

поведінки.

Ключові слова: коучинг, освітній коучинг, коучинг-підхід, менеджер освіти, коучингові технології, вища освіта, професійна освіта, управління.

Дата надходження статті: «30» січня 2018 р.

УДК 378.14

Kondrashov M. M.*

READINESS FOR SUCCESSFUL PROFESSIONAL ACTIVITIES AS AN IMPORTANT COMPOSITION OF PEDAGOGICAL PROFESSIONALISM

The article deals with the problem of readiness of future teachers for successful professional activity as an important component of pedagogical professionalism; The main concepts, the essential features of this complex personal formation, content, structural components, criteria and indicators, ways of its formation in the system of modern university education are specified.

The theoretical substantiation of the essential characteristics of the teacher's readiness for successful professional activity as an important component of professional success in pedagogical activity and ways of its formation in the conditions of university education is given.

A complex of methods of theoretical analysis was used to substantiate the essence, content, structure of this complex personal formation and ways of its formation in future teachers in the system of university education.

The essence of teacher's readiness for successful professional activity, its content, structural components, criteria and indicators, opportunities in raising the level of educational achievements of students, ways of the mechanism of its formation in the conditions of modern university education is specified. characterized by different levels of formation of this personal formation, which allow to identify the dynamics of students' success in learning, create conditions for the formation of this component of pedagogical professionalism, which ensures success in solving professional problems and achievement of projected results.

The study reveals the essence, the main characteristics of the teacher's readiness for successful professional activity as an important condition for the success of the pedagogical activity of future teachers in independent professional work, the educational process of the university in its formation as a strategy for optimizing the training of students for professional activity and the success of their professional development. Among the prospects for further study of this problem, the work is devoted to the study of innovative approaches to the toolkit for assessing the quality of the formation of teacher's readiness for successful professional activity as an important component of pedagogical professionalism.

Key words: teacher's readiness for successful professional activity, content, structural components, criteria, indicators, levels of its formation, professional success.

Formulation of the problem. The success of educational activities and implementation of successful training in the practice of secondary school depends on how the requirements of society in education, implemented innovative concept of education, new technologies, theoretical and methodological approaches to the organization and management of the educational process, the conditions for the intellectual, physical and mental development and self-development personality.

Analysis of recent research and publications. The modern teacher must be prepared to understand complex problems of social adaptation of students of different possibilities to public life, improving their own preparedness for successful professional activity, which is an important part of teaching professionalism. The problem of preparing for the professional activity of future teachers was in the sight of foreign researchers. Famous interest involving research scientists Poland, where reasonable conditions for successful learning

*© Kondrashov M. M.

factor that positively affect the rights, ways to adapt to the constantly changing conditions of life and ability to resist negative influences of the environment (K. Wojtyla, T. Zaharuk, K. Zhehnalik, A. Klim-Klymashevskaya, R. Rossa etc.).

An American scientist A. Glekstourne considers the professional training of a teacher as the development of his personality in a professional context through the accumulation of experience and a systematic analysis of his own pedagogical activity [4, p. 41]. L. Ingvarson compares the traditional system as a system of continuous education (the employer controls, the government determines the goals of training, universities are executors, models are represented by different forms of robot) with a system based on standards (professional councils control the process of defining goals, help to apply models reflecting the real needs of practicing teachers [6, p. 131].

Of great interest for our study are the ideas of scientists about the career development of a future teacher in the field of university education. R. Fessler and J. Christensen proposed the stage of professional growth, which are the stages of the career cycle: pre-professional stage (initial teacher training); the stage of introduction into the profession (the first years of the teacher's work); stage of development of competencies (main period of work); a stage of expression of enthusiasm and a desire to develop professionally (trying to achieve pedagogical skill); the stage at which there is a sense of disappointment in the profession (reducing interest in pedagogical work and the emergence of doubt); the stage of the development of career stability (during which the teachers work stably, but less enthusiastic about professional growth); fading stage; the stage of retirement [5, p. 156]. Our view, the most important is the first step of the future teacher acquires not only knowledge, teaching experience, developing professional skills, but also aware of the prospect of professional growth, the role of professional success in teaching career and overcoming burnout. At all stages, teacher's readiness for professional work plays an important role.

The problem of readiness for work was studied by A. Kovalyov, in the pedagogical work – V. Slastoninym, L. Kadchenko; psychological readiness – A. Dyachenko and L. Kandybovich, readiness as an installation for activity – D. Uznadze and his followers. There are well-known studies in which various aspects of readiness for various aspects of vocational and pedagogical activity are considered: readiness for pedagogical interaction with students (M. Vievskaya), readiness for the teacher's organizational activity (L. Savchenko), readiness for dialogic study of students (V. Morozov), readiness for independent activity (V. Tinny), readiness for heuristic studies (B. Chaagovets); readiness for creative activity (A. Korol) and others.

New goals and tasks of education of Ukraine put new demands on the training of teaching staff, and also a new strategy for the training of future teachers. The meaning of this strategy is not only in learning the knowledge of the knowledge council, but in the formation of a successful personality, capable of their own efforts to achieve professional success, the formation of readiness for successful professional activity, as a condition and result of the career development of a modern teacher in the field of pedagogical work.

The purpose of the article is the theoretical substantiation of the essential characteristics of the teacher's readiness for successful professional activity as an important component of professional success in pedagogical activity and the identification of ways of its formation in the conditions of university education.

Presentation of the main research material. The problem of qualitative preparation of future teachers for independent professional-pedagogical activity is connected with a new educational philosophy. The essence of this philosophy is to create favorable conditions for the development and subjective formation of a successful personality of a modern specialist who is capable of creative work and career growth in the professional sphere of activity, formation of readiness for the successful performance of their own professional functions.

Readiness for learning is considered as a factor of successful activity, a means of adapting to new conditions and without stressful entry into a new system of relations

between participants in the educational process [3, p. 77].

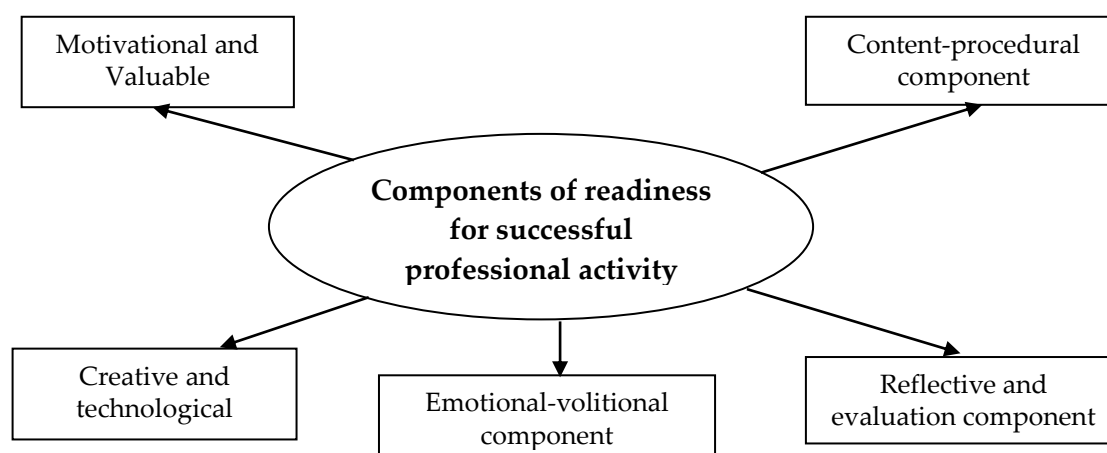
Readiness for successful students' training is a complex personal formation that is determined by a combination of vocational and pedagogical knowledge, skills, skills, managerial actions for the effective performance of professional functions and personality traits that facilitate the successful completion of educational activities.

The formation of the readiness of future teachers for a successful professional activity is a rather complex and dynamic process. Its effectiveness is determined only by how clearly the future teacher represents the essence, structure, level of formation and significance of this complex personal formation in ensuring successful professional and pedagogical activity. Readiness for successful professional activity is considered as a synthesis of internal conditions that have a positive effect on the implementation of various types of activities, which unites in itself:

- a whole emotional and personal mechanism (internal need to improve their abilities and abilities, personal and professional life values, emotional-volitional mechanism, general mental abilities, etc.);
- the system of professional knowledge, skills and abilities that students gain in the educational and self-education process (the completeness and depth of the concepts, the relationship between them, the ability to correlate knowledge with practical actions, awareness of knowledge and the need for their constant renewal, expansion, deepening, etc.) ;
- abilities and skills of rational work with various sources of information, its flows, volume, ability to structure and use it for solving practical problems; work with various means (books, information retrieval tools, television, radio, Internet, etc.);
- the system of organizational and managerial skills and skills (to set and solve tasks of educational, and then professional activities, plan their own actions and direct them to achieve a positive result, control, self-control, self-evaluation of their success, etc.).

Readiness for successful professional activity is a complex personal formation, the integral components of which are: motivational-value component (stable interest, need and humanistic orientation to successful creative pedagogical activity); content-procedural component (scientific, autonomy, activity); creative and technological component (individual style of activity); emotional-volitional component (which determines the ability to self-regulate actions and behavior of the individual); reflexivity-estimating component (estimation and self-evaluation of the achieved results, their correspondence to the planned goals).

The structure of the readiness of the future teacher for the successful professional activity of future teachers in a summarized form is shown in picture 1.



Picture 1. Structure of readiness of future teachers for successful professional activity

The motivational-valuable component of readiness for successful professional activity involves the presence of a system of motives and values necessary for ensuring the quality of professional work, satisfaction from creative work, the desire to participate in its various forms, understanding the necessary systematic self-education, self-improvement and self-development of professional qualities that determine the success of professional actions and achievements in independent activity.

Motivation is the link between the consciousness and the activity of the individual, and the values determine the motivation of professional actions and behavior of future teachers and represent the core formation of the motivation of the structure of the individual. In psychological science motivation is seen as a dynamic process of motive formation. D. McClelland argued that the structure of the person prevails: the desire for success; self-examination, tactics of goal-setting in specific types of behavior;

Professional values, personal meanings, settings and value orientations are an important component of the content of the motivational and value component of the readiness of future teachers for successful professional activities. The main function of these components is to regulate the professional activities and behavior of the teacher in the process of independent professional and pedagogical activities.

The content-procedural component of readiness for successful professional activities combines the system of knowledge, skills, skills and experience of productive performance of the functions of professional work. The basis of its content is knowledge of the essence of professional success, its importance in professional activities, the theoretical basis of successful training, its technology and the conditions for effective quality management training for the formation of readiness of future teachers for successful professional activities in the system of university education.

The structure of this component plays an important role not only in information but also in the procedural aspect.

The procedural side of this component of readiness combines possible solutions to theoretical problems based on the skills of the intellectual and practical nature. The procedural side is realized in three aspects:

- socio-pedagogical, which characterizes the professional and pedagogical activity of the teacher as one of the most important components of the social process;
- psychological and pedagogical, which is aimed at the disclosure of the mechanisms of self-development of the individual, its structural components;
- methodical, which is connected with the content and technology of educational activities.

The result of such activity should be the personal experience of subjectivity of successful professional activities.

The creative and technological component of the future teachers' readiness for successful professional activity is aimed at the formation of professional qualities, without which the success of communication is impossible, the organization of management of the educational process, successful pedagogical and managerial actions. The future teacher in the process of preparation in the conditions of university education must master the totality of universal qualities: to be the organizer, to establish contact with other participants of the activity, to have an analyst, to have the logic of the cognitive process, the culture of speech, to be able to harmonize intelligence and emotions, to be competent not only from educational subjects, but and in other areas of scientific knowledge. All these qualities are the basis not only for his professional success, but also for the productivity and competitiveness of his work.

At the same time, the style of communication and activity of the teacher in the educational process is of particular significance. Style influences the nature of pedagogical interaction with students in learning, takes into account the communicative skills of the teacher, creative personality, peculiarities of students and class.

The structure of readiness for successful professional activity plays an important role in the emotional-volitional sphere, therefore an important place in the structure of readiness belongs to the emotional-volitional component. Its content includes the following characteristics: endurance, perseverance, initiative and determination in decision making, the ability to control himself and his mental state, control emotionally favorable environment, the ability to compassion, empathy with others. The orientation of the future teacher to emotional feelings gives the personal meaning of pedagogical activity, provides a manifestation of emotional activity as the basis of his professional success.

Reflective and evaluation component of readiness for successful professional activity involves the ability to reflect the success of actions, adequately and independently evaluate their achievements in the organization of professional activity, its success, and the effectiveness of the performance of professional functions; the ability to correlate the purpose of training with the specific conditions in which the practical activity is carried out in order to achieve the planned goals; to isolate a set of conditions that ensure success and build a «subjective model of significant conditions of activity». On the basis of this model, a program of activities, ordered actions, tools and methods is created.

Reflective and evaluation component of readiness for successful professional activity includes such qualities as reflection, ability to evaluate their capabilities and actions in accordance with educational tasks and achievement of professional success in future professional work.

A significant chain in the system of conscious self-regulation of activity is the assessment of the achieved results. An assessment of results is a comparison of the result information with the criteria for success. A conscious implementation of educational activities involves information about the student's progress.

The structure of readiness for the successful professional activity of students involves the combination and interconnection of all its structural components, which characterize readiness as a complex personal formation. Each component of readiness meets a specific criterion, among which determine: motivational, cognitive, practical, personal, diagnostic. Each criterion is characterized by indicators that allow us to judge the dynamics of changes in the formation of the readiness of future teachers for successful professional activities. The interaction of structural components, criteria and indicators of the formation of readiness for successful professional activity can be represented clearly (Table 1).

Table 1

Structural characteristics of students' readiness for successful professional activity

Structural components	Criteria	Indexes
1	2	3
Motivational and Valuable	Motivational	Motives, interests, needs and arrangements for achieving professional success, successful professional activity, professional values, value orientations, development of a professional image and career growth.
Content-procedural	cognitive	Knowledge of the theoretical bases of teaching management, formation of readiness for the successful training of students, knowledge of the patterns of relations in the process of interaction, cooperation and co-creation, technology of successful training, secrets of professional success, ability to solve didactic problems
Creative and technological	practical	Ability to design transformational activity, ability to design own activity, analyze, reflex, create cognitive situation, dialogue, construct educational activity, ability to use innovative approaches, new methods and technologies of teaching, creativity, ability to creatively approach matters; Ability to innovate and non-standard solution of educational problems, organizational and pedagogical skills

Table 1 continuation

1	2	3
Emotionally-volitional	personal	Ability to understand your own emotional state in the situation of finding and using the necessary information, purposefulness of actions in the educational process; patience and self-control in the event-role situations of professional orientation, persistence in mastering knowledge in professional situations, manifestation of initiative, courage, principle, manifestation of initiative in the work and the implementation of educational and professional projects.
Reflective and evaluation	diagnostic	Adequate self-esteem of own opportunities in carrying out pedagogical activity; the ability to adequately navigate in event-role situations; the ability to assume responsibility for the decision and its consequences; ability to adequately assess their own achievements in activities, ability to determine the reserves of their further professional growth, track the dynamics of changes, correct the results

Readiness as a dynamic, complex personality education in its development goes through several levels: low, medium, high, which differ in the degree of manifestation of indicators that ensure the success of the future teacher and his ability to succeed in professional activities.

The low level is the level of potential development of readiness for successful professional activity. At a low level, the motives for successful learning activities are mostly spontaneous. Knowledge on educational subjects is isolated, not oriented to procedural sphere of activity, its success. On this level, students are poorly skilled in the skills and abilities of planning, the implementation of educational work, are prepared only for executive actions on the instructions of the teacher.

The average level is the level of updating of the readiness of future teachers for successful professional activity. It is characterized by the superficiality of knowledge and skills of the theoretical foundations of professional success and ways of its achievement, the essence and role of readiness for successful professional activity as an important component of pedagogical professionalism, lack of experience of successful activity in the professional pedagogical field. On the average, equal readiness for successful professional activity is characterized by a desire to formulate and set goals and specific goals, to execute them qualitatively, but it is often lacking the clarity of their formulation and ability to correlate with their own abilities and abilities. Students can rationally organize their own educational work, but they are challenging the planning and successful implementation of predicted goals and objectives.

The high level is the level of readiness of the future teacher for successful professional activity. It is characterized by deep knowledge of the patterns of learning and its success, practical skills, positive motivation, value orientations, the ability to harmonize the intellectual and emotional aspects of learning, didactic interaction, cooperation and co-creation, creative and organizational abilities. A student is able to manage his teaching activities, plan, organize and achieve the intended result.

Readiness of students for successful professional activity – dynamic formation, its dynamics in a positive direction is conditioned by the fact that the teacher directs his efforts on:

- organization of didactic interaction with students in the educational process;
- expansion and complication of the subjective functions of future teachers, which allows competently to develop a strategy for quality management of their preparation for successful professional activity;

– correlation of the subjective functions with the emotional and volitional development of a person, qualitative assimilation of knowledge, with the ability to use various means to achieve success in their own activities;

– creating conditions in a university environment in which students could act consciously and purposefully, obtain the results that are adequate to their actions.

The training of future teachers in university education should be based on the concept of managing the learning process in order to form their readiness for successful professional activities. Among the content aspects of the concept of quality management of the training of future teachers to a successful professional occupation, their position, behavior and orientation to the successful decision of professional tasks are important. The significance of this aspect in the professional training of a modern specialist is marked by L. Kondrashov, who sees the reason for the shortcomings in practice in the views, behavior, approaches of teachers of higher education to solve pedagogical problems and problems. In her opinion, the effectiveness of professional activities of teachers is determined by their readiness for management activities. «Increasing the requirements for modern education and complicating the functions of pedagogical work actualizes the problem of pedagogical management in the system of vocational training of teaching staff. The success of the professional activity of future teachers is conditioned by a clear vision of «ways of continuing professional careers, its stages, ways and opportunities to overcome the difficulties, external circumstances that affect their professional development and the achievement of professional goals» [1, p. 56].

The concept of quality management of the training of future teachers for successful professional activities is important to consider as a system of views, ideas, positions, ideas that determine the purpose and objectives, planning, organization, functioning and development of learning, mechanisms of subject-subject interaction, the nature of relations in system «teacher – students», the degree of taking into account the influence of managerial actions on the level of readiness of students to successful professional activities.

Conclusions. The manager's actions of the teacher as an important mechanism for forming readiness for successful professional activity necessitates changes in the quality management process of students' training in the conditions of university education. This determines the development and theoretical substantiation of the concept of strategic quality management of students' training in order to form this complex personal formation as an important component of pedagogical professionalism. This sphere of activity involves the implementation of a set of methodological approaches, updating the goals, objectives, content, methods and technologies of teaching and management, and most importantly – the managerial competence of the teacher.

The construction of students' training based on the methodological approaches identified in the study provides an assessment of its results on the basis of motivational, cognitive, practical, personal, diagnostic criteria and, accordingly, low, medium, high levels that characterize the formation of this complex personal formation in future teachers.

References:

1. Кондрашова Л. В. Педагогический менеджмент в системе подготовки будущих педагогов. *Университетское образование: опыт тысячелетия, проблемы, перспективы развития: материалы Международного Конгресса (27-29 мая 2003 г.)*. Минск: БГУ, 2003. С. 54-58.
2. Маккелланд Д. Маккелланд Д. Мотивация человека. СПб: Изд. Дом Питер. Серия: Мастер психологии, 2006. 672 с.
3. Освіта дорослих. Енциклопедичний словник. Київ: Основа, 2014. 490 с.
4. Glatthorn A. Teacher development: international Encyclopedia of Teaching and Teacher Education/ ed. By L. Anderson. London: Pergamon Press, 1995. 198 p.
5. Guskey T. Professional development in education: in search of the life optimal fix. *Professional development in education: new paradigms and practices* / eds. T. Guskey, M. Huberman. New York: Teachers College Press, 1995. P. 114-132.

6. Ingvarson L. Professional development as the pursuit of professional standards: the standard based professional development system. *Teaching and Teacher Education*. 1998. № 14 (1). P. 127-140.
7. Mevarech Z. Teachers' paths on the way to and the professional development forum. *Professional development in education: new paradigms and practices* / eds. T. Guskey, M. Huberman. New York: Teachers College Press, 1995. P. 151-170.

Кондрашов Н. Н.

ГОТОВНІСТЬ ДО УСПІШНОЇ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ЯК ВАЖЛИВА СКЛАДОВА ПЕДАГОГІЧНОГО ПРОФЕСІОНАЛІЗМУ

У статті розглядається проблема готовності майбутніх учителів до успішної професійної діяльності як важлива складова педагогічного професіоналізму; конкретизуються основні поняття, сутнісні признаки цього складного особистісного утворення, зміст, структурні компоненти, критерії і показники, шляхи його формування в системі сучасної університетської освіти.

Дається теоретичне обґрунтування сутнісних характеристик готовності учителя до успішної професійної діяльності як важливої складової професійного успіху в педагогічній діяльності і шляхів її формування в умовах університетської освіти.

Використано комплекс методів теоретичного аналізу для обґрунтування сутності, змісту, структури цього складного особистісного утворення й шляхів його формування в майбутніх учителів у системі університетської освіти.

Конкретизується сутність готовності учителя до успішної професійної діяльності, її зміст, структурні компоненти, критерії й показники, можливості в підвищенні рівня навчальних досягнень студентів, шляхи механізм її формування в умовах сучасної університетської освіти; характеризуються різні рівні сформованості цього особистісного утворення, які дозволяють виявити динаміку успіхів студентів у навчанні, створити умови для формування цієї складової педагогічного професіоналізму, що забезпечує успіх у вирішенні професійних проблем і досягненні прогнозованих результатів.

У дослідженні розкриваються сутність, основні характеристики готовності учителя до успішної професійної діяльності як важливої умови успішності педагогічної діяльності майбутніх учителів у самостійній професійній праці, можливості освітнього процесу університету в її формуванні як реалізації стратегії оптимізації підготовки студентів до професійної діяльності й успішності їхнього професійного становлення. Серед перспектив подальшого дослідження даної проблеми виокремлюється робота з вивчення інноваційних підходів щодо інструментарію оцінювання ефективності якості формування готовності учителя до успішної професійної діяльності як важливої складової педагогічного професіоналізму.

Ключові слова: готовність учителя до успішної професійної діяльності, зміст, структурні компоненти, критерії, показники, рівні її сформованості, професійний успіх.

Дата надходження статті: «30» січня 2018 р.

УДК 378.016

Мазур І.-С. В.*

ДИДАКТИЧНЕ ПРОЕКТУВАННЯ ВИВЧЕННЯ СИСТЕМ КОМП'ЮТЕРНОГО ЗОРУ ФАХІВЦЯМИ ІТ-СПЕЦІАЛЬНОСТЕЙ

У статті розглянуто проблему доцільності вивчення систем комп'ютерного зору на сучасному етапі розвитку ІТ-галузі для формування професійних компетенцій як комплексного інтегрованого показника, що характеризує професійний рівень фахівця. Розглянуто теоретичні основи комп'ютерного зору: значення, характеристики

*© Мазур І.-С. В.