Health preserving competence is regarded as personal formation, which characterizes pupils' ability to actualize, integrate and apply in real life situations obtained in the process of study basics of health, experience of activity.

It is highlighted that the conditions for professional training and regulation of educational activity of the future primary school teacher are the availability of basic knowledge, the ability to organize own educational activity, positive attitude of students to study subjects.

Key words: student of higher educational institution, health preserving competence of primary school pupils, educational discipline «Technologies of Teaching Subjects in the Sphere of «Health and Physical Culture», ways of discipline realization.

УДК 378.018.43   *Plakhotnik O. V., Kondratiuk A. L.*[*]
DESIGNING OF THE METHODICAL SYSTEM
OF THE TEACHER-TUTOR ON THE BASIS OF DISTANCE LEARNING

The problem of designing the methodical system of the teacher-tutor in distance learning system is considered in the article. The essence of the pedagogical position of teacher-tutor in the educational process of higher educational institutions was identified as a result of theoretical analysis of scientific and educational literature. It has been found that the methodical system of the teacher-tutor consists of a set of interrelated components: the objectives, teaching style of the teacher-tutor and the organizational forms necessary for the creation of a consistent and purposeful pedagogical influence on the formation and development of individual psychological and professional qualities of the future specialist and the implementation of the educational process in educational establishments.

Key words: methodical system, teacher-tutor, distance learning, competence, higher education institution.

The formation of Ukraine as a sovereign and legal state is associated with the formation of the national elite – a new generation of higher education graduates. The European integration processes in the educational sphere determine the priorities of modern native system of higher professional education for the training of highly skilled pedagogical staff of a new generation, which is, as stated in the Law of Ukraine «On Higher Education», able to independently and responsibly design and implement their own educational route of personal and professional mobility.

The attempts to expand the content of modern teacher-scientists' activities, to view the range of their functions in higher education are natural and positive phenomena, which ensured the transition of educational systems in democratic countries to a new educational paradigm – the implementation of student-centered training in high school. This causes a change of personal-professional role and status of modern university teacher, whose work requires relatively new to the domestic realities dimension – the tutorship.

In the framework of the traditional educational process the main part of the providing of high learning efficiency is the teacher whose work has a high social value. Modern reforms in education, associated with the implementation of the Bologna system, require an expansion of the functional roles of the teacher, therefore, a new pedagogical position – the tutorship.

Based on the scientific foundation in the field of educational activities of a tutor, it should be noted that it has significantly enriched in recent years (A. Aleksyuk, N. Bernstein, M. Goncharov, T. Ilyina, T. Kovaleva, Y. Turchaninova, V. Slobodchikov, P. Shchedrovitsky etc.).

The study and generalization of scientific achievements demonstrate an ambiguous interpretation of personal and professional appointment of a tutor taking into account domestic

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realities. Thus, in accordance with the approaches of some scholars (T. Kovaleva, T. Koychev, N. Rybalkin), a tutor is an assistant teacher, a mediator between a teacher-lecturer and a student performing mostly not purely pedagogical but an organizational function. However, in the works of other researchers (N. Borisov, Y. Gavrilov, Y. Komrakova, A. Orel, A. Teslinov, A. Chernyavsky, S. Schennikov), a tutor is understood as a specialist in the field of educational organization and self-presentation, which also intelligently supports students in the process of their self-education and the development of their own professional identity.

A number of works is dedicated to the problem of place and role of the tutor in modern system of education [4; 8]. The position of the tutor in these works is interpreted ambiguously. According to most researchers, a teacher-tutor is a new specialization in teaching which is implemented in terms of distance learning [4].

The teacher-tutor is inherent in both the traditional teaching functions and new ones that are associated with fundamentally new conditions of the educational process. The performance of professional tasks of the teacher-tutor involves primarily the implementation of such functions as a consultant manifested in informing, providing listeners with advice, informational support of the training; a manager, which is implemented in the audience and motivation of trainees, consultations and communication with them; a facilitator, which is the establishment and maintenance of informational communication and interaction among students and other members of the educational system, the resolving of various problems and conflicts and, finally, the adaptation of students to new forms of learning.

It is believed that «the teacher-tutor» is such a pedagogical position which elaborates the external forms of action. The teacher-tutor accompanies a man in his mastering new methods of activity [3]. The meaning of the tutoring is to overcome the anthropological deficiency in education. This deficiency is created by a lack of personal presence in education; a lack of personal and educational sense and a lack of human responsibility for their own education.

The «teacher-tutor» profession is catagorized as a new, innovative for national education and the Ukrainian society in general profession. The profession of the «teacher-tutor» in Ukraine was spread in connection with the country's obligations to implement the Bologna agreements, which involve a kind of transformation of higher education in which the key position will be taken by the teacher-tutor who is a representative that performs a special function of support of the development and implementation of individual educational program required for students' professional formation and development.

Currently, there is a formation of complete cycle of reproduction of the «teacher-tutor» profession which includes the development and approval of professional standards for teacher-tutor activities; the development and implementation in the educational practice of educational standard of teacher-tutors preparation in the educational institutions of higher professional education and additional professional education; the assessment and certification of professional tutoring qualifications.

According to Russian experts, the teacher's and tutor's support is such a complex professional activity that it requires Master's degree. First, a future teacher-tutor gets a basic pedagogical education (bachelor's degree in any educational specialty) and then continues his training for tutors' Master's degree. Moreover, teacher-tutors are trained in educational institutions of additional professional education programs for retraining and advanced training.

Today, there are training courses for tutors in Ukraine (National Technical University, Kharkiv Polytechnic Institute) and the magistracy on «distance learning» allowing to prepare professionals for work in systems of remote training in higher educational institutions. However, there is a need to further integrate the technology into other educational establishments and the broader use of other forms of tutors' training: trainings, conferences, seminars.

Methodical system of training is an ordered set of interrelated and interdependent methods, forms and means of planning and implementation, control, analysis, correction of educational process, aimed at improving the efficiency of students' learning.

The methodical system of the tutor consists of a set of interrelated components: objectives, teaching style of the tutor and the organizational forms needed to create a consistent and purposeful pedagogical influence on the formation and development of individual psychological and professional qualities of the future specialist and the implementation of the educational process in an educational institution.

Due to the transformation of the traditional educational learning into a remote one in the Internet environment the requirements for a tutor are as well changed. The traditional organizational, didactic, perceptual, communicative, suggestive, research, scientific, educational and subject-specific skills gain a new value [2]: 1) organizational skills – planning the work online is a basic skill here, as well as to unite and intensify students for distance learning; 2) didactic skills – the didactic knowledge and the ability to use ICT tools; 3) perceptual skills– the ability to estimate the emotional and psychological state of students by means of ICT tools; 4) communicative skills – the ability to establish appropriate and trusting relationship with students, to possess nonverbal communication, to maintain communication in the entire group of students; 5) suggestive skills– ICT-ability to carry out the emotional influence on students by means of ICT; 6) research skills – the ability to recognize and objectively evaluate pedagogical situations and processes during distance training; 7) scientific-cognitive skills – the desire and ability to master new scientific knowledge in a field of study; 8) subject skills – deep professional knowledge of the subject of study.

In the distance learning process the teacher-tutor can act as an individual and replace himself by automated systems or means of learning (educational CDs, online tutorials, etc). It can be used in the educational process under certain conditions (lack of time, the peculiarity of the training material), despite the fact that it is not desirable.

As a result of the study of the peculiarities of teachers-tutors' professional training in Ukraine, N. Kichuk, A. Suchanu, V. Osadchiy, K. Osadchaya, A. Plakhotnik, S. Sysoeva have suggested the structure of professional competence of a specified category of persons that includes some competencies in the field of pedagogy, psychology, teaching methods and distance learning, as well as socio-personal, instrumental, general scientific, general professional and specialized professional.

An important condition for the effective performance of teacher-tutors' professional activity is that they have the following competencies in the field of pedagogy [9]: the technique of pedagogical communication and relevant individual psychological qualities; the skills to participate professionally in a collective teaching; knowledge of modern approaches to teaching and training in higher educational institutions; the awareness of methods of psychological-pedagogical diagnostics, the knowledge of characteristics of students' activity and their age characteristics; the ability to analyze pedagogical situations, to design and plan pedagogical actions; the ability to organize the educational process and, if necessary, to carry out its correction; the positive attitude, inclination, sustained interest, commitment to teaching and understanding of the nature and significance of their profession; knowledge of the methods and forms of training and education; mastering strategies for effective implementation of educational technologies in the educational process and the ability to solve problems of their design, maintenance and use of a unified information educational environment; the knowledge of the functions and types of educational assessment, the mastery of methods of educational assessment, the ability to demonstrate them on particular examples, the ability to self-esteem.

In the field of psychology the teacher-tutor should have the following competences: the awareness of human psychology, the ways of self-regulation and management of yourself and others; the awareness of methods of study of the own abilities and resources; the

preparedness to evaluate the impact of professional decisions on the entire system of work with students; the willingness to collective forms of work and collective decisions, the implementation of complex educational programs; the communicative and organizational skills; the presence of such personal characteristics as tolerance, kindness, tact, poise; the ability to influence other people and understand them, to determine individual students' abilities, to reflect their emotions and feelings accurately, the ability to motivate and to draw attention to the educational material; the ability to understand students; the awareness of ones own positive features and the abilities of students which promotes a positive self-concept.

In the field of teaching methodology the teacher-tutor should possess the following competencies: the formation of fundamental methodological knowledge and the ability to apply them in the course of the professional activity; the ability to solve pedagogical tasks and assignments concerning the methods of teaching in higher educational institution; mastering of strategies for implementation and use of informational and communicational technologies in the educational process; the ability to constructive and project activities; the ability to motivate the learning and cognitive activities of students; the ability to manage students' project activities; the motivation for continuous self-education and self-improvement.

The formation of the following competences in the field of distance learning is important for the effective implementation of professional functions of teachers-tutors: understanding the concepts and basic principles of distance learning; the possession of informational culture and computer literacy; the planning to use distance learning technologies as a part of professional training of students; the promotion of the studying in higher educational institutions based on distance learning technologies; the development and adaptation of learning materials to support distance learning; providing the students with the higher educational institution benefits for the use of distance learning technologies; the tracing of educational activity and the assessment of students using distance learning technologies; the leadership in the application of technologies of distance teaching and learning in higher educational establishments; the development of the project of the development of remote training system in higher educational institutions; the encouraging of students to manage their own learning in the environment of distance learning; the creation of a culture that encourages the implementation and supports the development of distance learning; the adherence to the organizational vision, strategies and objectives of distance learning; the protection, location and control over the use of human and functional resources for distance learning; the development, implementation and control over the policies of the obtaining, operation and use of distance learning tools.

The teacher-tutor must have the following social and personal competences which will enable him to carry out professional duties effectively: understanding and perception of ethical norms of behavior in relation to other people; understanding of the need for compliance with a healthy lifestyle; the ability to learn; the ability to engage in constructive criticism and self-criticism; the creativity, the ability of systematic thinking, the adaptability and interpersonal skills; the persistence in achieving goals; the concern about the quality of the work; tolerance; the environmental literacy.

Among the instrumental competences of the teacher-tutor it is possible to distinguish the following ones: literacy in written and oral communication in a native language; knowledge of a foreign language (languages); computer skills; skills of the information management; advanced research skills.

The general scientific competences include such competences of a teacher-tutor as a basic understanding of the fundamentals of philosophy, psychology, pedagogy contributing to the development of general culture and socialization of personality, the inclination to ethical values, the awareness of the national history, economics and law, the understanding of cause and effect relationships of society development and the ability to use them in professional and social activities;

the basic knowledge of fundamental sections of mathematics to the extent necessary for the possession of the mathematical apparatus of the corresponding field of knowledge, the ability to use mathematical methods in the chosen profession;

basic knowledge of science and modern information technologies; skills of using software tools and skills in computer networks, the ability to create databases and use Internet resources;

basic knowledge of basic sciences to the extent necessary for mastering general professional disciplines;

basic knowledge required for mastering general professional disciplines.

The professional training of the teacher-tutor should provide for the formation of the following professional competencies: the basic understanding of the elaboration of the calendar-thematic schedule of studying; basic ideas about the preparation to the lesson and writing a plan or an outline of the lesson; basic understanding of the subject circle and its work; basic understanding of planning the work with students who need extra help regularly; basic understanding of the elaboration of training modules; the ability to manage the learning process; the ability to conduct normative (regulatiry) documents; the ability to analyze professional activities.

The specialized professional competences of the teacher-tutor include the following: the ability to organize and conduct training lessons; the ability to conduct academic consultations; the ability to organise the work of subject circles; the ability to organize and carry out subject olympiads; the ability to apply pedagogical technologies in teaching; the ability to exercise control over the educational process and documentation.

Hence, the availability and sufficient development of the above-mentioned competencies of the teacher-tutor enable him to efficiently carry out the following functions in the educational process [10]: the function of management; the diagnostic function; the function of goal setting; the motivational function; the planning function; the communicative function; the control function; the function of reflection and the didactic function.

Unlike the traditional activities of a teacher, the activities of the teacher-tutor are much more concerned with the purposeful development of cognitive independence of students. This circumstance requires a mastery of managerial function that involves the defining the purpose of their activities and the activities of students; the monitoring of the students' activities; the assessment of students' educational activity's in accordance with desired standards; the implementation of the decisions on the change and stimulation of students' educational activity; the adjusting of own activities; the elimination of undesirable deviations from the direction of student learning.

The diagnostic function allows to carefully evaluate the positive and negative aspects of students. In the work of the teacher-tutor this feature is manifested in the following actions: the study of students' initial data (age, place of study, level of education, previous learning experience, etc.); the determination of students' individual characteristics (learning style, the dominant type of thinking, skills' level etc); the determination of students' attitudes to learning, their needs, motives, expectations, concerns and factors causing them; the diagnosis of the degree of student learning of course content (ideas, models and concepts).

The goal setting function is the basis of the teacher-tutor's work. The taecher-tutor should be engaged in the formulation and specification of a variety of (long term, short term) goals of the students' educational activities. The first ones are related to the entire period of study, others to a specific element of the educational process. In order to implement the goal setting function the teacher-tutor has to perform the following tasks: to analyze the learning model goals; to define the content and specificity of students' activity; to select typical (most frequently occurring in the educational activity of a student) problems that must be resolved by those that study; the determination of the most typical difficulties and problems associated with the personality which are faced by a student in the process of his activity, of the expected outcomes of students' activities (what they should know, be able to do, what they should own and what

they should be); the coordination of the state standard objectives with the individual educational goals of students; the coordination of goals with students' opportunities to achieve them.

The motivational function of a teacher-tutor is to create and maintain the inclusion of the students in the training and their implementation of individual training programs. To implement this function, there is a need to solve the following problems:

− to find out the expectations of students for learning, to identify their individual needs and motivations;

− to set on the productive, mostly independent activity of the student;

− to create the atmosphere of engagement, trust and support in a group of those who study;

− to stimulate the educational motivation by means of different interactive teaching methods;

− to organize and maintain students' communication with each other, which usually contributes to the effective work in the classroom.

The planning function is to adjust the order of the actions of those who study according to the training objectives. The effective planning in the educational process is based on the ability of the teacher-tutor to do the following:

− to generate learning objectives based on the analysis of the results of the initial diagnostic (needs of students, their initial level of training, experience, personal learning style, their individual psychological characteristics, etc.);

− to form the strategies and tactics of relations and communication with those who study;

− to determine the sequence of actions in accordance with the objectives and expected results;

− to develop the structure of the classes taking into acount the domination of a collective rather than individual activity of students;

− to distribute the classroom time taking into a consideration the objectives, content and learning technologies, as well as characteristics of the group (the specifications of individual learning styles).

An important function of the teacher-tutor is to establish communication. This feature is especially important in the early stages of interaction between a teacher-tutor and students while forming groups, establishing relationships between teacher-tutor and students as well as among students themselves. There are the following requirements for the teacher-tutor: to be open and available for those who study; build his activity on the principle of equality with students regarding their rights and duties; to establish friendly and collaborative atmosphere while interactions; to organize activities of students in groups on the basis of cooperation, the harmonization of the goals of group activities and their mutual achievements; to form a favorable emotional atmosphere of support and mutual assistance in the group as well as a sense of belonging to the group.

The function of control. In a broad sense the control function includes the assessment and correction of the leading activities of a subject of the learning process.

From the position of the control function, the teacher-tutor has to analyze and determine the degree of success of educational activity of students; to comment on the shortcomings and mistakes made in written tasks; to assess the quality of completed tasks; to adjust the students' activities in accordance with the results of the verification tasks; to evaluate the achievement of individual students and groups in general.

The function of reflection is used in goal setting and for correction of the results achieved in the educational process. The function of reflection is implemented by the teacher-tutor in the following task activities: the analysis of the capacity of the teacher-tutor; the organization of the reflection of own activities and communication of the teacher-tutor to identify his individual

characteristics (ideas and principles he is guided at work) his difficulties, mistakes and achievements; the identification of the driving forces of the teacher-tutor development and of the forces that impede it; the creation situations for reflection in the students' activities – problem situations; the organization of the reflection of the students' activities in order to analyze their activity, the understanding of difficulties, their causes and ways of their overcoming.

The methodological function of the teacher-tutor is among the important functions. The activities that make up this function are:

– the creation of the necessary resources for the organization of educational process (special assignments, sets of questions, specific situations, illustrations, etc.);

– the development of different monitoring and diagnostic methods: checklists, questionnaires, information cards, test materials, etc;

– the analysis of their own, tutor-teaching experience;

– the inclusion and adaptation to their own style, working experience of other teacher-tutors.

These functions are always present in the professional activities of the teacher-tutor, however, at different stages of learning a set of dominating functions changes.

On the basis of the analysis of scientific studies it has been found that the activity of the teacher-tutor has a dynamic structure and includes professional-pedagogical orientation, the presence of pedagogical skills, scientific knowledge, skills, competencies, the mastery of which allows to carry out the productive professional-pedagogical activity.

The teacher-tutor must be proficient in modern computer technology, general culture, to be educated, to master the new technologies of distance learning quickly; to be humane, tolerant, respect other people and their opinions. The teacher-tutor of distance learning should be able to provide individual consultations; to be able to develop educational materials; to be able to work with information in networks, to process and use it in educational process in a distance form. The teacher-tutor performs special functions of maintenance, development and implementation of each student's individual educational program that requires his professional formation and development.

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Плахотник О. В., Кондратюк А. Л.
ПРОЕКТИРОВАНИЕ МЕТОДИЧЕСКОЙ СИСТЕМЫ ПРЕПОДАВАТЕЛЯ-ТЬЮТОРА В ПРОЦЕССЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

В статье рассматривается проблема проектирования методической системы учителя-тьютора в системе дистанционного обучения. Вследствие теоретического анализа научной и педагогической литературы была выяснена сущность педагогической позиции «преподаватель-тьютор в учебно-воспитательном процессе вуза». Было выяснено, что методическая система преподавателя-тьютора состоит из совокупности взаимосвязанных компонентов – цели, методического стиля преподавателя-тьютора и организационных форм, необходимых для создания целенаправленного последовательного педагогического влияния на формирование и развитие индивидуальнопсихологических и профессиональных качеств будущего специалиста и на реализацию учебно-воспитательного процесса в учебном заведении.

Ключевые слова: методическая система, преподаватель-тьютор, дистанционное обучение, компетентность, высшее учебное заведение.

Плахотнік О. В., Кондратюк А. Л.
ПРОЕКТУВАННЯ МЕТОДИЧНОЇ СИСТЕМИ ВИКЛАДАЧА-ТЬЮТОРА У ПРОЦЕСІ ДИСТАНЦІЙНОГО НАВЧАННЯ

У статті розглядається проблема проектування методичної системи викладача-тьютора в системі дистанційного навчання. За допомогою теоретичного аналізу наукової та педагогічної літератури було з'ясовано сутність педагогічної позиції «викладач-тьютор у навчально-виховному процесі вищого навчального закладу». Було з'ясовано, що методична система викладача-тьютора складається з сукупності взаємопов'язаних компонентів – мети, методичного стилю викладача-тьютора та організаційних форм, необхідних для створення цілеспрямованого послідовного педагогічного впливу на формування і розвиток індивідуальнопсихологічних та професійних якостей майбутнього фахівця і на реалізацію навчально-виховного процесу в навчальному закладі. Було визначено ключові компетенції у структурі професійної компетентності викладача-тьютора: компетенції в галузі педагогіки, психології, методики викладання та дистанційного навчання, а також соціально-особистісні, інструментальні, загальнонаукові, загальнопрофесійні та спеціалізованопрофесійні. У статті окреслені напрямки становлення повного циклу відтворення професії «викладач-тьютор» у вітчизняній освіті.

Ключові слова: методична система, викладач-тьютор, дистанційне навчання, компетентність, вищий навчальний заклад.

Слюсаренко Н. В., Кузьменко Ю. В.[*]
ПРОФЕСІЙНА ПІДГОТОВКА ВЧИТЕЛІВ ТРУДОВОГО НАВЧАННЯ В УМОВАХ ЄВРОІНТЕГРАЦІЇ

У статті висвітлено зміст професійної підготовки вчителів трудового навчання в українських ВНЗ у контексті інтеграції у світовий освітній простір. Окреслено низку основних нормативно-правових документів освітянського законодавства, в яких розкрито

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