

FORMING FUTURE TEACHERS' VALUABLE AND NOTIONAL COMPETENCE AS THE SCIENTIFIC AND PEDAGOGIC PROBLEM

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Annotation. The aim of the article is the research of conceptual basis of work in forming future teachers' valuable and notional competence. The theoretical analysis of problems of future teachers' valuable and notional competence was performed. The result of the research is to define the matter of the valuable and notional competence, to classify its main elements, such as: personal, notional, behavioral and evaluative. The scientific approaches to the problem of forming future teachers' valuable and notorious competence, among which, the most productive are axiological, active, self-oriented, contextual and competency building ones, were systematized. General principles of work of future teachers' valuable and notorious competence are determined. This allowed to substantiate pedagogical conditions of forming valuable and notional competence of future teachers.

Key words: competence, approach, principle, valuable and notional competence, future teachers, formation, pedagogical conditions.

Introduction

Constant perfection of pedagogic specialists is a task of priority for higher school. Main requirements for its sense are reflected in Law of Ukraine "On higher education", in State program "Teacher", in "National doctrine of development of education" and other normative-legal documents, in which, besides the a.m., strategic directions of innovative development of education are determined, first of all its humanization, introduction of personality-oriented and competence approaches.

For solution of complex tasks of pedagogic activity teacher's personality is very important as well as his professional orientation, which envisages are of child's social protection, children's life and health, their dignity and rights, creation of conditions for children's mental, general cultural and creative development. But future pedagogue should be formed in this way. Considering this fact, one of the most important tasks of humanitarian-pedagogic training of future teachers is formation of their value-notional competence, which is one of key competences of future pedagogic practice.

Alongside with it, results of scientific works', devoted to the mentioned problem, analysis permit to make conclusion that theory of formation of future teachers' value-notional competence has been still remaining developed insufficiently, concerning requirements of new pedagogic reality, demands of society, of teacher personality's development. This results in situation that as on to-day the process of formation of value-notional competence's components of future pedagogues has not been elucidated sufficiently from the points of view of modern educational concepts; it requires further studying of pedagogic process's at non-profile HEEs peculiarities in context of the researched problem.

The urgency of the research is increased by contradictions between innovative content of social order for a teacher and traditional system of professional training; between task of formation of future teacher's competent personality and complex conditions of socio-cultural development in period of social-economic crisis, which significantly worsens social and economic status of a pedagogue.

Purpose, tasks of the work, material and methods

The purpose of this works is methodological analysis of problem of formation of future teachers' value-notional competence.

The tasks of the research:

Determination of essence, specificities of sense and structure of future teachers' value-notional competence;

Substantiation of conceptual character of work on formation of future pedagogues' value-notional competence;

For solution of the mentioned tasks a complex of interconnected theoretical methods of research was used: analysis, synthesis, comparison, generalization,, systemizing of scientific literature and educative-methodic documents.

Results of the research

The problem of formation of teachers' value-notional competence was a subject of study of many domestic and foreign researches [14-17], particularly I. Bekh, G. Burtseva, A. Kyryakova, D. Matsko, A. Khutorskiy and other. A. Khutorskiy call value-notional competence one of key component in the sphere of world vision, which is connected with value bench-marks of a person3, with person's ability to see and understand surrounding world, to orientate in it, to understand own role and predestination, to act creatively, to be skilled in selection of targeted and important reasons of actions, to be capable to take decisions. This competence, in the opinion of the scientist, provides mechanism of person's self-determination in situations of educational and professional activity. Individual educative trajectory of a person and his (her) program of life activity depend on this competence [11].

Value-notional competence stipulates the following abilities: formulation of own value benchmarks in future profession and sphere of activity; presence of self-determination skills in situations of choice on the basis of own views; taking decisions and responsibility for their after-effects; act on the basis of chosen targeted and notional settings.

Formation of value-notional competence is rather difficult and ambiguous process, concerning vision of which there have been formed different views and approaches. Among the most productive it should be mentioned axiological, action, personality-oriented and, considering the specificity of our research, competence one.

Axiological direction of pedagogic process's humanization was developed by O. Vlasenko, B. Gersunskiy, Z. Demchenko, V. Denysenko, V. Zincheko, A. Kyryakova, V. Korol, O. Kuznetsova, V. Semycheko, R. Skulskiy, V. Slastionin, Ye. Shiyanov, and other scientists. As on to-day some aspects of value approach in future teachers' training have been researched by O. Aleksandrova, N. Astashova, V. Bezdukhov, G. Burtseva, D. Matsko, O. Tepla and other.

In general, axiological approach is oriented on connection of academic disciplines and values. According to this method personal values are social-psychological new-formations, in which target, motives, ideals, settings and other characteristics of future teachers reflect. With it, in axiological aspect, content of academic disciplines should be mastered by future teachers as hierarchy of values: value of subject – value of knowledge- value of process of cognition as creativity- value of human communication – self-value of a person himself. In other variant it can be interpreted in the following way: value of knowledge – value of satisfaction of pragmatic demands; values connected with self-assertion in social environment – values, which help in self-realization [11]. Axiological approach determines main direction in formation of value-notional competence of future teachers.

Action approach is also important for formation of value-notional competence (B. Ananyev, G. Ball, L. Vygodskiy, V. Davydov, G. Kostiuk, O. Leontyev, S. Rubinstein et al.). Action character of future specialists' preparation is one of conditions of their value-notional attitude to pedagogical activity's formation. Students shall act in compliance with formed system of knowledge, ideas about sense of professional-pedagogic activity; they should understand their attitude to pedagogic activity, to people, with whom they work, to surrounding reality. On the other hand, for the future teachers to be able to appraise problems (phenomena, situations), to have opportunity to find and select optimal ways of their solution, they should be involved in orienting-practical activity, in which their value-notional competence could be demonstrated in the best way.

Besides, for formation of value-notional competence personality-oriented approach is of great importance. This approach (G. Ball, I. Bekh, L. Vygodskiy, I. Zaziun, O. Kyrychuk, G. Koatiuk, M. Krasovytskiy, O. Leontyev, A. Maslov, K. Rodgers, L. Rubinstein, V. Serikov, O. Sukhomlinska et al.) is oriented on creation of conditions for holistic manifestation, development and self-realization of educational process's subjects.

As it was noted by I. Bekh, personality-oriented teaching has a purpose of formation of a child personality's values, because only these values, owing to their essential indicators, can function as the highest individual's criteria in the world and be a support for personal self-determination [2, pg. 6].

In general, personality-oriented approach to teaching stipulates development of student's personality, recognition of their subjective experience as their originality and self-value; organization of pedagogic influence on this experience, constant concordance of social and individual experiences in the process of education. Besides, contextual approach is also important. It means that knowledge about values shall become personally important for young people. Context of life and activity, context of future-professional, pre-set with the help of appropriate didactic and psychological "techniques", fill students' educational-cognitive activity with personal sense and determine the level of their activity, the degree of their switching in cognitive processes and transformation of reality [3, pg. 40].

In its turn competence approach has been being widely spread in domestic education since 90-s of the 20th century. This approach stipulates great attention to results of education. To day conception "competence approach" defines orientation of educational process on formation and development of main basic and subject competences of a personality. Most of domestic and foreign scientists call it one of the most important in professional education. It is actively developed by V. Baydenko, N. Bibik, Ye. Zeyer, O. Ovcharuk, O. Pometun, I. Rodygina, A. Khutorskiy et al. In the aspect of future teachers' value sense competence, this approach defines demand in clear determination of required results of educational process, those skills and abilities, which future teachers shall form as their values, as components of their readiness to professional activity.

In general, we can say that approach, which determines strategy of activity on formation of future teachers' value-notional competence, is a value approach, while approaches, determining tactic of this activity, are action approach, personality-oriented, contextual and competence approaches.

Researches also attract attention to the fact how values are formed. In their opinion, values, as object, are actualized only with personality's activity in the process of his (her) work and communication. Scientists think that formation of personality happens as a result of person's assimilation of socially significant values, normative and regulations.

Mechanisms and stages of values' assimilation in educational aspect were developed by V. Andreyeva, O. Artemyeva, M. Burova-Iliyeva, A. Kyryakova, V. Yatmanov.

Analysis of psychological-pedagogic works permitted to reveal, that for formation of future teachers' value-notional competence the following is important: pedagogic stimulation of interest, demonstration of personality's and social significance of values as well as pedagogical practicing, involving of young people in different activities, in which they could understand and feel demand in their achievements, in assimilating of required values. M. Tytma

attracts attention to the fact that formation of values happens in the process of interiorizing of values of surrounding world [14]. One more way of values' formation, as it is called by V. Serikov, is subjectification of social values [11]. Besides it, considering that normative value regulation appears in specially organized communication, dialogue is also considered by scientists to be one of important means of values' assimilation.

Concerning determination of peculiarities and structure of future teachers' value-notional competence, we based on researches of K. Abulkhanova-Stavska, M. Dyachenko,, L. Kandybovych, N. Kuzmina, L. Orban-Lembyrk, V. Shadrikov et al. It should be noted that value-notional competence of future teachers is a component of their readiness for professional activity, unity of theoretical and practical readiness for it. In particular, we considered that notions, called by \ M. Dyachenko and L. Kandybovych "understanding of own demands, targets and tasks for satisfaction of some or other demands, as well as understanding of own attitudes" is in direct connection with orientation of future teacher's personality, i.e. with personal sphere; understanding and determination of most probable means of a task solution can be marked as notional component, mobilization of forces as per conditions and tasks – as operational component and, at last, predicting of own intellectual, emotional, motivational and will processes and evaluation of correlation of own abilities, including the level of demands, - as evaluation component.

Thus, we consider main components of value-notional competence of future teacher the following: personality's (orientation of personality, centering on Other), notional (conceptual ideas of future teachers about professional activity and value –notional competence, as important side of human life, understanding of these values), behavioral (teacher's ability to interact with disciples on the base of such professional values as understanding of disciples, recognition of their personalities, justice and belief in disciples' abilities) and evaluation component (personality's ability to use values and their notions for evaluation, self-regulation and self-organization of own behavior and activity).

Alongside with it, as on to day in scientific works, devoted to problem of formation of teacher's value-notional competence (researches by I. Bekh, G. Burtseva, A. Kyryakova, D. Matsko, O. Milieyev, A. Khutorskiy et al.) the process of formation of future pedagogues' value-notional competence has not been elucidated to the fullest extent in the aspect of modern educational concepts.

Formation of value-notional competence of future teachers can be interpreted as scientifically grounded system of organization and stimulation of students' activity, stipulating implementation of such pedagogic conditions, which would ensure development of all value-notional competence's components.

For grounding of pedagogic conditions of future teachers value-notional competence's formation there have been determined general principles and peculiarities of work in this direction.

The following principles are important on all stages of formation of students' value-notional competence: principle of axiology, principle of context, principle of problem, principle of dialogue and principle of positive emotional background.

In particular, *principle of axiology* orientates teacher on stimulation of students for their seeking the values, which condition adequate orientation of future teacher's activity.

Principle of context envisages creation of conditions for combining of educational and professional activity. The sense of this principle implies that educational process shall be approached to future professional activity through creation of teaching activity's forms and methods of actual professional links and relations, actual professional tasks' solution [3].

Principle of problem implies that teacher should not only give students ready information but create conditions for acquiring of knowledge by students in mutual activity. Following principle of problem permits to teach students "to think logically, scientifically, dialectically, creatively and to form interest to scientific knowledge" [18, pg. 269].

Principle of dialogue means that every student not only has right but must express his point of view, his attitude to all problems, which appear at class. Exactly in dialogue thinking is activated, because in conditions of opposite points of view, of opinions' collision it is necessary to find alternative, which could be important for everybody.

Considering the fact that all important for a person becomes important through emotions, *principle of positive emotional background of teaching* is also rather valuable for us. Educational process in higher school influences, mainly, not so on feelings and imagination as on students' memory and thinking. We think that students' studying shall be accompanied with positive emotions, shall bring them more joy. It can be reached, if to ensure such psychological climate at classes, in which teacher and students understand each other, in which there will be minimum psychological barriers, complicating perception of different information.

These approaches, principles of organization of work make theoretical-methodologic basis of future teachers' value-notional competence's development and permit to directly determine main pedagogic conditions, required for it.

Scientists are unanimous in opinion that formation of students' value orientation shall be started from formation of their ideas about values, conceptions, views and beliefs and it implies purposeful, systemic influence on their minds.

Considering positions of V. Andriyev, O. Artemyeva, M. Burova-Iliyeva, O. Vlasova et al., the first link in formation of future teachers' value-notional competence should be axiological knowledge. This knowledge is acquired by students in the process of studying through familiarization with sense of values, their kinds, functioning in society, and role in life of a personality. On this base we can affirm that one of pedagogic conditions of formation of future teachers' value-notional competence is formation of knowledge system about personal and social values as well as

values of professional activity. Just in this aspect special attention shall be paid to content potential of humanitarian disciplines.

With it, methods, forms and means of teaching shall facilitate students' assimilation of axiological knowledge. Considering this fact, the next link of future teachers' value-notional competence's formation is selection of appropriate methods, forms and means of teaching.

Teacher can actualize sense of a value by involving of students in problem situation of choice, in which they would have to understand their ideas about values. Such tasks correspond to the fullest extent to problem methods of teaching, development of which was highly contributed by A. Verbytsky, I. Lerner, A. Matiushkin, M. Makhmutov, V. Okon, S. Rubinstein, M. Skatkin et al. As it was noted by Ye. Shyanov and I. Kotova, problem teaching, in contrast to other methods, promotes not only acquiring knowledge, skills and abilities by students but also achievement of high level of their mental development, formation of their ability for self-education and self-development, researching activity [12, pg. 268].

Atmosphere of teacher-students or student-students interactivity is formed with the help of interactive methods, such as talks, dispute. The sense of interactive teaching implies that teaching process takes place in conditions of constant active interaction of all its participants. In the course of interactive teaching all learn to communicate with each other, to think critically, to take reasonable decisions [4, pg. 172].

O. Pometun stresses that just interactive teaching, in contrast to traditional one, has wide opportunities for formation of students' values opinions: it helps to form values thoughts about ideas, decisions, methods and so on [7, pg. 8].

Rational combination of explanatory-reproductive and problem or interactive methods is next pedagogic condition of formation of future teachers' value-notional competence.

Besides these conditions, I. Bekh, O. Bondarevska, A. Maslov, G. Alport, K. Rodgers, I. Yakimanska and other representatives of personality-oriented approach attract attention to importance of indirect interaction.

An important pedagogic condition of formation of future teachers' value-notional competence is also creation of appropriate atmosphere at classes. It can be reached with certain level of teacher-students' communication.

As it is mentioned by O. Pometun, for organization of multi-sided communication, which is an attribute of interactive teaching, knowledge, delivered by a teacher shall not be undoubted. For successfulness of educational process it is necessary to create situations of open collisions of own doubts and contradictions with doubts and contradictions of others. It is important for these contradictions to appear in dialogue "teacher-students", considering their opinions, thoughts and positions [7, pg. 11].

Thus, for formation of future teachers' value-notional competence creation of appropriate atmosphere at classes through dialogue "teacher-students" interaction is rather important.

Besides, for formation of future teachers' value-notional competence opinion of V. Sukhomlinskiy is very important that at certain stages education shall transform into self-education, because "consolidation of positive views is impossible without cultivation of disciples' own system of self-education and self-teaching. Self-education is one of central problems of life. Teaching how to educate own self is the most difficult work of a teacher. Things, which in practice are called cultivation of own beliefs, is, in its essence, education of ability to face own conscience. For imparting this important feature in a teenager, boy or girl, it is necessary to teach him to concentrate on him (her) self to see him (her) self" [8, pg. 602-603].

Considering this fact, one more condition of formation of future teachers' value-notional competence is activation of their personality's potential through self-perfection and self-education.

Self-perfection, in opinion of K. Abulkhanova-Slavska, is specific component of professional activity, one of the most important components of specialists' preparation [5, pg. 241]. It stipulates active development of personality's qualities [5, pg. 234].

Important forms of self-perfection are self-education and self-teaching. Self-education is an active, purposeful human activity on systemic formation of own positive qualities and elimination of negative ones. Main sense of self-teaching is renewal and perfection of available knowledge, skills, abilities in order to achieve the desired level of value-notional competence [5, pg. 233-234].

B. Rayskiy and M. Skatkin underline that including of self-teaching in educational process implies successive teaching of students to certain kinds and techniques of independent work both at classes and in extra-curriculum time. In their opinion, it is also important to propagate self-teaching in educational process, first of all, with the help of explanation of its importance for life, to encourage students for using of information, obtained in self teaching process, for successes in independent work on expansion of knowledge [6, pg. 67-75].

Guidance of value-notional self-perfection is of creative character. V. Sukhomlinskiy said that "ability to think about own self appears, when sense of dignity had been formed in collective labor for the sake of people, in work, in the process of which collective starts to think what I am. Only the person, who gained this sense of dignity and proud with the help of own efforts, becomes sensitive and perceptive to teacher's words about controlling of own desires. And this is also one of the most important spheres of self-education" [8, pg. 603].

So, when controlling students' value-notional self-perfection, it is important to develop students' motivation for work in this direction and create for this purpose appropriate social-psychological environment.

Thus, main pedagogic conditions of formation of future teachers' value-notional competence are the following: formation of future teachers system of knowledge about values of professional activity; rational combination of

explanatory-reproductive and problem or interactive methods; creation of appropriate atmosphere at classes through dialogue interaction of teachers and students and activation of personality's potential of future teachers with their self-teaching and self-perfection.

Efficiency of the mentioned above pedagogic conditions was proved by research-experimental work with students of humanitarian-pedagogic faculty of Khmel'nitsky national university. Experiment covered 156 2nd year students (then 3rd year students) of humanitarian-pedagogic faculty and 14 teachers of department of philosophy and political sciences as well as teachers from department of practical psychology and pedagogic. There were created 1 experimental group (80 students) and 1 control group (76 students).

We determined that main criteria of formation level of future teachers' value-notional competence are motivational, cognitive, activity and reflexive. These criteria and corresponding to them indicators permitted to mark out four levels of formation of future teachers' value-notional competence: low (zero level), middle (situational), sufficient (steady level) and high (individually valuable).

At initial stage of research we collected information about all level indicators of future teachers' value-notional competence. For collection of information we used oral and written questioning, testing, individual talks, observation, method of unfinished sentences, analysis of students' activity, method of experts' evaluations etc. Quantitative data have been presented in table 1.

Table 1

Results of students' distribution by level of formation of future teachers' value-notional competence in the course of studying of humanitarian disciplines (control and experimental groups) obtained initial concluding experiment

Criteria	Quantity of students at certain level							
	Low		Middle		Sufficient		High	
	CG	EG	CG	EG	CG	EG	CG	EG
Motivational	119	118	228	330	119	220	110	112
Cognitive	221	220	224	229	220	119	111	112
Active	119	221	226	229	119	220	112	110
Reflexive	220	220	228	229	118	220	110	111
<i>Value-notional competence</i>	<i>119</i>	<i>220</i>	<i>227</i>	<i>229</i>	<i>119</i>	<i>220</i>	<i>111</i>	<i>111</i>

It is obvious that in general distribution of students by levels of value-notional competence's formation in the course of humanitarian disciplines' studying is nearly the same in CG and EG at stating stage of experiment. Most of both groups' students have either middle or low level of value-notional competence's formation.

Results, obtained at this stage of experiment, witness that value-notional competence of students was formed insufficiently: only 14.10% had high level of formation, 25.0% - sufficient; 35.89% - middle and 25.0% - low level.. Students understand objective significance of future professional activity, they have idea about it, but their demands in having axiological knowledge were formed insufficiently. Students know what skills teachers must have, but what they (students) shall do for this purpose, is not clear for them. It witnesses that it is important to create appropriate pedagogical conditions for formation of students' system of knowledge and skills concerning values of professional activity.

For verifying our hypothesis we compared results, obtained after implementation of developed pedagogical conditions, with data, received during stating experiment.

Results of control questioning of CG and EG students, who participated in formation experiment, were generalized and presented in table 2.

Table 2

Results of students' distribution by level of formation of future teachers' value-notional competence (control and experimental groups) obtained at the end of formation experiment

Criteria of value-notional competence's formation	Quantity of students at certain level							
	Low		Middle		Sufficient		High	
	CG	EG	CG	EG	CG	EG	CG	EG
Motivational	220	115	117	112	119	226	220	227
Cognitive	221	117	118	113	220	225	117	225
Active	224	221	117	114	119	225	116	220
Reflexive	222	115	117	115	220	224	117	226
<i>Value-notional competence</i>	<i>221</i>	<i>116</i>	<i>117</i>	<i>114</i>	<i>220</i>	<i>225</i>	<i>118</i>	<i>225</i>

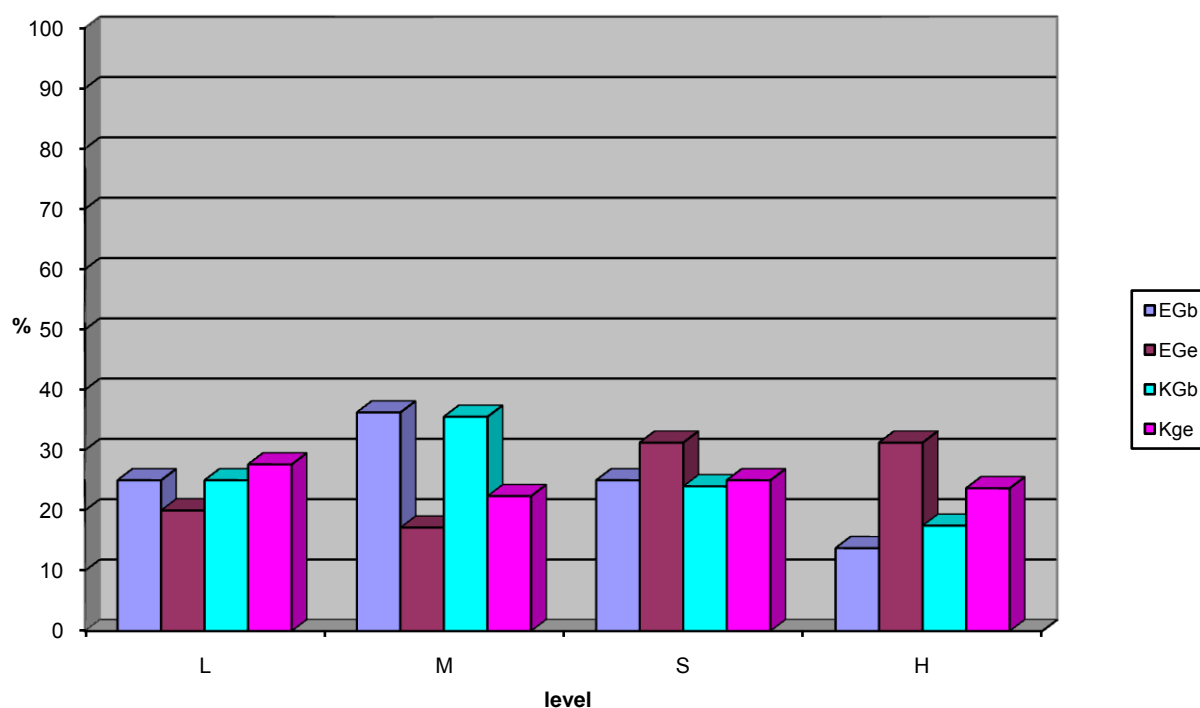
General dynamics of value-notional competence's formation levels of future teachers is shown in table 3.

Table 3

Dynamics of value-notional competence's formation levels of future teachers

Levels at stages of experiment	Control group (76 persons)		Experimental group (80 persons)	
	At the beginning of experiment	At the end of experiment	At the beginning of experiment	At the end of experiment
Low	19	21	20	16
Middle	27	17	29	14
Sufficient	19	20	20	25
High	11	18	11	25

Analysis of data witnesses that quantity of students with high level of value-notional competence's formation increased in experimental group much higher than in control group. At the same time quantity of students with low level of value-notional competence reduced in experimental group more than in control one. It witnesses that introduction of pedagogic conditions of value-competence's formation facilitates its cultivating in future teachers, that, in its turn, helps to increase their readiness to professional activity.



(0 -100 – indicator of students' quantity, %)

Fig.1. Comparing of formation levels of CG and EG students' value-notional competence at initial and concluding stages of experiment:

At the end of experiment. % -indicator of students' quantity, L - low, M - middle, S – sufficient, H – high. EGb – experimental group at the beginning of experiment, EGe - experimental group at the end of experiment. KGb – control group at the beginning of experiment, KGe - control group at the end of experiment.

In experimental group 31.25% of students have high level of value-notional competence's formation (at initial stage it was 13.75%).

Sufficient level at concluding stage was demonstrated by 31.25% that witnesses about increasing of students with such level, comparing with initial stage (25.0%).

Indicator of middle level also significantly changed in experimental group. If at initial stage it was 36.25%, after initial stage of pedagogic experiment on formation of students' value-notional competence it was shown by 17.5% of students.

Concerning low level, by all three criteria there was decreasing of quantity of experimental group students, who had low level of value-notional formation, from 25.0% to 20.0%.

Now, let us analyze the results of control group. High level of value-notional competence's formation was shown (as per general indicator) by 23.68 % of students (for comparison: at initial stage they were 14.47%). This insignificant, in our opinion, change can be explained by natural process of a personality's development, by formation of person's world vision during studying at HEE.

The data of repeated (control) questioning witness that sufficient level of students' value-notional competence's formation increased only by 1% (at the beginning of experiment it was 25% and at the end – 24%).

Middle level was demonstrated by 22.37% of students (at initial level – 35.53%). Difference between this level results of concluding and initial stages – 13.16% - witnesses that middle level of value-notional competence's formation reduced, but not so substantially as in experimental group.

At last, quantity of students, who belong to low level by general indicators, was 27.63% and differs a little from initial data – 25.0%.

Control group showed increasing of high level students' percentage by 9.21%, sufficient level students' percentage – by 1%, middle level – by 13.16% and low level – by 2.63%.

These data are quite different from experimental group results. In EG high level students' percentage increased by 17.5%, sufficient level students' percentage – by 6.25%. With it part of students with middle level reduced by 13.16% and students with low level – by 5.0%.

As far as by the beginning of initial questioning low level indicators of both groups were nearly the same, while at final stage there appeared significant difference between them, we may make conclusion about positive result of research-experimental work on formation of value-notional competence of humanitarian-pedagogic faculty students.

Conclusions:

Value-notional competence of future pedagogues is an integrative, personality's formation, which includes theoretical knowledge about essence of professional activity's values, ability to follow them in work and most important personality's qualities with experience, conditioning readiness to act on the base of appropriate values of professional activity.

Value-notional competence is an important component of future teachers' readiness for professional activity. It envisages ability to formulate own value bench marks in respect to future profession and sphere of activity; to be capable for self-determination in situations of choice on the base of own beliefs; to make decisions, take responsibility for their after-effects, to act on the base of chosen target and notional settings. Main component of future teacher's value-notional competence are component of personality (orientation of personality, concentration on Other), component of sense (ideas of future teachers about this value as an important, significant side of professional activity and human life, understanding of these values), behavioral component (teacher's ability to interact with disciples on the base of such professional values as understanding of disciples, recognition of their personalities, justice and belief in their abilities) and evaluation component (personality's ability to use values and notions for evaluation, self-regulation and self-organization of own behavior and activity).

For formation of future teachers' value-notional competence it is very important to use axiological, activity's personality-oriented, contextual and competence approaches. Interiorizing and subjectification are marked out by scientists among important mechanisms of values' formation, i.e. assimilation by a person of socially significant values, normative and rules.

On all stages of formation of students' value-notional competence the following principles were important: axiological, contextual, principle of problem, principle of dialogue, of positive emotional background.

Formation of future teachers' system of knowledge about values of professional activity; rational combination of explanatory-reproductive and problem or interactive methods; creation of appropriate atmosphere at classes through dialogue interaction teachers and students; activation of future teachers' personality's potential with the help of their self-education and self-perfection can be called main pedagogic conditions of formation of future teachers' value-notional competence.

The prospects of further researches: comparative analysis of experience of formation of future teachers' value-notional competence; study of psychological-pedagogical principles of formation of future teachers' value-notional competence.

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