

The Professional Training of Law and History Teachers as a Research Subject

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This paper studies the issues of professional training of law and history teachers. The author concluded that teachers' professional training is mainly considered in the context of the formation of teachers' professional competence, as their readiness and ability to organize teaching and educational activities in comprehensive schools, in general, and training in law and history, in particular. The structure of this competence as the result of teachers' professional training determines the direction, content and nature of such training. Having analyzed the available works on this issue, the author has discovered the following. In this research field, a single conceptual apparatus has not been developed yet, which complicates the understanding of the problem itself and blurs its boundaries. It was found that the overwhelming majority of scholars are directly exploring the training of students in Pedagogical Universities. The forming stage of the professional orientation among the comprehensive school students to the teaching profession as well as a stage of teachers' advanced training in institutions of postgraduate pedagogical education have remained largely unresearched. The professional training of law and history teachers as a systematic activity and education throughout life is considered one promising area of research.

Key Words: a law teacher, a history teacher, professional training, professional competence, methodological training, personal and professional development, professional self-improvement

Introduction

In search of the answer to the question: “How to achieve a consistently high-quality school education?” Michael Barber and Mona Mourshed have analyzed the high-performing school systems. They concluded that in different countries the education systems are characterized by the features, which distinguish them (in particular, the structure and content of education) as well as some common features. All countries that have high-performing school systems proceed from the premise that the teaching profession is an essential factor that directly impacts upon the educational level of students. Therefore, they focus strongly on self-improvement of teachers. Michael Barber believes that in order to improve school systems in these countries they should consistently do three things well: they get the right people to become teachers (the quality of an education system cannot exceed the quality of its teachers); they develop these people into effective instructors (the only way to improve outcomes is to improve instruction); they put in place systems and targeted support to ensure that every child is able to benefit from excellent instruction (the only way for the system to reach the highest performance is to raise the standard of every student) [Barber, 2008: 16].

Igor Lantsev notes that the global information society requires new ideas, knowledge, as well as new ways of accelerated learning and updating of this knowledge. If in the industrial society, the main goal of education was to transfer knowledge from teachers to students, then in informational one, it is to form socially significant qualities and abilities that determine the student's independence and social communication capability. The scholar argues that education as a purposeful process of learning and upbringing in the interests of the individual, society and state as well as preserving and developing in material and spiritual achievement of humanity should ensure the acquirement of universal human cultural values, moral-emotional relation to the world and the acquisition of creative and professional activity [Lantsev, 2015: 159, 160].

According to the concept of the "A New Ukrainian School", in the 21st century, intelligent, well-educated citizens and patriots of Ukraine, who are willing to take risks toward innovations, will develop the Ukrainian economy. There is no doubt about the provisions of this document, according to which the new Ukrainian school requires new teachers, which can become agents of change. Therefore, it is absolutely justified that one of the nine components of a new school formula, as well as a new content, based on the formation of competencies that are necessary for successful self-realization in the society, owing to the process of educating, which forms values through decentralization and effective management that will provide the school real autonomy, is also motivated teachers which have freedom to be creative and develop professionally. In order to attract the best people to this profession, the reform provided incentives for personal and professional development [The concept, 2016].

The place and role of teachers are considered in various projections. Traditionally teachers are the representatives of a certain profession, specialists who organize and conduct educational work with comprehensive school students. Today, the teaching profession, especially law and history teachers as a phenomenon of the social and public life, is gaining increasing importance. This can be explained by the fact that the education process of these school subjects includes the possibilities for the formation and development of a free personality, who can able to think critically and creatively, with a high level of civic consciousness, self-awareness and civil competence, that is a person who is ready and able to become the creator of his own life, to fulfill himself as well as to participate consciously and actively in the life of society and the community.

Proceeding from the above, the issues of professional training, professional development of law and history teachers acquired a special urgency.

The problem of professional training of law and history teachers (all social science subjects) is of considerable scientific interest. Domestic and foreign experts in this field of knowledge studied its various aspects.

The theoretical and methodological basic for professional training of future teachers were expounded in the works of Viktor Andruschenko, Volodymyr Bondar, Mykola Boritko, Semyon Goncharenko, Anna Stareva and others.

Result and Discussion

Anna Stareva defined the category "professional training of history teachers" as an objectively existing process of education (teaching and learning), students' mastering of general pedagogical and methodological knowledge, the acquisition of developing appropriate skills in the course of pedagogical practices, as well as skills essential for self-education, self-improvement and self-realization [Stareva, 2003: 14].

The scholar also defined the concept of professional training of future history teachers, concerning the realization of personality-centered education at school as the student's familiarization process with the scientific basis and technologies of personality-centered education, the development of practical skills and abilities focused on a student's personality, the formation of certain psychological and moral qualities that are significant for work in personality-centered learning environment. Such training is based on a system of didactically and methodically prepared educational material for different education and qualification levels defined by the curriculum and other normative acts of the public educational administration and higher educational institution [Stareva, 2003: 14].

The subject of Anna Stareva's research was also the features of the personal development of future teachers in the system of the in-class and out-of-class educational work of higher educational institutions. In Stareva's view, among the favorable conditions for the development of students' creativity, the leading place occupied by the speed-of-reaction tasks that stimulate their cognitive interests; a competitive atmosphere; a discussion (and exchange of views); the history lesson preparation and conduction in the laboratory; monitoring the creative teaching techniques and their scientific understanding; pedagogical practice and the self-assessment of its results; writing a coursework. The scholar emphasized that the formation of a creative personality of the teacher is a long and continuous process that begins in a higher educational institution and continues throughout his pedagogical activity [Stareva, 2000: 105].

The scholar pointed out the need for methodological, staged training of social science teachers, that, in her opinion, is due to the need to increase teachers' competitiveness and mobility in the labor market, in the context of internal (market and democratic) relationship and external (globalization and the formation of the information society) social changes. The annual doubling in the volume of social science information and scientific knowledge from different sciences (political, philosophical, sociological, legal, etc.), social and professional experience, changes in the forms of pedagogical communication and spiritual, psychological conditions of the life of society, form a kind of challenge to the methodological training of social science teachers and require its modernization. Analyzing implementation practice of the principles of the national staged system of professional training of the social science teachers, it points out shortcomings, among which, in particular, the inconsistency between theoretical-methodological and practical training at bachelor's and master's levels [Stareva, 2012: 307].

Elena Chirkina argues that the society and schools need in teachers of a qualitatively new type — professionally competent, that is, people who are personally and professionally mature, who express their formed willingness to apply this knowledge successfully in practice and expand it, if necessary. Chirkina explains the specific requirements imposed by society for history teachers' competence as the specificity of historical, educational material. Accordingly, teachers should be able to organize students' knowledge through the process of assimilation, to use his didactic potential for the educational purposes, to establish causal relationships between historical facts, events, phenomena, to work with historical maps, documents, etc. The scholar considers the psycho-pedagogical competence of history teachers as his professional and personal development result and expounds it as a set of skills to determine and take into account the individual characteristics and each student's abilities to analyze the psychological foundations of communication processes in groups as well as other subjects, in particular teachers and to choose the best teaching methods. Of particular importance is teachers' ability to professional self-improvement [Chirkina, 2015: 5, 8].

Irina Ermakova studied a separate direction of professional and pedagogical training of future social science teachers, that is, the training for the use of research technology in professional activities. This training is considered as a purposeful, systemic and clearly structured process aimed at developing professionally important personal qualities, mastering general pedagogical and methodological knowledge by future teachers, developing appropriate skills and abilities, gaining experience of professional and research activities with the purpose of forming the readiness to technologization of educational process based on the research approach [Ermakova, 2011b: 110]. Proceeding from the fact that a methodological component plays a special role in the vocational training system, with the purpose of forming practical skills and abilities to use of research technologies in professional activities the researcher has developed an appropriate system of scientific and methodological support, which contains theoretical-methodological, informative, operational-active, effective blocks, a goal and result [Ermakova, 2011a: 35].

Tamara Bakka scientifically substantiated the training pattern of future school social science teachers. It is based on the relationship between the goal components (the students' awareness concerning the goals and objectives in professional and pedagogical activity of social science teachers), the content components (the formation of the cognitive and operational-procedural components of this activity) and the motivational components (the formation of the motives for achieving success in study as prerequisites for the proper training for professional pedagogical activity), which cover the necessary amount of knowledge, skills and abilities and are manifested in professional and creative activities, the aspiration to self-improvement and self-development. The scholar revealed the training structure of future social science teachers, the principles for the selection of content, the evaluation of this process effectiveness and clarified the criteria for readiness in teaching the social science disciplines [Bakka, 2008: 24].

The professional training of future history teachers by means of museum pedagogy was a research subject of Valentine Snahoshchenko. The scholar defined the foundations and pedagogical conditions for the professional training of future history teachers by means of museum pedagogy and established a sequence of their application at various stages of professional training. She theoretically substantiated the corresponding structural and functional model of the professional training of future history teachers, the system-forming components of which are the means of museum pedagogy. She established that the museums of higher pedagogical education institutions have a significant informative, educational, research and educational potential. The systematic and purposeful attraction of students to the spiritual and material values of National history, which are stored in the museum leads to the understanding that the museum exhibit is an important source of historical knowledge, a bearer of historical, social, artistic information. This approach allows to form students' practical skills in the use of the cultural and historical heritage in their future professional activity more effectively, in general, to improve the quality of professional training of future history teachers [Snahoshchenko, 2010: 16-18].

In the context of problem-solving training of future teachers, taking into account the new educational situation, Olga Morozova also raised the issue of improving the effectiveness of methodological training for the law and history teacher as well as the other social science disciplines. The scholar believes that her decision requires the transformation of the methodological foundations of professional education. This means that a knowledge-based approach must be replaced by an active one. In her opinion, the implementation of a block-modular training will facilitate high-level methodological training of future teachers, which assumes the students will learn the content of theoretical, research and practical modules. It is also necessary to increase the independent work, those who will be using information and communication technologies

for self-education, through distance education [Morozova, 2012: 129]. Today, this is a tendency, which means the development of a professional system, including methodological training of law and history teachers and the other social science disciplines.

Rostislav Kostenko explored this aspect of professional training of future history teacher as the formation of his social values. He defined the social values of future history teacher as socially significant value orientations of the personality of the teacher, that is, his personal orientation to the positive values of modern society. These values are formed through social ideas, historical thinking, historical consciousness in the process of studying the socio-historical experience of society and mastering pedagogical knowledge and skills, that is, in the process of professional training [Kostenko, 2007: 15].

We cannot agree with Galina Beregova in this context. The scholar emphasizes that this is about the training of future man (in our case, a new teacher, a future teacher), and we cannot remain his upbringing without attention. Considering the problems of higher education, Beregova emphasizes that we should always speak about the organic combination of upbringing and training. It is precisely the intersection of the philosophy of education and upbringing in the theoretical reconstruction of the forms and ways of intergenerational communication through a philosophical understanding of the world makes possible to determine: 1) education as a purposeful cognitive activity aimed at obtaining and improving knowledge, skills and abilities; 2) upbringing as a purposeful formation of qualitative characteristics of personality through various influences. The scholar believes that it is absolutely reasonable to consider purposefulness as the key factor in training and upbringing, and the pedagogical result as the unifying factor, which lies in the formation of the intellectual and spiritual potential of future man [Beregova, 2016: 36]. The relevance of these scientific provisions for our research lies in the fact that they allow us to consider the professional competence of law and history teachers as the goal and result of professional pedagogical education and professional training at the same time, and to provide both the education itself and the students' upbringing — future social science teachers.

Georgij Kashkarov substantiated the necessity of introducing a competence approach to the system of professional training of future law teachers. He defined the pedagogical competence as the final result of a graduate student's educational activity of the pedagogical university, his creative activity, as the integrated indicator of the personally active essence of a future teacher, caused by the level of realization of his humanistic orientation. The scholar revealed the structure of the professional competence of a future teacher through the interrelationships of gnostic, constructive, organizational, communicative, creative, analytical, prognostic, projective, informational skills that should be formed in a graduate student of the pedagogical university [Kashkarov, 2008a: 42].

He also understands professional-pedagogical competence as an integral professional and personal development of a graduate student of the pedagogical university, caused, in particular, by special knowledge, skills, ability and willingness to carry out special types of educational and preventive work in accordance with existing moral and legal norms adopted in the society. The relatively narrow range of competencies formed the basis of the system: specifically pedagogical, methodological, social psychological, and personal. The scholar formulated this definition in the context of substantiation of the conceptual foundations for the formation of pedagogical competence in future teachers to develop critical thinking among students [Kashkarov, 2008b: 75].

Georgij Kashkarov also developed other aspects of this problem. In particular, he defined the notion of student's readiness — future teacher for education work as a complex, integrat-

ed system of personality qualities, characteristics, and experience, demonstrating awareness of the importance of the teaching profession in society, social responsibility, the willingness to solve professional tasks independently and creatively and to actualize of the already existing knowledge [Kashkarov, 2011: 127]. He proposed a system for students' training for educational work in the process of studying professionally oriented disciplines using modern pedagogical technologies based on the principles of competently oriented and interdisciplinary approaches. In his opinion, the formation of educational competence of future teachers should be carried out at the expense of professionally oriented disciplines, as well as special courses, including both theoretical and practical training. Special attention should be paid to interdisciplinary planning, the elimination of duplicate content, and the rational organization of training using interactive technologies [Kashkarov, 2010: 238].

The professional competence of law teachers as a condition for the formation of legal competence of students was researched by Lilya Ryabovol [Ryabovol, 2011].

The scientific interest in the competent law teachers was explored by Yuriy Stetsyk. In order to denote it, he uses the concept of "legal subject competence," which, in his interpretation, consists of a system of interconnected knowledge, skills, values, and assumes creative mastery of a speciality. The scholar believes that a law teacher should have his teaching strategy, namely, to possess a set of basic knowledge, techniques, technologies that are necessary for the organization of the educational process; to understand that the legal space is rapidly changing under conditions of state development; to possess the knowledge of legal terminology, skills for working with normative legal acts; to understand the essence of legal values and the mechanisms for their formation; to use traditional and non-traditional methods of extracurricular and out-of-school activities on the subject; to create the "didactic piggy bank"; to use modern approaches to the assessment of students' levels of knowledge, etc. [Stetsyk, 2016: 32].

The formation of professional competencies of future law teachers when studying the discipline "The Methodology of Teaching Law" in universities as a scientific problem was studied by Tatiana Nagorna. Sharing the majority's view of researchers on this issue, she understands the professional competence of teachers as their ability to effectively carry out their professional activity, to possess the necessary amount of knowledge, skills and abilities that determine pedagogical maturity, pedagogical communication and a teacher personality as a bearer of certain values, ideals, and pedagogical consciousness [Nagorna, 2012: 120].

Elena Pevtsova focused her attention on the need for constant personal and professional development of law teachers. Of particular importance in this regard, in her opinion, is a valued part of educational self-determination as a process of constant accumulation of pedagogical means for solving educational problems. This helps to the formation of teaching skills, which, in turn, is determined by the multifaceted activity of the teacher in research, educational, etc. spheres [Pevtsova, 2010: 233].

Anna Nicora considers the professional pedagogical training of teachers as a set of theoretical (teaching methods, special courses, special seminars on methodology, independent work of students) and practical (the periods of various kinds of pedagogical, practical work) components. An important component of the teacher's professional and pedagogical training, in her opinion, is the subject-methodological training, which should introduce an axiological approach [Nicora, 2012b: 223].

In order to implement this approach, the scholar has developed a methodological system of training of future social science teachers to form value orientations in the process of teaching ethics to students. The results of the generalization of approaches to the organization of the

methodological training of future teachers were expounded in the works of Kostyantyn Bahanov, Olga Moroz, Anna Stareva, and others. Nicora attributed the following forms to the most expedient: personality-oriented lectures (problem-modeling lectures, lectures/ workshops, lectures/ commentaries, lectures/ conferences), seminars (modeling, problem-solving, advanced, constructive) (Stareva), workshops (a revision of the theoretical educational material based on individual pedagogical tasks, workshops with the elements of modelling fragments of the lesson, workshops with discussion and resolution of pedagogical and/or conflict situations, trainings on interactive methods in teaching); project-laboratory classes on the re-establishment of the school learning environment and projecting of individual professional activity; individual training classes; consultations (Moroz), scientific and practical conferences, training practices and teaching practices, the course works and final qualifying works, students' independent and individual work, self-education as the foundation of teacher professional development, the formation of his social and professionally significant qualities (Bahanov) [Nicora, 2012a: 111, 114].

Kostyantyn Bahanov, Andriy Bulda, Tetyana Ladichenko, Anna Stareva, Elena Pometun, and others studied the genesis of the methodological training of social science teachers.

The role of staff (heads, methodologists) of laboratories/classrooms of social sciences of regional institutes of postgraduate pedagogical education is important for the study of problems of the professional training of teachers. Vira Furman considered the professional competence of social sciences teachers as an important component of social science education, Elena Pishko studied the modern scientific and methodological approaches to the problem of teachers' professional competence, and Tatiana Pikner — the ways of forming teachers' professional competence, and others [Development of Professional Competence, 2014].

Conclusions

Thus, the professional training of law and history teachers as a research subject causes considerable scientific interest. At present, this problem is mainly considered in the context of the formation of teachers' professional competence, as their readiness and ability to organize teaching and educational activities in comprehensive schools, in general, and training in law and history, in particular. The structure of this competence as the result of teachers' professional training determines the direction, content and nature of such training.

The analysis of available works showed us the following. In this research field, a single conceptual apparatus has not been developed yet, which, in our view, complicates the understanding of the problem itself and blurs its boundaries. Thus, even training of future teachers, the scholars consider as "professional" (Kashkarov, Kostenko, Snahoshchenko, Stareva, etc.) or "professional-pedagogical" (Ermakova, Morozova, Nicora, etc.). The terms "professional" (Kashkarov, Picner, Pishko, Ryabovol, Furman, Chirkina, etc.), "pedagogical" (Kashkarov and others), "psychological-pedagogical" (Chirkina and others), "legal subject" (Stetsyk) are used to denote competence as the result of such training. Nagorna and others use the term "professional competencies" of future teachers. Along with the term "methodological" component of professional training, the term "subject-methodological" is used. We believe that it is necessary to substantiate and apply a universal conceptual apparatus.

The overwhelming majority of scholars are directly exploring the training of students in Pedagogical Universities. There is no doubt that this is an important stage in the professional training of law and history teachers, but not the only one. A stage of teachers' advanced training in institutions of postgraduate pedagogical education, the goals and specific tasks of this stage,

the forms and methods of the work organization, which continue throughout the professional career of teachers were left almost without attention.

The forming stage of the professional orientation among the comprehensive school students to the teaching profession was left almost unexplored. The specialists appear to underestimate the importance of this preparatory stage, which forms the corresponding primary motivation and interest. It is then that a child must make a conscious choice and answer the question: “What kind of education or training do I need to get?” Julia Chala believes that in modern Ukraine, the choice is usually made without the child, through creation or closing of various opportunities. We cannot but agree with the scholar that it is the ability to make a conscious choice and be responsible for its consequences is one of the main features, which provides for self-determination by man, that is, his goals and his ways as well as his methods to achieve them. This ability should also define the future man [Chala, 2014: 160-161]. Thus, organizational issues concerning effective career guidance on pedagogical specialties and the creation of optimal psychological and pedagogical conditions, which will allow comprehensive school students to choose the teaching profession consciously, require special attention from scholars.

The professional training of law and history teachers as a systematic activity and education throughout life is considered one promising area of research.

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