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## SYSTEM-ACTIVITY CONCEPTION OF TRAINING 21<sup>ST</sup> CENTURY TEACHERS: COMPETENCE AND ORGANIZATIONAL ASPECTS

*The paper deals with the uniquely designed model of training modern teachers presented in schemas with further comments. The main idea comes down to three basic competences of a teacher. It is his/her ability to be a developer of educational activities, to implement innovative techniques in the educational process and to design his/her own ones; an organizer of students' joint activities; as well as an expert having theoretical and creative pedagogical thinking. The mechanisms of achieving the desired goals by means of integrating disciplines having their specificity are presented. Besides, the author's ideas of the organizational conditions concerning the optimization of teachers training modernization at vocational schools and universities are described.*

**Keywords:** *teacher, professional training, system-activity conception, innovative technologies, Master's degree, Bachelor's degree, pedagogical university.*

### Introduction

This research is relevant from both theoretical and applied points of view taking into account great transformations in teacher's professional activity taking place today in Ukraine and the world in general. The searching for the ways of modernizing the system of teachers training draws the attention of lots of scientists of various fields of study.

### Aim and tasks

The paper aims to present a system-activity conception of teachers training and determine the optimal ways of its implementation at higher educational institutions.

The research has the following tasks:

- to describe a system-activity approach to teachers training according to the competence aspect in comparison with a traditional one based on the generalization of scientific data;

- improve the opportunities of organizational conditions of teachers training at higher pedagogical educational institutions' optimization and specify the advantages;

### Research Methods

The research is based on classic methods of generalization, systematization, and comparison of theoretical and empirical data on the issue based on the previously conducted research studies [1], [2], [3], [4], [5], [6]. The main idea of the approach comes down to three key competences in the system of teachers training, namely teacher's ability to be an organizer of educational activities; to implement innovation techniques into the educational process; to be an organizer of students' joint activities; as well as a specialist having theoretical and creative pedagogical thinking. Along with this the mechanisms of achieving these goals by means of integration of various disciplines have their specificity. The material presented in a form of schemes simplifies the perception of the suggested approach and can act as a basis for the formation of new ideas and concepts which would expand opportunities of updating the system of teachers training.

### Competent Aspect

The research results and comments are presented in the tables below.

Table 1.

**TRADITIONAL SYSTEM OF FUTURE TEACHERS' BASIC COMPETENCES FORMATION**




<p><i>Conditions prevailing in teachers training:</i> - Look and do as I do</p>	<p style="text-align: center;">1</p> 	<p><i>The competence of a knowledge and skills transmitter is being formed</i> <b>Формується</b></p>
<p><i>Conditions prevailing in teachers training:</i> - Listen and act according to my instructions</p>	<p style="text-align: center;">2</p> 	<p><i>The competence of an administrator in the system of the educational process management is being formed</i></p>
<p><i>Conditions prevailing in teachers training:</i> - Perform tasks according to the rules/examples/schemas</p>	<p style="text-align: center;">3</p> 	<p><i>Teacher's competence in a form of empirical professional type of thinking is being formed</i></p>

Table 2.

**THE SUGGESTED SYSTEM-ACTIVITY MODEL OF FUTURE TEACHERS' BASIC COMPETENCES FORMATION**




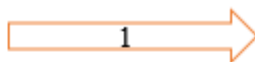
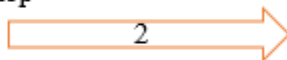
<p><i>Psycho-pedagogical conditions aimed at mastering different system theories of teaching are offered.</i></p>	<p style="text-align: center;">1</p> 	<p><i>The competence of a developer-designer and innovator able to build his/her own and use innovative teaching techniques is being formed</i></p>
<p><i>Psycho-pedagogical conditions aimed at mastering the basics of pedagogical mastery and various means of the educational process management, based on individual psychological characteristics of students are offered.</i></p>	<p style="text-align: center;">2</p> 	<p><i>The competence of a teacher as a mentor and organizer of students' joint activities is being formed</i></p>
<p><i>Psycho-pedagogical conditions aimed at mastering the basics of creative pedagogical thinking are offered.</i></p>	<p style="text-align: center;">3</p> 	<p><i>Creative professional-pedagogical thinking skills are being formed</i></p>

Table 3.

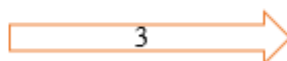
**SCIENTIFIC AND METHODOLOGICAL SUPPORT OF TRADITIONAL CURRICULA**



- The knowledge of systematic teaching theories within “Fundamentals of teaching theories” module are being formed by means of integrating knowledge from different branches of science (pedagogy, developmental and educational psychology)
- Innovative skills are being developed in the process of developing a uniquely designed system of organization of educational activities within the framework of “Designing Educational Activities” workshop



- Theoretical ideas about different psychosocial conditions of team management within “Psychical principles of joint activity” module are formed by means of integration of knowledge of social and pedagogical psychology, as well as various branches of pedagogy
- Within the framework of “Fundamentals of Teachers’ Pedagogical Skills and Organizational Activities” workshop professional skills of using various means of interaction and management of students group are being developed.



- Theoretical knowledge of the foundations of creative thinking are being formed with the help of integration of knowledge from philosophy, psychology, pedagogy and other disciplines.
- Theoretical thinking is being developing within the framework “Teacher’s Creative Activity in the Educational Process Organization” workshop

The shift from traditional priorities in the training to the new ones will allow a teacher who has the above mentioned competencies to build a student-centered educational process, will form the basics of theoretical and

innovative thinking, self-study skills, ability to defend individual and collective interests, etc.

**Organizational aspect**

Table 4.

**THE EXISTENT SYSTEM**

- **Bachelor's Degree with Teacher’s Qualification:**  
4 years (240 credits)
- **Master's degree for Bachelors of all specialties (as well as Masters of non-pedagogical major) with teacher’s qualification: 1.5-2 years (90-120) credits**

#### Areas of Concern

- Most students having obtained Bachelor's degree continue their studies taking Master degree course and do not get employed.
- In most cases a student cannot work at the same educational institution where he had teaching internship after receiving a degree.

What we suggest:

- **INTEGRATED MASTER'S DEGREE WITH A QUALIFICATION OF A PEDAGOGUE: 5 YEARS (300 CREDITS)**

The provided internship at the 5<sup>th</sup> year of study at the university (the system of pedagogical skills primary improvement) for 1 year, taking into account the certification, after which a student acquires qualification and is provided with an opportunity to work at the educational institution where the internship was carried out

- **INTEGRATED MASTER'S DEGREE WITH A QUALIFICATION OF A TEACHER-TRANSLATOR**

- for Bachelors and Masters of socio-humanitarian specialties: 2 years (1120 credits);

- for non-major Bachelors and Masters: 2.5 years (150 credits)

#### Advantages

- Optimization of the period of study;
- Major-focused training;
- Reducing financial resources;
- Strengthening the role of practical training by means of internship

## TEACHING STAFF TRAINING FOR WORK AT VOCATIONAL EDUCATIONAL INSTITUTIONS

### THE EXISTENT SYSTEM

- Junior specialist for 9th grade graduates with teacher / tutor qualification: 3 years and 10 months
- Junior specialist for 11th grade graduates with teacher / tutor qualification: 2 years and 10 months

#### Areas of Concern

- Inadequate scientific and methodological level for providing a qualification of a teacher

What we suggest:

### **JUNIOR SPECIALIST (JUNIOR BACHELOR) FOR 9<sup>TH</sup> GRADE SCHOOL LEAVERS WITH A QUALIFICATION OF A TEACHER / TUTOR ASSISTANT: 3.5 YEARS**

One of the ways of preserving this system is making vocational schools subdivisions of pedagogical universities

#### Advantages

Creation of optimal conditions for vocational training continuity

## ADVANCED PEDAGOGICAL EDUCATION

### THE EXISTENT SYSTEM

- Institutes of advanced training
  - Institutes of postgraduate education
- Implement various programs of advanced training with the issuance of relevant certificates**

#### Areas of Concern

- Higher educational establishments lose their status according to the current legislation;

What we suggest:

- **INCLUSION OF INSTITUTES OF ADVANCED TRAINING INTO THE STRUCTURE OF PEDAGOGICAL UNIVERSITIES WITH THE FUNCTIONS RESERVED**

#### Advantages

- The status of the university is restored without the expansion of the number of independent universities
- Conditions of effective combination of scientific-theoretical and practical achievements in the system of advanced training are created

#### Conclusion

Thus, the presented system-activity conception of teachers training significantly extends the existent ideas in pedagogical psychology and professional pedagogy in terms of constructiveness of the content of the educational process organization with students majoring in pedagogy.

The determination of basic competences significantly improves the content of teachers training. We believe that the material presented in schemes simplifies the per-

ception of the proposed approach and can be used as a basis for the creation of new ideas which would expand the opportunities of updating the system of teachers training. Besides, they open up clear orientations for pedagogical universities concerning conceptual ideas about the conditions of implementing the suggested approach into the system of teachers training.

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### СИСТЕМНО-ДІЯЛЬНІСНА КОНЦЕПЦІЯ ПІДГОТОВКИ ВЧИТЕЛЯ ХХІ СТОЛІТТЯ: КОМПЕТЕНТНІСНИЙ ТА ОРГАНІЗАЦІЙНИЙ АСПЕКТИ

У статті наведено авторську концептуальну модель підготовки сучасного вчителя у вигляді схематичного матеріалу з конструктивними поясненнями. Головна ідея зводиться до трьох ключових компетенцій у системі навчально-професійної підготовки вчителя. Йдеться про його спроможність бути: по-перше, розробником навчальної діяльності, можливості запроваджувати авторські та інноваційні технології до навчального процесу; по-друге, організатором спільної діяльності учасників навчального процесу; по-третє, фахівцем, який володіє теоретичним та творчим педагогічним мисленням. При цьому показано механізми досягнення досягнутих цілей за рахунок інтеграції дисциплін різних знань, які мають свою специфічну направленість. Окрім цього, у роботі презентовано авторське бачення організаційних умов щодо оптимізації системи модернізації підготовки вчителів у коледжах та університетах.

**Ключові слова:** вчитель, професійна підготовка, системно-діяльнісна концепція, інноваційні технології, магістр, бакалавр, педагогічний університет.

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### PEDAGOGICAL FACTORS OF GIFTED CHILDREN'S ADAPTATION TO THE EDUCATIONAL ENVIRONMENT OF PRIMARY SCHOOL

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*The paper deals with the issue of gifted children's adaptation to the educational environment of primary school. There have been distinguished 22 gifted children out of 430 according to the following signs of giftedness: cognitive activity and educational motivation, intelligence, creativity. The following types of giftedness have been identified: intellectual, academic (mathematical), artistic (musical, graphic, poetic) and psychomotor (dancing, sports). It has been found that a democratic style of communication contributes to the gifted children's adaptation, a combination of democratic and authoritative styles leads to the lack of adaptation of children, and the authoritarian style of pedagogical communication causes maladaptation in gifted children. There is a necessity of psycho-pedagogical support of gifted children because the efficient development of adaptation processes in junior school age plays an important role for the formation of creative personality able to interact with the society.*

**Keywords:** gifted children, school adaptation, non-adaptation, educational environment, primary school.

#### Introduction

Changes associated with the transition to new economic relations in all spheres of the society require new approaches to solving problems of education of younger generation. Giftedness and development of creative abilities act as a condition for the transformation, renewal and harmonious development of our state. That is why, in today's pedagogi-

cal theory and practice, the issue of supporting gifted children and young people, creating an environment favorable for upbringing a person with a high level of creativity is gaining a special significance. However, often a gifted child causes teacher's negative attitude due to the need for specific