: universal, state, national. And conceptually, and practically, this process should be brought to a level of dynamic awareness and assimilation. Therefore, the tasks of the teacher, and the task of those who train teachers, are complicated. Children should think innovative, they should be able to build a new life, to overcome barriers. So the teacher should work hard on his own self-education [2].

Social change is ahead of education. To equip the teacher with ideological, social and moral convictions, high psychological lability is possible only through well-thought-out content and a system of knowledge and methods. History of Statehood, the History of Pedagogy are important normative disciplines in the system of

teacher training. In their integration with general scientific, philosophical, and pedagogical disciplines. Their content acts as the basis of professional content, both method and, in general, intergenerational transmission of culture.

The content of disciplines at the pedagogical university is the stage of achieving the proper level of knowledge acquisition, taking into account their professional, pedagogical, social, cultural functions, as well as heuristic and prognostic orientation.

Along with the disciplines of the social sciences, the humanitarian cycle, the history of education reveals the problem of socio-cultural determination of educational systems, the condition of their differences and changes.

The theoretical pedagogical training is aimed at *professional consciousness*, but also at *specialized consciousness*. Specialized consciousness involves the formation of basic structures of professional activity, which contributes to the constant development of the profession and in the process of the person's self-improvement becomes its need.

Innovation of modern specialist training, among other general problems, also involves substantial tasks. Pedagogical education cannot ignore inherited values - scientific, moral and ethical. They are an internal core and a base of professional formation. The content and nature of vocational training are imposed not only on the determinants of already existing personal values, but also on the factors of self-knowledge of experience. Pedagogical traditions, their actualization can provide the content, character, direction of education as conservatism, and modernity. The use of traditions emphasizing the humanistic functions of the pedagogical profession, the model of the activity of mastering the students with the achievements of culture contribute to the creation of a single educational space in the state, the use of pedagogical universities as a professional subculture of society, bring to awareness of the civic values of the pedagogical profession, contribute to the system of innovative formation of a specialist [4].

The purpose of the content of humanitarian disciplines is the consideration of socio-pedagogical phenomena in Ukraine from the standpoint of a holistic conceptual approach in the context of the development of the world cultural and educational process and the accession of Ukraine to the system of assimilation of European social values, from the standpoint of personal and socially-oriented value orientations.

Pedagogical education through the components of vocational training takes into account the specifics of the school, which, in turn, integrates the features of traditionalism and modernism, as the degree of their polarization. The content of the theory and history of pedagogy and ways of its mastering guide that the teacher will work first and foremost, to provide basic knowledge, using traditional methods of teaching and upbringing and new technologies.

The nature and content of training future teachers define particular classic and traditional courses on the theory and history of education, structured methodology through the use of knowledge, philosophy of values, history, culture. Studying classical normative content involves the assimilation of related technologies, methods of education, methods of study subjects, pedagogical skills, teaching art, teaching management, scientific and educational investigation, pedagogy of higher education,

educational administration, educational research of ethical problems and others [3].

The innovative style of teaching scientific thinking is to search through student knowledge of general humanitarian, educational, historical and educational perspective, given the current needs. The acquisition of knowledge until recently was the leading style of education and upbringing. But the tasks are changing.

The priority is making a complete idea about the historical and pedagogical process of human thought, regardless of ages, regions and social structures, the formation of historical and educational awareness.

The study of pedagogy and the history of pedagogy should take place in the light of new "human" positions. Reconsideration of studying from the standpoint of a person as a system of formative factor specifies that the history of pedagogy is not only the science of the development of education and education, pedagogical theory in different historical periods, but the history of the science of the personality that is developing, the education of generations. Considering the education and education of generations, one should try to see the very generation, the attitude of a particular society to the youth [3].

One of the factors of "humanization" of knowledge will be not only consideration of the tasks of teaching and education through the characteristics of the pedagogical process in the context of the society's attitude to childhood in general, but also the consideration of pedagogical views in close relationship with the personality of the teacher, his human position and views. Philosophical, political, and social aspects persist, remaining on the periphery of the consideration of problems [1].

The basis of the universal approach in pedagogy is structured around the principle of natural conformity.

The future teacher, due to his historical experience, must determine which of the concepts to give priority to future activities: a school that is ahead of society, prepares its prospect, or a school that is a product of society. Focusing on the idea of a new school requires a clear account of the relationship between the concepts of society and school. The education system, modeling of relations, enriches the perspective of the personality and the necessary qualities.

The Ukrainian society is now in the process of seeking the priorities that should become the content of basic education as a general education school, as well as vocational training.

The content of basic education, in turn, reflects the state of the society's search for priorities. The question of the peculiarities of the traditional selection of disciplines and the teaching of universal methods of knowledge and transformation of the world is also in the history of domestic and foreign schools. We only need to be able to select, evaluate and specify this experience.

What is the phenomenon of recognition, respect for foreign and native pedagogy of prominent Ukrainian teachers A. Makarenko and V. Sukhomlynsky? Understanding the essence of this on the cognitive and reflexive level, the possibility of personalized reflection will enrich the future pedagogical activity [2].

The presence of a teacher, a professor as an individual helps to humanize activities, to consider the interconnection of generations of educators and pupils, the correlation of this problem with modernity. The personality of the teacher influences the formation of a modern teacher, focuses on self-improvement, the search for

democratic, humanistic lines in relationships with children and colleagues.

V. Sukhomlinsky as a person surpassed his age. He managed himself and organized teachers to preserve the interest of schoolchildren in cognitive activities, cared to prevent the separation of school from the family, formalism in educational work. Even then, important links in his work were democracy, humanism, nationality, something that always remains an echo in each of the pupils [6].

Today's economic changes have become an impetus for the diversification of education, the teacher's desire for authorship of the subject, lesson, method, reception, even the concepts of the school, different types of educational institutions (gymnasiums, lyceums, and author's schools).

Studying the History of Pedagogy as a discipline at the pedagogical institution, one should set the task - the awareness of the integrity and systematic nature of the historical and pedagogical process of development of human thought, regardless of the region and chronology. Studying the subject as a history of societies activity, the system of reviewing the history of pedagogy focuses on the problem-thematic form of consideration, namely: the personalized content is compositionally alternated with the problem-thematic.

The structuring of content, the definition of individual "cross-cutting" problems of its study, focused on the implementation of scientific and vocational pedagogical potentials of teachers and independent search also contributes to the development of cognitive initiative of students.

Alternative consideration of pedagogical concepts, pedagogical problems and phenomena provides an understanding of the logic and regularities of the educational process, taking into account the feelings of the pupil, the teacher, teachers - the authors of concepts and systems in the context of specific social and educational processes under the influence of pedagogical tools, technologies and methods.

The study of ideas and phenomena is foreseen as a progressive, chronological, in accordance with the changing socio-economic formations or development of the principle, and for problem-conceptual. In the context of the consideration of a topic or section, the predicted for the comparative characterization problem, the pedagogical phenomenon, the worldview of the pedagogical theory or the practice of different teachers stands out holistically [5].

The themes of a person-oriented approach about pedagogical heritage are recommended to be considered on specially selected classes. It is envisaged a deep independent study of the works of these and other teachers. In the lecture the same material is desirable to stay on the positions of ideological, civic formation of teachers, motivation and the nature of their social, pedagogical and theoretical activities.

Studying separate topics involves simultaneously several tasks. In addition to the methodological, cognitive characteristics of education in an era, one should pay attention to the mastering of the basic concepts or the reproduction of already familiar with related disciplines, which will be fundamental both for the consideration of the topic and further study.

Education and training in Ukraine and foreign countries in different historical periods, the impact on educa-

tion and training material and spiritual invariants social life, the pupil and the teacher in the educational process, place educational theory, training of traditional pedagogy, church, religious education and spiritual and moral upbringing is something that involves covering the modern content of the history of education and pedagogy. Comparative analysis of education and training in conditions of different in nature and period of the society, comparing the contents of the activities of various types of educational institutions in the process of self-study, educational events, concepts, provide an opportunity to identify examples of past teaching experience that might be the use of modern educational practice [6].

Teaching school scheme should offer not only learning, but also of knowledge already in the process of learning and teaching practice, reflection of the unity of disciplines. It is recognized that solving the underlying problem - the formation of creative thinking of the future teacher to stimulate interest involves self-training using actual material origins particular reference to issues the character of intelligence [4].

Each academic discipline or scientific field studied at different levels of education, have their own history. At the present stage of development of science, the problem of historical and educational research requires study and generalization of experience, specifying the starting and trace the stages of genesis historical and pedagogical direction, analysis features and principles of research that represent the history of pedagogy, individual education systems, educational events and concepts, personalized teaching activities, as well as coverage of progressively establishing methodological basis of this area of human knowledge [5].

All this, of course, is impossible without careful study of the propaedeutics of the history of pedagogy as a direction of pedagogical science, as a branch of knowledge at the stage of formation, differentiation and development of social and humanitarian sciences.

The period of XIX – XX century is important for Ukrainian teacher training. The beginning of the twentieth century is a period characterized by attempts by the Ukrainian scientists - representatives of pedagogy, linguists, literary critics, historians, philosophers, ethnographers, pedagogues-practitioners who generalized the history of education, pedagogical thought. It was the period when the peculiarities of educational phenomena were determined, the schemes of presentation of them in the form of an integral process. There were works of such prominent persons as S. Ananyin, V. Antonovich, D. Bahaliyh, G. Vaschenko, M. Hrushevskiy, B. Grinchenko, M. Drahomanov, M. Demkov, M. Lavrovskiy, I. Ogiyenko, C. Rusova, V. Rodnikov, S. Siropolk, I. Franko, Y. Chepiga, P. Yurkevych and others. These authors researching and analyzing the peculiarities of the development of native education and pedagogical thought, studied the state of education in the regions of Ukraine in different historical epochs, tried to create a coherent picture of the development of the national historical-pedagogical process [6].

The study of the world history, history of culture, the history of pedagogy involves finding out at the scientific and educational level the bibliographic phenomenon of native authors' works at the stage of propaedeutic formation of the national social and humanitarian science.

Being isolated from the history of humanitarian knowledge, they contribute to the discovery, awareness

of the internal evolution of the historical and pedagogical process, suggest to trace the gradual transformation and differentiation of information into scientific issues, the essential features of the methodology.

Through a comparative analysis one can trace the process of accumulation and systematization of knowledge of historical and pedagogical science in the nineteenth and twentieth centuries, observing the improvement of the methodological character, and characterize the general tendencies of development.

The system of basic structures of pedagogical professional and personal intelligence and activities as a scientific problem was clarified mostly, as the historiography testifies, through the educational discipline.

It must be admitted that the solution of the main problem - the formation of creative thinking of the future teacher, stimulation of interest in science cannot be ensured by today's textbooks and the structure of the course. When studying the foundations of the science the future teacher will most have to appeal to self-education, to use the original sources of creators of pedagogical thought. Among the significant number of modern teachers' works about the experience of the past it is quite difficult to identify the borders of ideas themselves and dynamics of the trends of a particular pedagogical phenomenon.

The first attempts to create a scientific methodology of the history of pedagogy of Ukraine are disclosed in

the writings of famous historians - V. Antonovich, M. Hrushevsky, O. Yefymenko [2].

Participation in the development of the national historical and pedagogical direction of these and other representatives was ensured by scientific, authenticity, national orientation. An important role in the structuring of the humanities belonged to M. Hrushevskiy. He was called the only, pre-revolutionary, in fact, Ukrainian historian of pedagogy. Expansion of the personalized area, paying due attention to little-known figures in Ukrainian pedagogy and history of education, undoubtedly reflects the discovery of the idea of basic educational structures [1].

Conclusion. History of Ukraine, history of pedagogy, pedagogy, sociology - cultural disciplines, aimed more at education than on scholarship. And this is how it should be understood. Methodology means principles, logical forms, structure and technique of research, which help to know the essence of the subject and interpretation of factual data.

The establishment and development of a professional attitude towards pedagogy, the problem of personality in the history of education, the method, the integration of models of spiritual and secular education testify the tendencies of creating systems of basic structures for the professional and personal intelligence of the teacher.

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Базовые структуры образованности и деятельности будущего учителя Л. П. Вовк, Н. В. Кошарна

Аннотация. В данной статье рассматривается проблема базовых структур педагогической профессиональной и личностной образованности и деятельности, которая развивается с позиции целостного концептуального подхода в контексте европейского культурно-образовательного процесса, с позиции личностной, профессиональной и социальной деятельности. Обращается внимание на педагогические традиции, их актуализация может обеспечить содержание, характер, направление образования как в сторону консерватизма, так и современности. Использование традиций, подчеркивающих гуманистические функции педагогической профессии, овладение студентами достижений культуры способствуют созданию единого образовательного пространства в государстве, использованию педагогических университетов как профессиональной субкультуры общества, раскрывают ценности педагогической профессии, становятся вкладом в систему инновационного становления специалиста.

Ключевые слова: педагогическая образованность, профессиональная деятельность, базовые структуры образованности, целостный концептуальный подход, педагогические традиции.