

**FORMATION OF PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS OF
HUMANITARIAN AND SOCIO-ECONOMIC DISCIPLINES**

Арістова Н.О.

кандидат педагогічних наук

Аристова Н.А.

кандидат педагогических наук

Aristova N.A.

Candidate of Pedagogical Sciences

Анотація. У статті подано різнобічні трактування понять «компетенція», «компетентність» та «професійна компетентність», варіанти їхнього тлумачення вітчизняними та зарубіжними авторами в педагогічній теорії та практиці. Визначена специфіка формування педагогічної компетентності майбутніх викладачів гуманітарних і соціально-економічних дисциплін.

Аннотация. В статье представлены различные трактовки понятий «компетенция», «компетентность» и «педагогическая компетентность», варианты их толкования отечественными и зарубежными авторами в педагогической теории и практике. Определена специфика формирования педагогической компетентности будущих преподавателей гуманитарных и социально-экономических дисциплин.

Annotation. In a period of updating of all aspects of vital functions of society and expansion of international connections the level of professional training of future teachers of humanitarian and socio-economic disciplines is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. For this reason the article is dedicated to the formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines. The various interpretations of

conceptions “competency”, “competence” and “pedagogical competence” are given in the article. The variants of their interpretation by local and foreign authors in pedagogical theory and practice are analyzed. Pedagogical competence is defined as a system of scientific knowledge, intellectual and practical know-how and personal qualities which can provide realization of personal potential of teachers in the process of pedagogical activities. Particular characteristics of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines are determined. Structural components and different kinds of pedagogical competence of future teachers of humanitarian and socio-economic disciplines are studied.

Ключові слова. Компетенція, компетентність, педагогічна компетентність, вища освіта, специфіка формування педагогічної компетентності.

Ключевые слова. Компетенция, компетентность, педагогическая компетентность, высшее образование, специфика формирования педагогической компетентности.

Key words. Competency, competence, pedagogical competence, higher education, particular characteristics of formation of pedagogical competence.

Introduction. According to "Branch conception of development of continuous pedagogical education" and "National strategy of development of education in Ukraine for 2012-2021" in the sphere of professional pedagogical education not only the high-quality training of pedagogical staff is examined for all spheres of education as the main task but the creation of efficient system of training and advanced training of academic staff and teachers on the basis of combination of national acquisitions of world achievements and withstand European traditions of providing development of teachers who able in the process of permanent perfection carry out professional activity on principles of humanism, democracy, free competition and high-tech. A problem of pedagogical staff

training is especially up-to-date for modern higher professional education, as nowadays a special role is given to this problem: providing a labour-market of Ukraine with mobile, skilled specialists ready for self-development and self-perfection.

Thus, in a period of updating of all aspects of vital functions of society and expansion of international connections the level of professional training of future teachers of humanitarian and socio-economic disciplines is determined by the level of formedness of their personal qualities and professional abilities among which the special place is given to pedagogical competence. That's why the main **aim** of the article is the research of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines. In order to achieve the main aim it is necessary to do the following **tasks**: to analyze the state of the investigated problem and specify essence of notions "competency", "competence", "pedagogical competence"; to draw out the peculiarity of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines and ground the choice of didactic principles on the basis of which the pedagogical competence of future teachers is formed.

Analysis of the last sources or publications. The general questions of formation of pedagogical competence among the teachers of higher educational establishments found their reflection in the scientific works of I. Zyazyun, S. Sysoieva, N. Kuchugurova, L. Banashko, O. Sevastianova, B. Kryshchuk, I. Kostikova, S. Tafintseva, O. Dobrotvor, R. Hryshkova, and many others.

The questions of competent approach in the process of education are studied by native and foreign researchers, namely: I. Zymniaia, I. Zyazyun, A. Markova, T. Ivanova and others.

Presentation of basic material of research. Changes that are happening in the modern Ukrainian society and that are related to the necessity to bring to date the system of higher education, defined not only by including of Ukraine into the single European educational space but also by the processes of globalizations of world economy, that have become the sign of world economic development. It is

globalization of economy that requires from modern higher educational establishments training of the all-round teachers of the humanitarian and socio-economic disciplines prepared in a morally-psychological relation, initiative, responsible, highly skilled and formation among them of not only the complex of certain competencies that will assist the acceptance of efficient decisions in their future professional activity but also pedagogical competence.

In other words, the main notions that are of the utmost interest for our research there are determination of essence of competency, competence, pedagogical competence and structural composition of pedagogical competence. Most researchers of this problem take a stand according to which a competency is defined as a complex of interdependent qualities of a personality (knowledge, ability, skills, methods of activity) that are needed for qualitative productive activity, and a competence is defined as possessing of corresponding competencies [5].

According to the "National scope of qualifications and Order of development and further accompaniment of the National system of qualifications" a competency is defined as the ability and willingness to use knowledge, skills and personal, social, methodological aspects in the process of study or work, and also for professional and personal development; and a competence is defined as the ability of person, in particular, the person's knowledge and skills to do his/her job in the right way [8].

I. Zyazyun defines a competence as special type of organization of knowledge, that provides possibility to take efficient decisions, in particular, in extreme conditions [3].

The above-mentioned definitions of competence show completely different points of view on this notion in psychological and pedagogical literature. A pedagogical competence, in its turn, is defined as a system of scientific knowledge, intellectual and practical abilities and skills, personal qualities and formations, that under sufficient motivation and high level of professionalism of psychical processes

provides self-realization, self-preservation and self-perfection of personality of teacher in the process of professional activity [5].

It is necessary to mention that there is also no single idea in the definition of structural components of pedagogical competence.

So, A. Markova distinguishes two aspects of competence of a teacher: procedural (pedagogical activity, pedagogical communication, personality of a teacher) and resultative; she also insists that to the basic structural components of pedagogical competence the special, personal, individual and extreme professional competences belong [7].

L. Banashko, in her turn, under the basic structural components of pedagogical competence distinguishes:

- theoretical pedagogical knowledge;
- practical abilities;
- personal qualities of a teacher [5].

L. Martyniuk, studying the formation of professional competence of a teacher, distinguishes the following structural components of pedagogical competence, namely:

- pedagogical mastery ;
- a communicative art;
- using of pedagogical technologies;
- innovative activity [10].

In addition it is necessary to add, that the analysis of psychological and pedagogical literature on this question allows to assert that native scientists distinguish the following types of pedagogical competence:

- 1) special - in the sphere of discipline that is taught;
- 2) methodical - in sphere of means of formation of knowledge, abilities and skills;
- 3) psychological and pedagogical - in the sphere of study;
- 4) differentially-pedagogical - in sphere of motives, capabilities, orientation of those who are taught;
- 5) autopsychological - a reflection of pedagogical activity;

- 6) common cultural;
- 7) valueological;
- 8) communicative;
- 9) conflictological;
- 10) diagnostic;
- 11) social;
- 12) personal;
- 13) competency in the field of information technologies and others.

All above-mentioned types of pedagogical competence are connected with demands placed on the knowledge of future teachers and peculiarities of their professional activity.

During the research it is found out that some contradictions influence the formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines:

1. Firstly, the desire to approach the Ukrainian system of training of teachers of humanitarian and socio-economic disciplines to the world and European requirements and the absence of necessary financial, organizational and skilled conditions.
2. Secondly, above-mentioned teachers that in majority are characterized by extraordinary high professional qualification do not have basic pedagogical education very often. Their teaching activity happens on the basis of experience of studying from teachers that taught them in higher educational establishment.
3. Thirdly, the analysis of practical activity of teachers of higher educational establishments shows that the process of formation of pedagogical competence does not provide the sufficient amount of credits on realization of pedagogical practice in the process of which future teachers can apply their knowledge and experience for teaching of separate disciplines at higher school.

4. Fourthly, the presence of permanent increase of requirements to training of teachers of humanitarian and socio-economic disciplines and the lack of developed theoretical principles of its realization in the system of pedagogical education in Ukraine.

The peculiarity of formation of pedagogical competence of teachers of humanitarian and socio-economic disciplines is characterized by the necessity and possibility to resolve contradictions determined in research.

Formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines must be put in practice on the basis of the principles the distinctive feature of which is their complexity that requires that these principles are put in practice of higher pedagogical establishments not consistently after each other, but simultaneously.

The following principles can be distinguished among didactic principles:

1. Principle of scientific character. Principle of scientific character is important principle of studies at modern higher school. Principle requires that the content of education can acquaint the future teachers of humanitarian and socio-economic disciplines with objective scientific facts, concepts and laws; can explain modern achievements and prospects of their development in the future.
2. Principle of systematic character and sequence. Principle of systematic character and sequence requires that knowledge, ability and skills are formed in a consistent manner that every element of educational material is logically related to the other element, and new knowledge is connected with the material mastered before and creates foundation for mastering further knowledge.
3. Principle of availability. Principle of availability provides the suitability of content, character and capability of educational material that is studied to the level of training of students. Availability of training of students does not mean that training has to be easy. The gradual, according to cognitive possibilities of students, complication of content of education and capability of educational material, that has to be digested by all students in all educational disciplines, is associated with this principle in didactics.

4. Principle of unity of theory and practice. Principle of unity of theory and practice requires understanding of importance of theory in life by pedagogical university graduates, skillful application of theoretical knowledge in solving practical tasks, participating in solving of up-to-date problems of modern times.
5. Principle of usage of advances of modern SciTech. Solving of educational tasks that are set for future teachers, can not be to a full degree effective without the usage of modern advances of SciTech, without usage of possibilities that scitech provides to humanity every day.
6. Principle of humanization of studies. Principle of humanization of studies means the creation of conditions for formation of the best qualities and abilities of future teachers, respect to their personality; understanding of their demands, interests, dignity; education of humane, sincere and friendly personalities. This principle provides psychological transformation of personality of future teacher, his transformation from the transmitter of educational information to an adviser and consultant of students.
7. Principle of democratization. Principle of democratization provides obligation of democratic mutual relations between the subjects of studies, updating of content of education, filling of the content of education by universal and civil values. This principle means respect to personality of future teachers and development of their internal freedom and self-respect.
8. Principles of pedagogical creativity. Principles of pedagogical creativity are understood as conditions for development of personal creativity of future teachers of humanitarian and socio-economic disciplines - diagnostics, optimality, interdependence, facilitation, creativity, addition, variant and self-organization.
9. Principle of self-realization. Principle of self-realization lies in an ability of future teachers to organize their activity rationally and in introduction of their internal possibilities and capabilities in life.

Thus, the results of analysis of pedagogical literature on questions of development of principles of studies and their classifications prove convincingly that all above-mentioned principles are interrelated and complement each other.

Their integrated usage has to provide efficiency of educational process in a higher educational establishment and create favourable terms for formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines [1].

Conclusions of undertaken study. Thus, under a pedagogical competence it is possible to understand the system of scientific knowledge, intellectual and practical abilities and skills, personal properties and formations that provides self-realization, self-preservation and self-perfection of a personality of a teacher in the process of professional activity and consists of certain structural components. In the process of research the different types of pedagogical competence are distinguished, the formation of which is influenced by the integrated usage of selected didactic principles.

Prospects of further research. However, the undertaken study is not at the end of all aspects of a problem of formation of pedagogical competence of future teachers of humanitarian and socio-economic disciplines. Challenging directions of further scientific research can be as follows: methodological and didactic principles of development of specific constituents of formation of pedagogical competence of future teachers of other disciplines.

Bibliography:

1. Haluzyns'kyi V. M. Pedagogika: teoriya ta istoriya: navch. posib. / V. M. Haluzyns'kyi, M. B. Yevtukh. – K.: Vyshcha shkola, 1995. – 237.
2. Hryshkova R.O. Pedagogichni zasady formuvannya inshomovnoyi sotsiokul'turnoyi kompetentsiyi studentiv nefilologichnykh spetsial'nostey u protsesi fakhovoyi pidhotovky: avtoref. dys. na zdobuttya nauk. stupenya dokt. ped. nauk: 13.00.04 / R.O. Hryshkova. – Kyiv, 2007. – 36 s.
3. Zyazyun I.A. Suchasni dydaktychni modeli i lohika uchinnya // Suchasni informatsiyi tekhnolohiyi ta innovatsiyi metodyky navchannya u pidhotovtsi fakhivtsiv: metodolohiya, teoriya, dosvid, problemy. Zb. nauk. prats' // Red. kol.: I.A. Zyazyun (holova) ta in. – Kyiv-Vinnytsya: DOV Vinnytsya, 2000. – 636 s.

4. Kompetentnisnyy pidkhid u suchasniy osviti: svitovyy dosvid ta ukrayins'ki perspektyvy : biblioteka z osvith'oyi polityky / [pid zah. red. O. V. Ovcharuk]. – K. : «K.I.S.», 2004. – 112 s.
5. Kontsepsiya pedahohichnoyi kompetentnosti maybutnikh uchyteliv u systemi stupenevoyi pidhotovky spetsialistiv pochatkovoyi lanky osvity [Elektronnyy resurs]. – Rezhym dostupu: <http://www.kgpa.km.ua/?q=node/233>.
6. Kostikova I. I. Pidhotovka maybutn'oho vchytelya inozemnoyi movy zasobamy informatsiyno-komunikatsiynykh tekhnolohiy: monohrafiya / I. I. Kostikova. – Kharkiv: Kolehium, 2008. – 355 s.
7. Markova A. K. Psykholohyya professyonalizma / A. K. Markova. – M., 1996. – 312 s.
8. Mutovkina O. M. Slahaemye professyonal'noy kompetentnosti prepodavatelya ynostrannykh yazykov / O. M. Mutovkina // [Elektronnyy resurs]. – Rezhym dostupu: <http://elib.vstu.ru/Open/3/R37.htm>.
9. Natsional'na ramka kvalifikatsiy ta Poryadok rozrobky i podal'shoho suprovodzhennya Natsional'noyi systemy kvalifikatsiy [Elektronnyy resurs]. – Rezhym dostupu: www.lir.lg.ua/nrk.doc.
10. Formuvannya profesiynoyi kompetentnosti vykladacha yak efektyvnyy zasib zabezpechennya yakosti osvity [Elektronnyy resurs]. – Rezhym dostupu: mlanvpel.at.ua/.../dopovid_pedagogichna_kom...