

ROLE OF PEDAGOGICAL CONDITIONS IN THE FORMATION OF PROFESSIONAL IDENTITY OF A FUTURE TEACHER

In the article the author points out to the necessity to create pedagogical conditions to form a future teacher of humanitarian subjects in terms of a higher educational establishment. Pedagogical conditions for forming professional identity are defined and the following pedagogical conditions are studied: individually differentiated approach to forming professional identity of future teachers of humanitarian subjects and providing communicative-speech preparation of future teachers of humanitarian subjects in their interaction with children.

Keywords: professional identity, pedagogical conditions, process of studying, humanitarian subjects, communicative-speech activity, individually differentiated approach.

As it is known, the professionalism of pedagogical activity reveals itself in the fact that in order to achieve educational and instructive aims a teacher has to determine a system of specific impacts. The content of a teacher's professional work is connected with organizing an educational process, instructive work with children and also with propagandist work. In every type of these activities, a teacher carries out the following tasks: goal-setting, forecasting, organizing and informing, control, evaluation and a possible correction of their own actions. Such level of work performance requires a teacher's special training and awareness of social importance of their work, demonstration of professional bravery in the form of being able to take responsibility for the result.

Pedagogical activity, being one of those types of work related to education and upbringing of children, is at the same time also professional as it is performed by people taking certain positions, who demonstrate a certain professional vision and meet a number of requirements: 1) can organize and manage an educational process (teaching and studying) and a process of upbringing; 2) can create conditions for personal development and self-development of children; 3) take care

of their professional self-education, use achievements of psychology and pedagogy in their everyday work.

In order to reach educational and instructive aims a teacher has to determine a system of specific impacts, which demonstrates a certain level of their professionalism.

Such action as control directs teacher's activity to getting to know themselves as professionals, stimulates a teacher to learn and evaluate their level of pedagogical skills, which becomes a factor of professional development. While teacher's experience in practical work increases, an ability to self-control are also formed and developed.

According to R. Atakhanov, an ability of a teacher to evaluate their activity, learn a need for self-actualization, which leads to setting a high level of professional self-awareness, is a fundamental condition of professional development [1, 105].

By creating and developing certain qualities and skills of future teachers of humanitarian subjects, we form their professional identity.

The aim of the article is to determine pedagogical conditions of the training process of humanitarian teachers in higher educational establishments, which will help in forming their professional identity.

In their scientific researches I. Lerner and V. Onyshchuk determine the notion "pedagogical condition". I. Lerner understands pedagogical conditions as a system of certain forms, methods, material conditions, real situations, which were objectively or subjectively created and are necessary to reach a certain pedagogical aim [6]. V. Onyshchuk determines pedagogical conditions as a group of objective possibilities of content of education, methods, organizational means to perform it, which provide a successful fulfilment of a pedagogical task [4].

As it is stated by scientists, professional identity secures a professional longevity of a person. The conditions to form a professional identity of future teachers of humanitarian subjects, and the English language in particular, are determined as the following ones: professional readiness; the image of the profession and finding your place in it;

informationally rich environment; influence of other people; professional experience etc.

The structure of professional identity, as K. Torop puts it, depends on the formation of value orientation of a person, the image of "Self in the profession". As a result, the scientist determines the following conditions of a positive professional identity:

- satisfying a need in self-respect and self-development;
- identification with a professional community and acquiring a meaningful status in this community;
- valuable attitude to regulations, traditions, contents of the professional work;
- aspiration to self-development and self-actualization in the professional field [12].

The most essential personal qualities, according to the opinions of practicing teachers of humanitarian subjects, are continuous self-education, love for children, professionalism, being organized, self-sufficiency, responsibility, purposefulness, communicativeness, creativity, friendliness, understanding others, insistence on high standards, integrity, tactfulness, activeness, adaptability, decency, competence, fairness, persistence, diligence, frankness, modernity, personal charm, optimism, mercy, honesty and punctuality.

At the same time they determine the following productive skills: planning, project management, forecasting, using new technologies, solving nonstandard problems; organizational, analytical and communicative skills; an ability to arise interest, surprise children, evaluate objectively; a skill to feel the inner world of a child, understand and accept it.

Thus, by creating and developing corresponding qualities and skills of future teachers of humanitarian subjects, by creating certain pedagogical conditions, we form their professional identity, which will in future provide their successful professional activity.

By pedagogical conditions of forming a professional identity we mean such objective exterior circumstances in the organization of the educational process in

universities, which determines an individual personal self-awareness to master pedagogical activity with the help of subject-subject communicative interaction.

While determining these pedagogical conditions we've taken into consideration that the structure of forming professional identity of a future teacher of humanitarian subjects includes:

- individually differentiated approach to forming professional identity of a future teacher of humanitarian subjects;

- providing communicative-speech preparation of future teachers of humanitarian subjects to their interaction with school children.

Individually differentiated approach to forming professional identity of a future teacher of humanitarian subjects is a way to organize work with students – future teachers in the process of their university education considering reasons, which brought to the low level of their professional identity.

It has to be mentioned that the problem of individual approach to less successful students was studied by P.Blonskyi. As a result of his research he came up with the reasons of low performance of some students (physical weakness, mental abilities, home conditions, interest not related to school), created a scientific foundation and proved the necessity to combine team and individual work, created particular practical recommendations related to combining individual and group work in the process of educational activity [3].

The problem of individually differentiated approach to the work with school children demonstrating low performance was studied by the following scientists: A.Budarnyi, A.Helmont, P.Efrussi, L.Slavina, I.Unt and others (individual work on different stages of a lesson considering different levels of children's mental development); to the work with pre-school children – I.Zamrozovych, T.Lisovska, T.Stepanova (using inner differentiation comfortable conditions of studying were provided). A problem of individually differentiated approach to working with university students was partially studied by such contemporary scientists as S.Budak, I.Kniazheva, I.Lutsenko, V.Nesterenko, I.Shevchenko and others (working with individualized tasks in the process of independent studying and considering different basic education with full-time and part-time students) [9].

Individualization of education in a modern university was studied by Ye.Holubieva, I.Zymniaia, S.Novikova,

O.Piehotia and others paying attention to the forms and methods of education, to propaedeutics of a high school education [10].

Solving a problem of educational individualization has to be treated from the point of view of changes in the field of professional knowledge, statements of a psychological science, development of market relationships, where a demand for those rendering educational services has to be satisfied in all the variety of individual abilities of a person. The professional development foundation in the educational system is a teacher, their moral position, diverse educational activity, personal culture, level of education, professional competence [9, 138]. V. Nesterenko in her research has elaborated principles that constitute a strategy of individualization in the training of future university teachers based on personalized approach. This approach makes it possible for the teacher to create an educational process for each student addressing his or her personal abilities [9].

Let us look into the next pedagogical condition – providing communicative-speech preparation of future teachers of humanitarian subjects to their interaction with school children.

Explaining the meaning of communicative activity K.Platonov emphasizes that its aim is to get a message or to exchange information, and its types are communication, education, upbringing, treating, propagandism, reading, interaction between a person and a computer [11, 56].

According to O.Leontiev, introduction of speech in the processes of communication bring us to using a scientific notion "communicative-speech activity". In addition, communication can perform as a component of any other noncommunicative activity: cognitive, mental, mnemonic ones [5, 56].

J. Prucha [13] has detected an influence of communication between a child and an adult and peculiarities of the child's objective and cognitive activity on the development of the child's speech.

Communicative-speech activity is a realization of listening process (perception and understanding of speech utterances) and speaking (independent creation of speech) in order to satisfy a school child's needs and interests, solving current communicative problems during direct and indirect contacts happening in the context of interpersonal communication and speech communication with a teacher and group-mates. Communicative-speech activity detects a level of communicative-speech sphere of a school child, formation

of his or her personality.

The notion "communicative competence" means a rate of realization of a person's communicative-speech activity, it is a factor of regulation and successfulness of performance. If a minimal sufficient level of speech activity competence is absent (mastering a vocabulary, grammar rules, sound pronunciation) there is no possibility for a person to perform a communicative activity [7].

The foundation of communicative competence is language "knowledge" which is formed together with the speech of a teacher, which leads to the formation of a system of functional language generalizations (phonetic, morphological and synthetical ones). As a result, formation of linguistic skills of future teachers of humanitarian subjects will be happening more effectively in the process of education, during interaction with participants of the educational process and during their practical work at schools.

Studying the problem of teaching primary school children the English language O.Bihych states that requirements to a lesson of a foreign language distinguish it from other lessons due to its speech orientation and complexity, simultaneous usage of a foreign language as a goal and a means of teaching, high activeness of school children's mental and speech activity, diversity of forms of their work and the motivational component of the educational process [2, 34].

This is the reason why in order to form communicative activity of future specialists it would be effective to organize it in the very educational process providing a personally-role organization of studying. L.Makovets in her research suggests gradual transferring to subjects of education certain functions (roles) of a teacher: organizational, evaluative, control and informational ones; realization of educational activity in an interpersonal communication; setting goals, which may transform into motives for learning [8].

Thus, pedagogical conditions stated above are a foundation to form professional identity of future teachers of humanitarian subjects in higher educational establishments.

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THE ROLE OF THE INTEGRATION OF TECHNICAL AND FUNDAMENTAL, PSYCHOLOGICAL AND PEDAGOGICAL KNOWLEDGE IN TRAINING OF PROFESSIONALLY MOBILE TEACHER OF PROFESSIONAL EDUCATION

Integration processes of the late twentieth and early twenty-first century, connected with a new awareness of the concept of "the global economy", the formation of a "global labor market and information space", a direct impact on the development of vocational education system in Ukraine. The system of vocational education, as part of the vocational education system, is responsible for the reconstruction of the labor force in the country. However, this function is often weak and graduates come from vocational schools to the production without proper preparation, so often it is needed to "extra teach" of their occupation on the workplace. This state is

destroying the professional culture; involve non-professional criteria, which makes evaluation of personnel. To vocational education meet the current level of production, it must meet certain basic requirements of his organization, which depends on the quality of training of engineering pedagogical personnel for the system of vocational education. Therefore, relevant to higher education should be the preparation of professional mobility of teaching staff who are able to master quickly the technical innovations and new teaching technologies. Moreover, this ability is largely dependent on the level of general and polytechnic education, the range and the thoroughness of special training. [3]

Today, occupational mobility

plays an extremely important role in modern society, because it is directly related to the level of human and professional education and it is the most reliable channel of upward occupational mobility. To make future teachers of vocational training to be professionally mobile, he should be trained to do technological planning just as in engineering, so too in the educational sector, it should have formed a special type of thinking that needs special theoretical and practical training. To the problem of technological planning, considerable attention was paid by S. Batyshev, who focused on the fact that the master has to teach students never get to work without a pre-conceived plan of its implementation [3].