

## CONTENT IMPROVEMENT OF PROFESSIONAL TRAINING OF EXPERTS IN THE SPECIALTY "PEDAGOGICS OF HIGHT SCHOOL"

Igor Butsyk, Ph. D. Pedagogics

*This article deals with the improvement of the content of the teacher professional training in cycle disciplines of professional and practical training in higher educational institutions. Were analyzed the latest scientific literature and publications on this issue. Posted the characteristic interpretations of the concepts of "educational content", "competency", "competence". Solid approaches to the formation content of the teacher for higher education institutions professional training, from the standpoint of competency approach. According to the job descriptions of professions (positions) pedagogical and scientific and pedagogical staff of educational institutions are given professional knowledge and skills and professional competence of the teacher set in a higher education institution and submitted directly to the professional characteristics, information, communication and legal competencies. By the results of presented findings on how to improve the content of teacher professional training courses in professional and practical cycle training in higher educational institutions and the directions for further research on this issue.*

*Keywords: table of contents of preparation, maintenance of education, competence, jurisdictions, teacher of higher educational establishment.*

**Problem statement.** The current rapid development of technics, technology and public relations determines the increase in scientific and professional knowledge and skills that should be acquired by the future specialist in some limited for this time budget. Therefore, at present effective experts training depends on the personnel potential formation of scientific and pedagogical worker.

Topical today is preparation of the future teacher of high school with the transition from reproductive to information and student-oriented professional education, that focuses on personal experience, your own style and innovative

technique of specialist professional activity. In the existing approaches to the organization of vocational and educational training for the profession "Higher Education Pedagogy", in our opinion, not enough attention is paid to the formation of complex professionally important skills, especially personality traits, that provide a high level of professionalism of future university lecturers in the complex modern pedagogical process.

It should be noted that the current lecturer (a scientific staff member, a pedagogical staff member) is a competent expert, who is prepared for the organization of educational process in a particular institution, whose work is characterized by theoretical, practical and psychological preparedness for the implementation of educational activities in accordance with the requirements and standards. The modern lecturer should possess scientific knowledge, that are laid in the content of the course, skills, that optimally organize training and education, motivation for self-help, knowledge and skills to implement technical work, be mentally prepared for the implementation of educational activities.

According to the latest official industry standard of higher education to prepare master's degree in "Higher Education Pedagogy" (2005) a graduate should possess skills system to solve typical tasks in the implementation of certain production functions, including: projecting, organizational and executive. Each task within a specific system is the responsibility of abilities to solve this typical tasks. Our analysis of the document revealed that it covers no list of skills and professional qualities, which, in our opinion, competence and form teacher of high school as a social person, in particular: teaching ethics, communication skills during training, culture work. Also, in this standard, in our opinion, no position concerning the formation of a future lecturer skills to perform the main task - to teach others.

Thus, on the basis of the study results we can consider it appropriate to carry out the development of new regulations that would expand the system of lecturer skills to solve typical problems of its activities during the implementation of direct professional functions by taking into account the competence approach in shaping the content of education.

**Analysis of recent publications and sources.** Today in the literature different views on the formation of educational content for future lecturers of higher school are highlighted. In particular, this issue is examined by a large community of scientists from the position of the competency approach, including O.Aleksyuk, O.Hura, I.Zyazyun, V.Kuzmina, A.Markova, V.Slastonin, O.Bodalov, V.Zhukov, L.Laptyev and others. Also the works of P.Luzan, O.Zabolotnyi, V.Teslyuk, L.Shovkun and others deal with the selection of the content of lecturer training in the orientation to his pedagogical skills formation. Also in the works of I.Isayeva, L.Ahmedzyanova and others there is examined the formation of professional culture of the higher school lecturer and on this basis the formation of the content of his training. However, it should be noted that the question, that directly shapes the content of lecturer training of professional and practical training discipline cycle in higher education from the standpoint of competency approach currently is not reflected in the scientific literature.

In the light of established study **the objectives** are the determination of the professional competence of the lecturer of higher education institution in order to further improve the content of his training.

**The main material.** At this stage of the research problem, the first task was to determine the components of the lecturer training (education) content in higher education institution.

Under the *the content of education* we understand the system of knowledge, skills, worldview and behavioral personality traits that are caused by the demands of society and specialists of the respective qualification profile. The Law of Ukraine "On Higher Education" states that the content of higher education - is a system of knowledge, skills, professional, philosophical and social skills, caused by society's needs and goals, that must be formed in learning from the perspectives of society, science, engineering, technology, art and culture [2]. Thus, to determine the components of the content of lecturer training (education), we should consider the concept of "competence", which essentially defines a relation system of acquired knowledge, skills and abilities to use them in business.

In her studies I.Zimnyaya considers competence as some internal, potential hidden psychological new formations (knowledge, ideas, programs of (algorithms) actions, values and attitudes) are in the competence of the person [3]. A.Hutorsky, distinguishing the concept of "competence" and "competency", says that the competence includes a set of interrelated personality traits (knowledge, skills, ways of life), defined in relation to a range of objects and processes, and necessary quality for productive activities towards them [7]. Under the competency he understands ownership rights in accordance competence, including his personal relationship with it and the subject of [7].

Thus, based on the opinion of scientists under competence we should understand the extent of its qualifications to successfully meet the challenges facing it. Unlike competence, competency is the result of the acquisition of competences and characterizes a person's ability to successfully perform certain activities. Thus, we assume that today the content of lecturer training content must be based on complex selection of subjects and methods of training and education in view of his competences and competencies.

Today, in the scientific and pedagogical writings such notions are widely used: "professional and pedagogical competence", "pedagogical competence", "psychological competence", "psycho-pedagogical competence" and so on. In particular, L.Mitina, H.Mitin, O.Anisimova consider teaching (psychological-pedagogical) competence as "a harmonious combination of subject knowledge with didactics and teaching methods and skills of (culture) teacher communication and ways and means of self-improvement, self-realization"[5]. As a result, scientists distinguish such substructures of teaching (psychological-pedagogical) competencies: active (knowledge, abilities, skills and individual ways of independent and responsible implementation of educational activities); communicative (knowledge, abilities, skills and ways to implement pedagogical communication); personal (the need for self-development, and knowledge, abilities, skills, principles of personal development).

In her studies, N. Kuzmina identifies professional and pedagogical

competence, which is considered as a set of educator skills as a subject of pedagogical impact on structuring scientific and practical knowledge in order to solve better educational problems [4]. Scientist provides such professional and pedagogical competence: education and professional competence in the area of discipline that is taught; differential-psychological competence in the field of motivation, abilities, orientation of students; social and psychological competence in the field of communication processes; methodical competence in the field of ways to build knowledge, skills students; autopsychological competence for the recognition of positive and negative personal characteristics as well as their own activities.

Exploring this issue, O.Hura concludes that lecturer professional competence bases on the combined action-role-playing and personal (subjective-activity) characteristics. The scientist says that at the present stage of development of education training in high school there are provided more action-role-forming component of lecturer professional competence in higher education institution [4].

Thus, the definition of professional competence of the lecturer of higher educational institution must take into account the diversity of educational activities and rely primarily on regulatory state documents. According to the qualifying characteristics trades (positions) lecturers and teaching staff of educational institutions, approved by the Ministry of Education and Science of Ukraine from June 1, 2013 № 665, the educator of higher education institution [6]:

- provides student training in accordance with the requirements of education standards relevant educational qualification;
- organizes and controls the independent work of students using the most effective forms, methods and means of training, new educational technologies, including information;
- develops personality, talents and abilities of students, forming their general culture;
- develops a working curricula and programs of subjects (modules) and other materials, that provide quality of student preparation;

- is responsible for implementing them fully in line with the curriculum and the training process schedule;

- provides students achievement and confirmation of appropriate levels of education;

- assesses the effectiveness of studying the subject (discipline) by students, including learning and applying their knowledge and skills, development of experience creativity, cognitive interest in using computer technology;

- follows the students' rights and freedoms;

- supports academic disciplines, mode of attendance;

- respects the dignity, honor and reputation of students;

- provides control and assessment activities in the classroom using modern means of evaluation in terms of information and communication technologies;

- makes suggestions for improving the educational process;

- participates in the teaching (methodology) of the institution, subject (cycle) commissions, methodical association of educators, departments, in conferences and seminars;

- performs the labor protection rules and fire safety.

According to the profession qualifying characteristics (positions) of higher educational institution an educator should know [6]:

- priority directions of development of the Ukraine educational sector;

- the laws of Ukraine and other regulations, governing educational activities;

- the content of curricula and teaching methods of the discipline;

- basic processes in positions of organizations and institutions according to the profile of training;

- principles of ecology, fundamentals of economy, production and management, psychology, education, modern educational technology training, implementation of competence approach, developing training, networking with students;

- the basics of word processing, spreadsheets, email, multimedia equipment;

- the labor protection rules and fire safety.

In our opinion, in shaping the content of education for the profession "Higher Education Pedagogy" we should take into account:

- the social and communicative component of professional activity, that requires the acquisition of a educator's ability to interact with others in the system of interpersonal relationships, ability to navigate social situations, ability to communicate the necessary information and choose the appropriate methods of communication and so on;

- the training and educational component of professional activity, that requires the acquisition of skills in planning, organizing and managing the educational process;

- the professional and psychological component of professional activity, that requires the acquisition of professional capacity for self-improvement.

According to the professions qualifying characteristics (positions) and pedagogical staff of educational institutions, approved by the Ministry of Education and Science of Ukraine from June 1, 2013 № 665, in the educational qualification characterization we should provide competence of graduates as major professional abilities and employee qualities. The main components of pedagogical competence and teaching staff according to the above documents are: professional competence, informational competence, communicative competence, legal competence:

- professional competence - quality of employee action, that ensures effective solution of professional and educational problems and typical professional tasks (possession of educational technologies, technology, educational assessment, psychological and pedagogical correction, life experience, continuous improvement and implementation of ideas of modern pedagogy, teaching methods and diagnosis);

- information competence - the quality of the actions, which provides an effective sourcing and structuring of information, its adaptation to the characteristics of the pedagogical process and didactic requirements, work with a variety of information resources, professional tools, regular independent cognitive activity, readiness to conduct distance education activities, the use of computer and

multimedia technology, digital educational resources in education, documentation of the institution on electronic media.

- communicative competence - the quality of the employee actions, that provides effective and direct feedback from the person who learns contact with students, parents and colleagues, as well as the ability to persuade, argue their position on command of the state language, oratory, professional etiquette, public presentation skills performance, ability to choose the appropriate forms and methods of presentation.

- legal competence - the quality of the employee actions , that ensures the effective use of professional legal and other regulations of state authorities to address professional tasks.

**The conclusions of the study.** Based on the analysis of scientific papers and own theoretical research there were grounded the approaches to shape the content of the educator training of higher educational institution from the standpoint of competency approach. Today, its improvement should take place in accordance with the professional knowledge and skills, identified in profession qualifying characteristic (positions) of pedagogical and teaching staff of educational institutions on the basis of the educator`s professional competence of higher educational institution and consider professional, information, communication and legal competence. According to these competencies in educational qualification characteristic it must be determined necessary competence for the future lecturer`s profession, and on this basis the preparation of professionals will take place.

**Prospects for the further research.** Future prospects, study directions, problems of content shaping are: the issue of optimal selection and structuring the content of educational material; definition of criteria and indicators for diagnosing the level of professional competence of lecturer and so on.

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