

Advantages of this methodological device are given as to the forming method for students and realization of research, practical and creative abilities in future professional activity.

Only the motivated individual work students, directed by the teacher gives positives effects and the possibility of systems thinking and analysis of information from foreign sources in their professional scientific and research work, in the preparation of projects, scientific review of primary sources, abstracts when discussing and reviewing reports at conferences and in professional activity of young specialists agrarians.

Individual work, french professional language, method of projects, professional terminology, educational media sources

PEDAGOGICAL TRAINING AS A MODERN MEANS OF PROSPECTIVE TEACHERS' PEDAGOGICAL CREATIVITY DEVELOPMENT

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The article deals with a problem of future teachers' pedagogical creativity development by means of pedagogical training. The necessity to use modern means of teaching among which pedagogical training is the most efficient one is proved. The last one is defined as a way to organize an activity to develop a future teacher's personal and professional qualities by their actualization into stable mental patterns such as skills and qualifications. Pedagogical creativity is defined as original and effective solution of educational problems and enrichment of the theory and practice of education.

Pedagogical training, pedagogical creativity, future teachers.

The problem: Speaking of trainings as a part of educational process first of all we consider both pedagogical conditions and the role and place of training in pedagogical education. Becoming more student-centered education leads to an individualization of pedagogical process, when real interests and needs of a learner are taken into consideration. Changes in educational paradigm revise professional educational programs, because the orientation of previous political system on preparation of the specialists who were more the followers than creators has been turned into the one bringing up personalities motivated to accept new knowledge and feel free to improvise while implementing it. Previous educational paradigm was supposed to impart fixed knowledge and to form general skills; although under present conditions it's more important to form a personality that is highly motivated and is able to transfer general knowledge into specific conditions, to be ready for a constant professional development in order to perceive new information and quickly

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adjust to new social and working conditions. For this reason the very methods of teaching should be changed to provide necessary conditions for professional pedagogical creativity development. Among the late, training is considered to be the most important one.

Last publications and researches analysis: Among those studying the issue of teaching by training methods are A. Shcherbakov, S. Salmanova, V. Tarkin, Y. Zhukov; pedagogical creativity was studied by I. Petcina, S. Syssoeva, N. Volkova.

The research objective: to define “pedagogical training” and “pedagogical creativity”; to solve the problem connected with the training methods used as means of pedagogical creativity development.

Presentation of the material: As it was mentioned above, those studying the phenomena of pedagogical creativity emphasize some contradictions in the very teaching-learning system. Alexey Shcherbakov points out that, although different forms of active means and forms of teaching are used in modern higher educational institutions students are still not able to use them in their own pedagogical activity [7]. It makes the issue of trainings important in the preparation of future teachers for their professional life. Defining pedagogical training A. Shcherbakov highlights its ability to transform the students’ knowledge into stable mental patterns. According to the researcher, it is a “... way to organize an activity <...> to develop a future teacher’s personal and professional qualities by their actualization into stable mental patterns such as skills and qualifications. This knowledge is realized while exercising separate actions <...> under conditions of individualization, systematization, repetitiveness, increasing a workload and the reflective estimation of the result” [7]. It is stated that to form a professional competence educational technologies should involve students into research and productive activities with their further self-reflection. Students are also supposed to master different psychological and pedagogical mechanisms of “innovational and pedagogical interactions” [4]. It logically leads to the idea that the whole system of a future teacher preparation should target formation of analytical, communicative, and projective skills as well as creative thinking and pedagogical creativity. As it is mentioned by J. Salmanova professional pedagogical education is to undertake qualitative changes to transform pedagogical activity into the standard of creative attitude of prospective teachers to themselves and the subjects of their interactions [4].

We define pedagogical creativity as original and effective solution of educational problems and enrichment of the theory and practice of education [5, 96]. It is a bilateral process since while forming a student’s creative personality a teacher develops and realizes the one of his own. Attributes of pedagogical creativity are high level of social and moral self-awareness of a teacher; his or her open minded style of thinking; creativity; communicative abilities; self-government etc [5, 99]. Successive creative pedagogical activity is formed by several causes among which is high level of motivation, creative abilities and characterological peculiarities altogether enabling a teacher not only to form a creative personality of a student but also to perfect his own

abilities, being based on the achievements of pedagogy and understanding the logic of pedagogical process.

It happens that students are not able to use active means of teaching in their own professional activity after graduation, but also their professors are not ready to introduce innovative technologies while teaching them. It could be explained both by the lack of the mechanisms of trainings preparation and its implementation. The first one may be caused by the plan's crudity or the methods of training imperfection. To avoid this, the necessity to elaborate complex of training exercises should be realized, since this one is to include "<...> thoroughly organized system of premeditated psychological and pedagogical actions put into practice in a certain succession" [4]. It is possible to form prospective teachers' pedagogical culture through training technologies, because the late ones has a potential to intensify their knowledge and skills for particular activities, becoming this way a pedagogical means of future specialists' personal and professional development.

J. Salmanova considers training as the one having great options. She proves that it can serve as a means of intensive knowledge development and formation of skills critical for certain types of pedagogical activity. From her point of view it has both informative and organizational functions; it is characterized by educational focus and good feedback. She defines training as a pedagogical means to be applied to form pedagogical creativity via retention of the auditory material; the study of students' development in the cycle of psychological and pedagogical disciplines; organization of the pedagogical process and interaction within the small groups' activity. We can add that it also evokes such criteria of pedagogical creativity as elaboration of new approaches to teaching learning process; complex and diverse usage in teaching-learning activity of theoretical knowledge and practical skills; recognition of new problems in typical situations and their creative solution; mastering of the methods of students' educational activity aiming at their creative skills development. It helps to realize students' motivations and educational needs. Development of pedagogical creativity is a coupled problem since we deal with an interaction between teacher and students. Both subjects of the interaction recognize each other's professionalism with the only difference that for a teacher a student is a person who has just decided on his/her professional choice. Students in their turn are to recognize their teacher's professional competence as the one of already formed specialist. Modern researchers talk about the alarming trend which is the unification and simplification of the educational programs. N. Volkova writes about such features as "doctrine approach, propaganda of primitivism, collectivism, lack of attention to the person's individuality (both teacher and student), and the priority of collective values over individual ones" [1, 84]. For that reason the problem of changing of the educational paradigm from cognitive-oriented to person-oriented one is widely discussed by the researchers both in Ukraine and abroad. The traditional approach sees a teacher as the main source of knowledge, although training can individualize the educational process, providing both teachers and their students with the opportunity to think

creatively and develop their professional creativity which is beneficial to both subjects of the teaching-learning process. I. Petcina considers pedagogical creativity as an integral characteristic of a future teacher's personality. She defines it as a unity of pedagogical and psychological aspects, where the psychological, i.e. creative and functional one describes its inner side; while pedagogical, i.e. informative and technological, implements creativity into real teaching practice. The researcher points out that to form creative pedagogical abilities in future teachers the following should be taken into consideration: a structure of pedagogical creativity should be defined; special conditions for shaping pedagogical creativity should be created; a program that allows collecting theoretical knowledge about the mechanisms and modern pedagogical technologies should be designed [3]. Following these ideas we would offer to use training as a modern means of future teachers' pedagogical creativity development. It's a new way to deliver knowledge in higher educational institutions, since they tend to use more traditional ones. Yet there is a complex of materials where a special attention is paid to the usage of trainings in this area. According to V. Tarkin, methods to promote and intensify specific practical activity meant to develop practical skills are needed to be applied at the pedagogical colleges and universities. To use dynamic methodologies can result in high quality of future teachers' education, since they are a combination of traditional and training technologies.

Speaking about the training as a dynamic methodology of a lesson building V. Tarkin highlights active and creative methods of teaching as its prevailing characteristics. Comparing traditional lecture types with the modern trainings he distinguishes psychological and educational ones. It is clearly shown that traditional lectures could be divided into a verbal, written and a combined verbal-written type. Obviously, all these types of teaching don't develop any practical skills in students, since the last ones are just passive recipients of the incoming information. Even considering the advantages of a traditional future teachers' education such as the opportunity to revise the material (written lecture) or attentive participation in the listening process and motivation to develop their own studies (verbal or verbal-written one), there is a need to compensate their disadvantages. Training is considered to be a compensatory unit, an experience-based education which enables students to realize their own creative potential and develop their practical professional pedagogical skills [6].

Conclusion: To use pedagogical training as a means of prospective teachers' pedagogical creativity development is a necessity, due to the changes in modern education which prioritizes self-development, professional and personal growth. As an experience-based education, pedagogical training enables future teachers to discover and realize their creative potential, thus developing their practical skills. It is not the teacher who is the main source of knowledge, since training can individualize the educational process, providing both teachers and their students with the opportunity to think creatively and develop their professional creativity. Pedagogical creativity as original and effective solution of educational problems and enrichment of the theory and

practice of education becomes a bilateral process, because, while forming a student's creative personality a teacher develops and realizes the one of his/her own. Training shows the way to a creative pedagogical activity actualizing a high level of motivation, and creative abilities of the students. It forms a creative personality of a student and perfects his/her own abilities, being based on the achievements of pedagogy and understanding of pedagogical process.

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В статті висвітлюються особливості розвитку педагогічної творчості у майбутніх вчителів засобами сучасного педагогічного тренінгу. Доведено необхідність застосування педагогічного тренінгу, як такого, що є одним з найбільш ефективних сучасних засобів навчання. Педагогічний тренінг визначено як форму організації діяльності що направлена на розвиток особистісних та професійних якостей майбутнього вчителя через актуалізацію знань у стійки психічні утворення, такі як навички та кваліфікації. Педагогічну творчість визначено як оригінальне та ефективне рішення навчальних проблем та збагачення теорії та практики навчання.

Педагогічний тренінг, педагогічна творчість, майбутні вчителі.

В статті освещаются особенности развития педагогического творчества будущих учителей посредством современного педагогического тренинга. Доказана необходимость применения педагогического тренинга, являющегося одним из наиболее эффективных современных способов обучения. Педагогический тренинг определен как форма организации деятельности в индивидуализации подготовки, направленная на развитие личностных и профессиональных качеств личности будущего учителя посредством актуализации знаний в устойчивые психические образования: умения, навыки, качества. Педагогическое творчество определяется как оригинальное и эффективное решение учебных проблем и обогащение теории и практики обучения.

Педагогический тренинг, педагогическое творчество, будущие учителя.

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ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ ЗАСАДИ ЕКОЛОГІЧНОЇ ПІДГОТОВКИ ФАХІВЦІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

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Проблема екологічної освіти нині вийшла за національні рамки і набула міжнародного значення. Досвід західних країн у впровадженні екологізації навчання на 25-30 років передре національним заходам, тому, разом з переходом на принципи Болонського процесу у вищій школі, вітчизняна система освіти повинна була прийняти позитивні елементи екологізації дисциплін, напрямів підготовки фахівців, викладачів, вчителів та широкої громадськості .

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