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**THE RESEARCH OF TEACHING ABILITIES OF STUDENTS WHO ARE GOING TO BE TEACHERS****M.O.Davydyuk**

*Анотація.* У статті проаналізовані різні підходи до класифікації педагогічних здібностей, представлено результати дослідження рівня розвитку педагогічних здібностей студентів-майбутніх учителів

*Ключові слова:* педагогічні здібності, педагогічний такт, здатність до емпатії, організаційські та комунікативні здібності.

*Аннотация.* В статье проанализированы различные подходы к классификации педагогических способностей, представлены результаты исследования педагогических способностей студентов – будущих учителей.

*Ключевые слова:* педагогические способности, педагогический такт, способность к эмпатии, организаторские и коммуникативные способности.

*Summary.* In the article the different approaches of classification of pedagogical capabilities are analyzed, the results of research of pedagogical capabilities of students are presented.

*Keywords:* pedagogical capabilities, pedagogical tact, organizational and communicative capabilities.

**Statement of the problem.** One of the important features of the modern society is the rapid growth of demand for scientific and technical personnel who have profound knowledge and capable of creative, exploratory approach to the solution of various theoretical and practical problems.

Proper selection and placement opportunities provide maximum realization of each person, and it is necessary to identify these opportunities and develop them. Therefore, there is a natural interest in last decades of psychologists and educators in studying the problem of human ability.

As we could have observed, the problem of abilities is complex and multifaceted, its comprehensive study conducted on the physiological, psychological and socio-psychological and educational levels.

National and foreign scholars have the significant differences in the interpretation of the term "ability" is an ongoing debate about the role of biological and social skills in the structure remains unsolved problems of diagnosis and measurement of abilities continue to search for effective strategies for sustained development and the development of skills to specific activities.

Almost all scholars unanimously agreed that ability – it is not a kind of psychological property of the individual but the whole complex, which manifests itself in an active human. The most completely abilities are presented the way a person learns social and cultural experience, enriching it by acting as the creator of the material and spiritual values.

The problem of quantitative measurement of abilities has quite a long history. Back in the late XIX – early the twentieth century foreign psychologists (Cattell, Theremin, Spearman) under the influence of requirements due to the need to exercise professional selection for mass specialties, suggested to identify the level of student abilities. So, supposed to be installed rank place identity and the suitability to perform certain types of activity.

Qualitative characteristic of abilities is to answer the questions in the sphere of human activity which a person is easier to find themselves, to find great success and achievement. And finding out that specific psychological qualities meet the requirements of a profession, we can answer the question to what extent they developed in the rights of others. Thus, the qualitative characteristics of abilities are inseparably linked with the characteristic quantity.

In the context of current educational reforms the problem of abilities, professional, and in particular, educator, teacher, is particularly acute. Actuality of the problem of pedagogical capabilities supported by the fact that it is widely represented in the works of many researchers. For example, in the writings of S.Rubinshteyn, B.Teplov the foundation for the study of pedagogical abilities in native science is showed.

Further, their ideas have been developed by other native researchers. So, Natalya Kuzmina disclosed such abilities as teacher's observation, imagination, pedagogical tact, distribution of attention and organizational skills.

F.Honobolin enumerates and reveals the following abilities important for teachers: how to understand the student, the ability to present the material available, the ability to develop students' cognitive interest, organizational skills, pedagogical tact, and ability to anticipate the results of their work. In the most general form V.Krutetsky developed a clear structure of abilities depending on the activities carried out and the

personal characteristics of the teacher.

However, with regard to actual structural components of pedagogical abilities, here in the researchers some differences in their definition are observed, especially the question of the relationship and mutual dependence of the qualitative characteristics of the components of pedagogical skills is unexplored.

The Actuality of the study is defined by contradictions:

- Between the need for both wide research abilities, including special, and the lack of valid and reliable methods of diagnosis for each particular profession;

Between the need to explore specific pedagogical abilities (which is dictated by the requirements of the educational practice at the stage of entry into pedagogical university and at the stage of training) and the lack of common approaches to determining the structure of these abilities in psychological and educational science.

**The aim** of the article is to present results of the peculiarities of teaching skills and explore the connections between their structural components.

In the national science there is a traditional definition of abilities through the identification rate of advance in the normal course of business, the transfer of latitude mental qualities that are formed, the ratio of neuropsychiatric costs and final results. Diagnosis abilities based on these principles, enriched meaningful methods: diagnosis ability to learn, diagnostic training programs and so on.

The research of different types of special abilities is made primarily in connection with vocational guidance.

Updating of curriculum requires significant changes in the professional training of future teachers. In higher educational establishments the basis of pedagogical skills and professional culture of teacher are formed. An important component of teacher skills is teacher's professional growth stimulating a talent for teaching activities.

Plato was the first who introduced the "teaching ability" into the science. He believed that man is born with his own abilities and they cannot be changed later. However, in recent years he changed his mind and suggested the possibility of developing and improving abilities [4, p. 310].

Ya.A. Komensk? advocated theoretical possibility of development of abilities and argued that this should be done for each individual child. It was he who first used the term "didactics", which understood as the "art of teaching everything" [3, p. 83]. A.F.Disterveh was one of the first to focus on theoretical training of teachers and teaching abilities problem. He believed that any true learning combines three factors: 1) knowledge of the case (the object), and 2) love for the activity and student (subject), and 3) teaching ability [3, p. 84].

In the 50 years M.D.Levitov determined the meaning of pedagogical abilities. In his book "Children's and educational psychology" great attention is paid to features and content of teacher pedagogical skills.

Under the teaching abilities M. D.Levitov understands a number of properties that relate to various aspects of the teacher's personality and, above all, his mental activity. These qualities "are not innate, they are developed during training and practical work, but they are quite resistant to talk about them as qualities necessary for successful teachers" [2, p. 411].

M.D.Levitov identifies 5 main pedagogical abilities:

1) Ability to transfer knowledge to children in a short and interesting way, and 2) the student's ability to understand, based on observation, and 3) an independent and creative mentality, 4) pedagogical creativity, speed and orientation, which allows time to plan the necessary measures, 5) organizational skills.

However, this classification is not perfect, because creativity is schematically presented only as an independent and creative way of thinking. Important Gnostic abilities are not marked at all, and communication soluble in all others. An important contribution to research on teaching abilities made Ye.O.Hryshyn. He distinguished between personal, social and educational quality, educational and special abilities. Ye.O. Grishin describes:

1) The ability to predict the results of their work, 2) the ability to excite in children a constant desire to learn and develop their curiosity, intelligence, and 3) the ability to understand the student, and 4) the ability to manage the staff, 5) the ability to skillfully planning a variety of activities for students; 6) showing finesse, demands to children, 7) "teaching skills", e.g emotional language, facial expressions, clear diction, 8) ability to persuade by personal example [7, p. 28].

This classification is also incomplete because it lacks important gnostic, creative abilities and pedagogical skills are considered very narrowly. O.I.Scherbakov in his works considered individual teacher's quality as the leading factor of influence on the formation of disciples and his teaching ability. He particularly singled out: a) individual psychological characteristics – high educational interests, love for children and the need to work with them more coherent and strong character, independence and efficiency; teaching ability (adequacy of teacher perceptions of the child, teacher prediction);

b) practical skill – general teaching (information, orientation, developmental, mobilization) general

abilities for work (structural, organizational) communication (communication with different people), self (systematic enrichment of their knowledge, proper applications) [34, p. 94]. O.I.Scherbakov differentiated general and narrow professional ability of teachers.

Important research on the problem of forming pedagogical abilities, conducted by N.V.Kuzmina. She also divided abilities into general and special. To general abilities she refers primarily intellectual – memory, imagination, thinking abilities, to special – the ability required to perform specific activities: music, art. Special abilities are included in educational activities subject to the availability of teacher pedagogical orientation and pedagogical skills.

To the teaching abilities N.V.Kuzmina also includes pedagogical tact, pedagogical imagination, teaching observation. However, pedagogical tact is a personal teacher quality , which manifests itself formed in the process of communication with pupils and is part of his communication skills. A pedagogical imagination and teacher observation – essential components of perceptual abilities. All teaching abilities, according to psychologists, have a double turning : the student and the teacher. They are focused on gnostic and creative element [7 , p. 161].

Among modern classifications of teaching abilities, in our opinion, the most complete and detailed is classification by M.Y.Stankina. The basic teaching abilities include: 1) expressive, 2) teaching, and 3) perceptual ability, and 4) research and teaching ability, and 5) ability authoritarian, 6) communication skills, 7) personal ability, 8) organizational skills, 9) constructive and other abilities [6, p. 13].

To the offered list we should add the creative abilities. Based on the fact that the basis of ability usually is appropriate capability, this classification seems most optimal, since it corresponds to the main groups of skills teaching techniques.

Exploring different approaches to the classification of pedagogical abilities showed that the structure of these abilities is a complex multi- entity that provides academic, perceptual, communication, organizational skills ( team skills ) to ensure the success and efficiency of operations, and development which are necessary in a modern educational environment. Modern textbooks on educational courses for students of universities provide detailed analysis, more often than not, these pedagogical abilities as didactic, perceptual, organizational, communication, academic, prognostic, ability to focus and distribution of pedagogical tact. The most favorable period for the diagnosis and development of professional abilities is the stage of training for teachers at the university.

The first phase of the study was a survey of experts. As last we have found the first year of graduate study VSPU named after M.Kotsiubynsky, eg: those people who already have full teaching degree and practical experience – 20. We asked them to clarify the list of occupational abilities questionnaire developed by analyzing the classification of pedagogical skills.

We asked experts to estimate the qualities listed in the questionnaire as follows: "not needed" (0 points), "sometimes necessary, but not always" (1 point), "useful, but not very" (2 point s), "useful" (3 points), "required very much" (4 points).

On this basis we have singled out the qualities that experts have provided critical for determining the abilities that contribute to successful careers: communication, organizational, pedagogical tact and ability for empathy.

We hypothesized that in the structure of pedagogical abilities the most important are communication and management skills, capacity for empathy, these components are in close interdependence of each other – the higher are communication and organizational skills, the more profound is the capacity for empathy and more developed pedagogical tact (Table 1).

Table 1

**Expert assessment of the importance of teaching abilities**

The importance of ability ability	not needed	sometimes necessary, but not always	useful, but not very	useful	required very much
pedagogical tact	-	-	6	2	72
Communicational skills	-	1	-	10	69
Organizational skills	-	5	7	6	62
empathy	-	10			58
Teaching	-	3	5	15	55
Academic	-	4	2	6	43
Capacity for the distribution of attention	-	5	4	15	24
Prognostic	-	8	5	15	17

On the second stage of the research we have organized a study of the level of development of pedagogical abilities of 4th year students of the Institute of Philology and Journalism VSPU named after Kotsiubynsky, future social workers (The sample consisted of 30 persons).

To diagnose pedagogical capabilities we have applied three methods, the purpose of which seemed to us quite versatile and revealing concerning the definition of proficiency. These questionnaires: "The ability of the teacher to empathy" (author – I.M.Yusupov), test questionnaire CBS (communication and organizational predisposition – V.Synyavskyy, B.Fedoryshyn), test "Teaching situations" (Ye.Brunner) to determine level of pedagogical tact, or their own teaching abilities [1, 4, 6]. Tables 2 – 5, the obtained data.

Table 2

**The level of communication and organizational skills**

Levels of communicative abilities	Low	Below average	Average	High	Very High
Number of students (30 p./100%)	8 p. (26,6%)	6 p. (20%)	2 p. (6,6%)	7 p. (23,3%)	7 p. (23,3%)
Levels of organizational skills	Низький	Below average	Average	High	Very High
Number of students (30 p./100%)	6 p. (20%)	3 p. (10%)	7 p. (23,3%)	5 p. (16,7%)	9 p. (30%)

Data from tables show that communicational and organizational skills of students almost proportionally divided between low, medium and high levels of development. This indicates, in our opinion:

- Firstly, the duration of the formation of pedagogical abilities that eventually happens during training;
- Secondly, the functional affinity of communication and organizational skills – the majority of respondents level of these abilities overlap – hence, an important conclusion can be reached regarding methods of teaching future teachers it must be directed to develop the capacity for effective communication, and the development of organizational knowledge and skills, as last directly dependent on the teacher's ability to communicate, establish various contacts both in the professional activity and beyond.

Table 3

**Level of Pedagogical Tact**

levels	Low	Average	High
Number of students (30 p./100%)	-	24 p. (80%)	6 p. (20%)

As we can see from the data in the table, the average level of educational abilities presents in the vast majority of respondents indicating about their not accidental choice of profession (this is confirmed by the absolute lack of students with low levels of ability signified), on the other hand, the rate of formation of high-level teaching that showed only a fifth of respondents indicates the lack of experience of the respondents.

Table 4

**Capacity of the teacher for empathy**

Levels	Very low	Low	Normal	High	Very High
Кількість студентів (30 p./100%)	-	1 p. (3,3%)	25 p. (83,4%)	4 p. (13,3%)	-

The predominance of medium – normal levels of emphatic abilities of future teachers, as illustrated by the table, may indicate the ability to control their emotions while remaining attentive in communicating and desire to hear more than the spoken words. It is a good quality for a teacher.

Assuming at the beginning of our research the connection and interdependence between the structural components of pedagogical abilities we thought that high level of one of them leads directly to high or at least average level of the other.

The results of the tests did not confirm our assumption – in two cases, a high level of communication skills combined with a low capacity for empathy, and one respondent with a high level of empathy in the sample showed the lowest values in communicative and organizational skills. Higher numerical coefficients that indicate the level of pedagogical tact, characterized mostly respondents with high or very high level of communication and organizational skills, or those and others together.

Calculating rank correlation (using Spearman coefficient ) between pairs of abilities “pedagogical tact – communication skills”, “pedagogical tact – the ability for empathy” ,“pedagogical tact – organizational skills”, “ability for empathy – communication skills”, “ability for empathy – organizational skills and organizational – communication skills”, we got the following results: “pedagogical tact – the ability for empathy”- $r_s = 0,11$ ; “pedagogical tact – communication skills”-  $r_s = 0,25$ ; “capacity for empathy – communication skills”-  $r_s = 0,10$ ; “pedagogical tact – organizational skills”-  $r_s = 0,15$ ; “organizational – communication skills»-  $r_s = 0,9$ .

Thus, the greatest correlation coefficient with each have organizational and communication skills – the higher the level of communication, the higher is the level of organizational skills and vice versa. For the sample of 30 people rank correlation coefficient of 0.25 and below is not an indication of the relationship between signs, so we cannot say that diagnosed ability are in direct dependence.

**Conclusions.** We aimed to explore the pedagogical skills of students – future teachers. Diagnostic results showed that quality indicators of the key pedagogical skills of our respondents are mostly at average and higher than average levels of development. Calculating the rank correlation to establish dependency properties showed that the direct dependence are communicative and organizational skills , so we can predict that the growth capacity of teachers to communicate leads to an increase in its organizational capabilities.

Our study does not cover all the aspects of the problem. The aspect of conditions of teaching abilities in the learning process and during practice needs to be researched. It has both theoretical and practical significance, especially in the context of contemporary education reforms.

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