

TRAINING TEACHERS IN UKRAINE

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Abstract. Teacher education is the guarantor of the revival of Ukrainian educational traditions. Ukraine's aspiration to integrate into the European educational space, the signing of the country of the Bologna Declaration set for higher pedagogical schools the task of reforming the education system. Today therefore higher pedagogical schools are in search for effective ways and means to adapt the national traditions of teacher training to the demands made by the process of integration and globalization. The article reveals how to solve these problems in Horlivka State Pedagogical Institute of Foreign Languages in Ukraine.

Keywords: European educational space, higher pedagogical school, education system, teacher training.

Introduction

Defending the idea of competences, which provide not only an expression of individual skills, but also determination of their measurements, Professor T. Isaeva highlights the most important components as indicators of formation of competencies that reveal their inner nature and external nature, which together characterize the culture of teaching dynamics in the system of structural and functional manifestations. The researcher selects the following quality indicators of the basic skills of teachers, as criteria for their pedagogical culture: a) value-semantic competence; b) social and organizational competence; c) substantive competence; d) communicative competence; e) information and research competence; f) general competence; g) reflective competence; h) valueological competence; i) formation of professionally significant qualities of the teacher [1]. In her monograph T. Isaeva provides means for quantitative measurement of professional competence of the teacher, which can be applied to activities of higher educational institutions.

Since the formation of basic professional competences of future teachers provides for certain values of their own meanings, motives, attitudes to the acquisition of knowledge, skills, abilities, then the importance of independent work of students especially in the context of the idea of learning throughout life is growing. The general problem of independence there was not training today. The analysis of historical and educational literature indicates that almost at all the stages of social development teachers of classics gave great importance to this type of cognitive activity (Guarino da Verona, Vittorino da Feltre, François Rabelais, T. Moore, Tommaso Campanella, J. A. Comenius and many others). More Alcuin tried to strengthen the independence of students through interactive forms of interaction and the use of riddles, paraphrase and allegories. One of the most important pedagogical principles among philosophers and teachers of the Renaissance humanists is called the principle of interest to knowledge, curiosity personality. Coluccio Salutati considered ethical creative human happiness for all people. As the purpose of education Leone Battista Alberti defined the development of natural abilities of a man, his ability to explore the world desire to benefit from the knowledge, desire for an active life, the desire for goodness. Representatives of the Florentine neo-Platonism (Marselino Fichino, Giovanni Pico della Mirandola, Cristoforo Landino, C. and L. de Medici) argued that a person endowed with free will moves toward self-improvement and responsibility for his chosen life. T. Moore was convinced that spiritual, mental work should be a pleasure for humans. J. A. Comenius stressed that "the alpha and omega didactics should be a search and discovery tool, in which teachers would teach less and more educate students. Later P. Blonsky advocated the creation of an active school student: that almost sold our outstanding teacher V. Suhomlinsky. A. Lunacharsky, S. Shatsky, A. Makarenko interested in this matter. At the end of 1940 it was appointed to the research of V. Yesipov, M. Skatkin. The onset of the global information actualized the question of self-learning of the individual (P. Atamanchuk, B. Marsh, A. Bermus, E. Bondarevskay, E. Vasilyeva, V. Verhasov, N. Gavrish, A. Gromtseva, T. Gulyaeva, S. Krysyuk, I. Roskolotko, I. Rusnak, V. Syerikov, N. Sidorchuk, G. Shchukin, A. Jakubowsky). Today, to some extent the following questions in the theory and practice of self have been studied: its historical and social aspects of nature are defined, features and functions of the self and its place in the profession are described; the ways and means of forming self-education requirements are explored, the relationships of independent and creative tasks

of self-education are identified and illuminated, but the current substantive content of individual work and its technological realization remains relevant today, that subject to transience change society.

The Ukrainian Pedagogical dictionary by Academician S. Goncharenko defines self-study work as “a variety of individual and collective training activities ... that is ... in the classroom or home learning task mastering under the leadership of the teacher, but without his direct participation” [2]. Similarly independent academic work is defined by V. Zyahvyazynsky, P. Pidkasysty, O. Volkov, T. Lumpiyeva that independent work of students is planned and executed tasks with methodic guidance of teachers, but without his direct involvement [3]. N. Havrysh said that “the term” independent work “used in scientific papers within the meaning of specific forms of the educational process, how the individualization of the learning process, learning how educational material [4]. So R. Yesipov, I. Lerner, P. Pidkasysty define autonomy as the ability to perform individual tasks and solving cognitive tasks. Here are examples of self-treatment of various scholars: independence is: 1) conscious motivate actions and their justification, resistance to impacts and harmful influences, the ability of people to determine the most objective basis, to act so, but not otherwise (V. Krutetsky, A. Petrovsky, S. Rubinstein); 2) productivity of mental processes (P. Blonsky, A. Matyushkin, N. Menchynska, A. Smirnov); 3) strong-willed action that characterizes the mental activity, a sign of active personality, his ability to cognitive search (A. Kovalev, R. Lemberg, G. Shchukin); 4) the ability to think, see and propose new questions, new problems and solve them by own forces, the ability to navigate in this new situation (D. Bogoyavlensky, A. Brushlynsky, V. Davydov, M. Makhmutov); 5) integrative quality or the quality of the individual (A. Shcherbakov, M. Didora, N. Didus); 6) displays life personality in various forms (A. Pinkevych).

T. Gulyaeva, sharing the opinion of N. Sidorchuk, said that self-education is specific activity, in which through self-determination purposes, persons meet their educational needs or improve their skills, qualities and properties. O. Timchenko summarizing the approaches to the definition of independent work notes that interpretation is: 1) a form of educational process, which is manifested in a variety of individual and collective activities carried out in the audience and extracurricular activities or home tasks without direct participation of the teacher; 2) means to achieve a specific objective; 3) a goal, such as acquiring the skills of self-education. T. Gulyaeva defines self-employment as any activity the person has set according to his objectives without a leader, stressing the difference between the concepts “self” and “independent research” that, despite the common activity character, notable for the fact the first is in accordance with the purposes of most individual (subjective factor), and second according to the objectives set outside the teacher (objective factor) [5].

But, according to the researcher the opinion of whom we share, the most complete and exhaustive definition of independence is given by A. Jakubowska, defining it as “integrated personal characteristics, characterized by readiness without assistance, based on knowledge, skills, beliefs, life experience to set tasks, to focus the will and persistence to achieve the goal, choose the best means of their implementation, to implement self-control and self-esteem work, to evaluate its results [3].

Materials and methods

1. Training teachers in a pedagogical institute provides familiarization with the genesis of many national and international educational researches, as an important field of spiritual culture of society.
2. The history of education in conjunction with the history of humanitarian and philosophical culture helps to master limitless domestic and international space ethnic cultures, learn the basic component of the outlook-oriented tasks.
3. The basic program is a step to achieve the proper level of assimilation of the historical and pedagogical knowledge with their professional, educational, social, culture, and ideological functions, heuristic and predictive patterns. The urgency of many historical and pedagogical issues, events, activities of individual persons is encouraged to process their approaches to consider in the study of history education and pedagogical thought.
4. Our country is a clearly defined benchmark for entry into the educational community in Europe; universities are developing the practical elements of the Bologna process.

5. The future specialist plunge into historical and educational realities, provide knowledge and self-reflection characteristics of the educational process and development, which gives the impulse transmission of experience in the practice of future professional activity.
6. Conceptual problems must be solved in the context of national rebirth of statehood and democratization of society. The National Education Development Doctrine emphasizes the personal orientation education, building national and universal values, the application of educational innovation, information technologies, creating market education and its scientific and methodological support, integration of national education to the European and world educational space. All of these trends to some extent are reflected in the content of programs.
7. "Pedagogy" shows the future teachers the laws, principles and rules of the pedagogical process, which is common for environmental education, both for the specific field of educational theory and practice, informs them of educational technology implementation and training, and educational objectives. Disclosure is the specific environmental education incorporated over the total education foundation.

Based on the course curriculum, the correction of professional and pedagogical knowledge of social and educational realities of today is conducted. Its purpose is to create a holistic view of educational theory, in its combination with practice, in correlation of resolved and unresolved problems of education.

In the study course "Pedagogy" student should know: a) definitions of basic concepts of the course, b) categories of pedagogy, c) education methodology and methods of scientific and educational research, d) theoretical foundations of education: legislation, laws, principles and rules of the pedagogical process, its goals and objectives e) didactics: the concept of learning, its content, methods and forms, e) theory of education: the concept of education and educational work, the content of education, its methods and forms: teaching children about the team, f) main stages and patterns of teacher education, g) basic school management; h) pedagogical foundations for innovation.

The student should be able to: a) appropriately use pedagogical knowledge, b) analyze the educational reality, c) compare and correlate well-known theories, models, categories, etc., d) use the methods of scientific and educational research, teaching methods and education, e) go beyond the known by transferring knowledge to new situations and create models of personal vision and educational reality; f) conduct educational assessment and use its results in practice.

Educational practices in schools as a logical continuation of education and training are: 1) consolidation from the pedagogical knowledge and skills to use them in a real educational process, 2) comparison of educational theory and practice, 3) introduction of innovative pedagogical experience of the best teachers at school, 4) the formation of vocational and educational skills: observe the teaching process, evaluate the activities of its members, record the observations and informed opinions to communicate with students and teachers in schools to plan, organize, and track the impact of their educational influence on children, 5) formation of personal attitudes to the problems of the modern school, predicting the ways of their solution, 6) development of vocational teacher reflection.

Over the last decade, changes that occur in the content of higher education, in the educational process in higher education, in the process of monitoring and evaluating the results of training, could not affect the approaches to teaching and assessment practices. This is reflected in the updated content and educational activities for future teachers, due to the increase in innovation processes, introduction of new training programs, using various educational technologies, a variety of types of secondary schools, what students face during their teaching practice.

Adoption of the education system personality-oriented educational paradigm as the leading ideas of the reform determine the personality oriented approach to the teaching practice, providing students freedom to choose the place of practice, subjects learned and score educational activities in the implementation of their inclinations, interests, abilities, needs of their own experience in educational activities, and this in turn will increase the efficiency of the practical component of training teachers. In the light of the above the importance of educational components such as diagnostics and research which is now a substantial part of the content features of professional teachers is growing. The object of teaching practices should be the appropriate skills and attitudes of students. Changing the educational paradigms recognize causes leading to self-teaching practices of future teachers, which

include the development of professional competence, individuality of thought, motivation, reflection, etc., development of personality (attitude to the child as the highest value, etc.). In other words, pedagogical practice must ensure not only the formation of professional skills, but professional and personal characteristics and qualities of teachers. Usually the result of practice is a new position of students, which is characterized by strengthening (or weakening) of confidence in choosing the life and career path, more or less formalized part of the professional outlook, the advent of the objectives and the need to improve professional competence, enhancing professional skills. However, in our view, personality-oriented paradigm requires increased attention to the development of individual mental qualities that are essential to educational activities, namely: teacher reflection, teacher thinking, characterized by flexibility, system, efficiency, creativity and other qualities of the emotional sphere of teachers, etc., that pedagogical practice is a holistic process designed to promote student self-development, development of their mental and personal qualities.

In determining the content of pedagogical practice, we are guided by the following fundamental ideas. Firstly, pedagogical practices are considered as a holistic process, which serves the main function of development of the individual student, it is priority task in relation to the purposes of training and education. Secondly, as the pedagogical practice is aimed at the formation and development of future teachers teaching, vocational skills and personal qualities is important, it is important to target students to achieve certain levels of teaching skills as one of the important objectives of personality, which will promote production of self-control and self-esteem of students in the process of educational activities. Thirdly, lessons and other forms of training and educational work, as a part of pedagogical practice, are not considered appropriate as the goal, but as means of developing professional skills, mental and personal qualities. Fourthly, strengthening the independence of the student to develop pedagogical skills as one of the most important conditions of industrial practice involves not only self-control and self-esteem of their own actions, but also self-diagnostic, self-analysis of the achievements that contribute to the formation and development of vocational students such valuable skills as teacher thinking, teacher reflection and motivation. Fifthly, the organization of pedagogical practices should include making each student an individual program of self-development, which is a component of the total individual program of professional growth that students begin to be led by a teacher in the first year to study this course as an "Introduction to the profession". The above mentioned ideas will change the traditional approach to university teaching faculty evaluation practices, which focused on assessing the lessons, educational events, blogs and other deliverables. This requires the possession and operating range of pedagogical skills, appeals to the levels of skills as evaluation criteria, development of a clear and understandable assessment of the results of pedagogical practice. The Department of Education of the Horlivka State Pedagogical Institute of Foreign Languages has created a system of criteria for evaluating the training and educational practice including the teaching skills that allow for educational activities. Actually, the term "educational activity" permanently specifies that subject to constant innovation processes in connection with what is specified and the composition of pedagogical skills. The classical approach to defining the pedagogical skills is a structural approach of N. Kuzmina, which includes: teaching skills (cognitive, design, structural, organizational, and communication) skills and educational work.

The nature of the objectives of self-employment and self-education (depending on who puts the purpose of: teacher or student) significantly affects the motivational basis for self-employment. If the objectives are formulated and the student is perceived as a significant personality, the preconditions are formed for the subjective nature of motivation, which organises independent work of students in self-education. It puts the teacher in front of an extremely important task for formation of subjective, personally motivated meaningful learning through the appropriate structuring of the content of the curriculum, the choice of adequate methods and forms of its implementation, a clear formulation of guidance on the implementation of educational and cognitive tasks, etc. According to N. Sidorchuk, the motivational sphere of personality, which expresses the dependence of the specific conditions of existence and generating activities aimed at removing this dependence, is necessary. Properties of their needs are of an active-passive, objective-subjective, social and personal character. The demand, mediated by complex psychological processes of motivation, manifests itself in the form of motives that can be realized in the form of interest, desire, belief and settings. Therefore, it seems crucial to focus teachers on the formation of motivational sphere for self-education of students as once claimed

by J. Locke, transformation that is useful for the individual, that it will be interesting. Self-discovery and self-education activities serve as means of self-development and learning. The current educational situation is characterized by significant disadvantages. On the one hand, the training of students engaged external to the entity structure – institutions, universities and academies. On the other hand becoming a professional identity is mainly the result of the own internal development, through which the professional becomes a personal value. Solving the contradiction mentioned, there is a need to focus on psychological and pedagogical support, which is to teach students to learn and work independently. Methodical support for independent work includes compiling a list of forms and themes of self-employment, formulating goals and objectives for each topic, developing regulations and guidelines, selection of educational, reference, technical and scientific literature.

Because "the purpose of higher education today – training professionals to ensure the transition from industrial to information society through technological innovation in teaching, training and scientific and technical work (...) then more emphasis is placed on education quality, versatility, and the graduate training to adaptation to the labor market, on the personal orientation of the educational process, its information, education is crucial in ensuring sustainable human development" [6]. This basic principle of the independence is determined by the creative activity of students, future graduates who learn and improve their professional competence throughout their lives. Public documents on education recommended in the content of higher education for almost 50 % of its volume the target for independent work of students. Moreover, many research scientists demonstrate a high degree of assimilation of educational material depending on the method of its adoption – 90 % of the information absorbed during their own individual practice.

Acquiring the students' own professional experience is through their involvement in various kinds of teaching and learning activities designed to meet the challenges of professional and personal independence. The focus on practical application of the acquired knowledge in a variety of creative tasks and practices leads to disclosure and realization of the creative potential of each student, for which they should be taught their own individual work plan and implement it in action in teaching and creative situations and build skills to analyze, adjust and improve further independent activities.

Practice-oriented training promotes a holistic mechanism for the formation of a vocational personality of the student. It includes motivation, values, cognitive-oriented and operationally-activity components. That is, the professional development of students provides a holistic development of their personality. Means of self-employment help students to develop the ability to empirical outlook, creative search for truth. Vocational and personal formation of students as a whole person contributes to the construction of the educational process on the basis of personality-oriented, activity and reflexive approaches that of a methodological basis of independent work of students when the learning goals are focused on the formation of skills to solve typical and atypical problems, the real situation when students' knowledge is necessary to identify specific areas of knowledge.

The means of education may act as information technology and technologies of the qualitatively new, competitive professionals. Among the Internet resources in the most demand, electronic libraries, educational portals, content sites, bibliographic databases, periodicals, etc. sites can be mentioned. It seems important not only for the students' means in finding the necessary information, but also for their means of conversion, the choice of which is really valuable, relevant information. That choice of the necessary information and assessment of its quality has become a part of the content of higher professional education.

N. Shapranova distinguishes mandatory and optional independent work of students within the content network module (different levels). We propose to provide the following types of self-employment: special (specialized to the subject matter, which is a prospective student's specialty), inter-subject and professional. Independent work of students considers appropriate types of individuals and a group. Its levels include informative, reproductive and creative. Practical solutions to professionally oriented tasks gradually lead students to realize their opportunities, increase self-esteem, create a picture of yourself as the real subject of the cognitive activity, for which a student must see the sense of its own: an appeal to the sources, the preparation of interesting messages and reports, scientific articles, abstracts, course, bachelor and diploma, for experimental studies, participate in contests and competitions, various training activities.

The Russian scholar A. Kulikova says that "personality is understood as core personality, professional development, the most important component which supports self-education through self-organization of the student". So, one of the ways to improve the quality of vocational education can be considered as preparing students for independent work. Today responsibility for the quality of training in higher education almost entirely relies on the teacher, but the personality-oriented educational paradigm requires equality, partnership entities of the educational process: teachers and students. The well-known scientists V. Bepalko, A. Verbitsky, M. Hromkova, E. Zeyer, I. Zimnay, A. Korzhuyev, P. Pidkasysty, V. Yakunin and others justify the need for a student to master the following skills: acquire knowledge independently, using of different sources, work with information in proclaiming a convenient time, pick the necessary ways of cognitive activity, not only adequate to put forward the goals and objectives, but also those that reflect his unique way of learning, apply new knowledge in practice in dealing with professional and personal problems; interact with the teacher in most important and complex issues, curriculum, often returning to the previously studied study material with new positions of constant perfection [7]. Increased importance of independent students' work requires better structure of the content of the faculty members, since declaring the importance of independent students' work, the state authorities have not legally determined the amount of the load of a teacher who stands out for bid review, which actually reduces the work of individual teachers.

Today the kinds of independent work of students are rather different, but their specificity is determined by the characteristics of the future professional and personal abilities, needs, characteristics of the students. This independent work is able to provide the individual student's educational trajectory.

The long experience of the Horlivka State Pedagogical Institute of Foreign Languages has to select the types, kinds and levels of independent work of the students.

Results and discussion

The pedagogical staff of our institute starts the formation of motivation in independent students' work from the beginning of education. It was introduced in the course "Introduction to the profession", which aims, first, at creating of favorable conditions for adaptation to individual universities, and, secondly, the formation mechanisms of communication, learning, creativity. To implement the appointed tasks the students suggested creating a common model of an ideal teacher, its comparison with real teachers and individual students, which enables to understand the existing differences through inclusion of reflection and then discusses and outlines the ways and means of self-improvement and professional development of future teachers. At the end of the semester, students have a professional development program, the realization of directed effort, and student and instructor cooperation during the study. Since the teaching profession creative lectures provide the advantage of independent creative work of nature, where the students are able to maximally expand their talents, meet their own needs. Independent students' work includes the tasks of annotating the periodic educational literature, referencing classics of pedagogy, writing summaries of teaching literature, writing essays in prose and poetic forms, didactic tales, synthesis tables, visual aids and materials. The experience shows that it is pedagogically appropriate to create two workbooks with definite objects: to work in the classroom and at home over the tasks of informative and reproductive levels and for creative tasks.

A very interesting kind of independent students' work is given, as evidenced by the experience of the department, teaching workshops: intellectual (developing various training tasks as rebus, crosswords, scan words, chain-words, questions for competitions and quizzes, intellectual competitions, etc.): translation (translation of excerpts from various educational literature languages): holiday (scripting educational activities of various substantive content); game (bank of different games for children of all ages); humorous (collection of works of student and school folklore), and others. The students choose the workshop on their own, guided by their own interests and needs of expression, but creating a product, it must explain its link with education and schools expand the possibilities of its application in the educational process in schools and universities to explain why he chose this or that task. It is important to strengthen the motivation of the student to find further publication of the results of his operations in the form of stands, exhibitions, educational handouts,

confirming the reaction of students to create a display of student works at the Department of Education, as well as collections of printed results of the scientific developments of the students.

It is interesting and useful for future teachers to perform a task on the use of theatrical elements of pedagogy: dramatization, staging by which certain educational, social and natural phenomena and processes are revealed. Implementation of these goals aims to convey to the audience certain information to explain the phenomenon, a phenomenon to reveal the relationship between processes and phenomena surrounding reality and at the same time they demonstrate the level of general culture and professional identity of future teachers, contributing to their improvement.

This year, the Department of Education has launched a relatively new kind of bidding. It is the individual student's portfolio. General education high schools have insufficient teaching materials with definite questions, even teachers practitioners do not fully imagine the portfolio essence, the creation of which the predominant way is empirical. The governing bodies do not provide enough education teaching materials on the subject. Therefore, lecturers combining the experience of school teachers and faculty members try to develop optimal approaches to the set type bid. Generalized individual portfolios in teaching literature are defined as a self-selected student material, which is analyzed and synthesized, and submitted recommendations form practical and creative tasks. The portfolio of a teacher can not contain purely pedagogical aspects; it must be interdisciplinary, because it is created by specific professional educator. Hence, for the Department of Education there is a methodological problem of this type of bidding as a portfolio.

Conclusions

The criteria for assessment of the students' readiness for the profession are: professional competence, leadership, communication, creative thinking, independence, mastery of general knowledge and methods of self-discovery, creating a positive attitude toward self acquired knowledge as elements of modern scientific culture and life, and the development of professional thinking. The credit-modular system allows for enough flexibility to manage the process of self-education objectively, evaluate the individual work of each student based on specific criteria for evaluation. Every school subject has pass the testing module, which consists of several substantive modules, which contain a list of topics for self-development and methodological tools for its implementation: electronic application, teaching printing tips, advice, practical problems of reproductive and creative character are the evaluation criteria. But for all positive points of bidding a number of problems occur with the quality of material and technical equipment, universities volume of the load of the teachers, lack of formation of the subjective motivation of the students. That impact negatively influences the quality of bidding and general quality of education. These are matters over which high schools work and they require urgent solution because of their neglect education hinders the integration process.

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