

## **Content aspect of Constructive Component of Professional Skill of Teacher**

Statement of problem. Choice of way of radical reforms and improvement of quality of education by education branch needs concordance of all its components. A number of governmental documents not only focuses attention on the need to indicate complex approach to development of school as open social and pedagogical system, but testifies actuality of problem of development of professional skill of teacher that is conditioned by difficult social and cultural situation of Ukrainian society, re-understanding of life values and appearance of new forms, styles and directions. Previous limitation of tasks of systems of education only by transfer of cultural norms and ready scientific knowledge in contemporary conditions change by social demand for educational services that favours projecting of model of educational establishment, able to create open social and pedagogical system, directed to forming of mobile individuality of high experience and culture, able to orient in complicated social and cultural space, create his (her) own system of human and national values, generate new ideas, take non-standard decisions, able to individual development and self-perfection.

One of the ways of research of reserves of perfection of specialists for decision of mentioned problem from our point of view is determination of content aspect of constructive component of professional skill of teacher.

Analysis of last researches and publications. Justification of theoretical aspects of use of constructability in pedagogical process was reflected in the works of Y. Babanskyi, I. Zyazyun, N. Zaporozhets', N. Loshkareva, V. Semichenko, O. Roudnits'ka, A. Ousova and others.

A number of scientific researches in characterized by concentration and enrichment of experience of forming of general educational and subject's skills, namely: theory of transfer of knowledge and skills – N. Menchins'ka, N. Bogoyavlens'kyi, E. Kabanova – Meller and others, theory of step by step forming of actions – P. Gal'perin, T. Talyzina and others; concept of forming and development of general educational skills and habits – V. Palamarchouck, O.

Savchenko and others; conception of constructivity – E. Kant, J. Brouner and others.

Aim of article – determination of essence of constructive component of development of professional skill of teacher in pedagogical theory for possibility of further projecting of acme - trajecting of mentioned phenomenon as objective need of educational practice among specialists of high level.

Presentation of main material of research. In realities of nowadays of our country we can trace actuality of demand for specialists of new formation, which “reflects his (her) own activity, feels constant need in self-education and self-perfection, has high external and internal culture, system of spiritual values, social active culture etc.” [3, p 77]

Specific character of variety of pedagogical activity denies narrowing of professionalism of teacher to separate narrow properties of man.

In “Semantic Dictionary of Russian Language” of S. Ozhegov and N. Shvedova (2003) term “skill” is considered as “1. ability of possession of profession, of labour habits; 2. high art in any branch; so such level of fulfillment of activity, which leads to high results in this sphere” [11, p 345]

Examination of notion “professional skills” in “Ukrainian Pedagogical Dictionary” (1997) and “Ukrainian Pedagogical Encyclopedic Dictionary” (2011) is absent.

In “Pedagogical Encyclopedia” definition “professional skill of teacher” is considered as “high and constantly perfectionning art of upbringing and teaching, available to every pedagogue which works according to his (her) mission and loves children. Pedagogue is master of his (her) profession – this is a specialist of high culture, who knows his (her) subject deeply, who is familiar with proper branches of science or art, who is practically understand questions of general and especially of children’s psychology, who knows perfectly methodology of teaching and upbringing [12, p. 739].

From the point of view of R. Shakourov, professional skill is based on “high spiritual level, general culture, pedagogical experience and typical to pedagogue his (her) individual qualities that have professional meaning [15, p. 31].

So we understand professional skill of teacher as realization by pedagogue his (her) high class competence pedagogical activity on the base of system of knowledge, skills and habits, individual qualities and pedagogical experience.

From the point of view of I. Soloviov “diapason of interpretation of acmeological development of a professional is directed to his (her) ability to generate new ideas and skill to realize something new of his (her) life and understanding of complexity of his (her) integrative phenomenon that includes variety of description and its self-realization [14, p.4].

Kremen’ thinks that “today it is not possible to narrow educational process to perception of sun knowledge by pupils, but teacher must teach them to study, using received knowledge, received information. In the epoch, when change of knowledge, technologies occurs faster then change of human generation, without effective use of these functions by education we, as a country will not be competitive” [7, p. 3].

A.K. Markova offers to include approximate content of list of question in the structure of attestation psychological description of teacher: 1. Special professional competence: what are the results of teaching and upbringing activity of the teacher? (level of literacy and culture of school children); with the help of what means, approaches, methodologies, technologies does teacher achieve these results? (what are teaching, developing, upbringing tasks he (she) rebuild then according to the change of pedagogical situation, does he (she) master variative methodologies of presentation of teaching material depending the level of preparing of pupil?; what forms of professional creativity are in the work of teacher? 2. Social competence: which psychological climate prevails at the lessons of teacher?; which style of management has a teacher? (authoritarian, democratic, liberal); does he (she) master approaches of organization of group work of pupil?; how teacher can cooperate with his (her) colleagues?; 3. Individual competence:

what is professional and pedagogical direction of individuality of teacher, his (her) motivation – for what does he (she) work for teacher, where does he (she) see award for his (her) work?; what are professional and pedagogical abilities of teacher?; what are other individual professional important qualities – pedagogical thinking, pedagogical improvisation, pedagogical tact, pedagogical empathy?; and so on. 4. Individual competence: how does teacher can carry out pedagogical self-analysis of his (her) work, describe his (her) experience (orally and in written form)?, what tasks does he (she) put for his (her) individual psychological development?, in what way does he (she) plan his (her) self-perfection?, how does he (she) realize his (her) difficulties and compensate absent psychological qualities?, how does teacher can restore his (her) forces, keep himself (herself) as an individuality and as a professional, give advance notice about to professional again [9, p.197].

We think that large scale of problem of development of professional skill of teacher permits to observe its realization as manyfactors complicated process which demands strict and grounded determination of essence of its structural components that in the process of integration in the definite system will serve the base for development of overviewed phenomenon.

The main components of pedagogical activity N. Kuz'mina notes the following: “gnostical, constructive, projecting, organizational and communicative” [8, p. 13].

Demands to professional skill of pedagogue are expressed through general cultural competences and professional competence that teacher must master, so he (she) must obtain (values), know (his / her subject), imagine (activity), can (teach). We think legitimately that development of pedagogue-master is preconditioned by the synthesis of values, knowledge, imaginations, skills and habits that we can be qualify as invariant one (specialist must obtain this synthesis) and special one. So, dominants of professional skills of teacher, from our point of view, are valuable relations of adult (axiological and androgological component), knowledge of subject

(gnosiological component), conscious imaginations and pedagogue's techniques (constructive and technical component), ability to teach (praxiological component).

Base of pedagogical activity is concrete, many-vectors and deep knowledge, strong and firm habits and skills of teacher that integrate state of mind of specialists and directly influence on growth of his (her) professionalism, coordinating psychical processes (gnostical, emotional, strong-willed) and psychical properties (direction, will, abilities, temperament), so directly influencing on his (her) psychical state and increasing him (her) to self-development and self-realization.

So, professional growth of teacher from our point of view must not be considered only from the quantitative side, development is considered first of all in qualitative changes of psychical activity of a specialist, in his (her) transfers from lower to higher rates, in appearance of new traits of memory, perception, imagination, will, character, so in forming new qualities acme-teacher.

Notion “constructive, constructive approach” in Encyclopedia of practical psychology is defined as “actions or reactions, directed to decision of difficulties, normalization of relations, improvement of situation” [5].

In the Dictionary of Ukrainian language (1973) we find the next definition: “constructive – 1. According to the construction (Soviet cosmic rocket is a many staged rocket, which has high constructive qualities). 2. It can be base for something (constructive thought) [13, p. 266].

“Constructivism (Latin constructio – construction )” in electronic source “Wikipedia” is interpreted as “vanguard methodology (style, direction) which appeared at the beginning of the XX-th century and expressed tendencies of rationalization”[6].

Moiseeva M. affirms that “constructivism is theory of the genesis of knowledge about things, genetically theory of cognition. For constructivism knowledge is not the image of external reality, but function of cognitive processes. Knowledge is created by the individuality through his (her) interaction with environment” [4, p. 36].

So, we understand notion “constructivism” as definition by a specialist personal trajectory of professional growth according to criteria: understanding of professional interests, need, economy, laconism of creative means for achievement of level of pedagogical activity of acme-teacher.

From the point of J. Bruner, “man is not a passive recipient of information, he (she) gets his (her) knowledge in an active way, which he (she) joins to previously received reorganizes them, reflecting new knowledge” [1, p. 239].

Based on A. Morev, we think that a teacher who has constructive skill, able to think actively and independently; he (she) can creatively solve his (her) professional tasks, search new information, new variants of solving different production situations, he (she) can work in future on high level, teaching and upbringing youth, which corresponds to the demands of Ukrainian society [10, p. 5].

To our mind, constructive component of professional skill of teacher is in significant measure was reflected in the synergetic model of education or paradigm of self-realization of individuality of D. Mansfeld, the principles of which foresee: “determination of first rate to the process of cognition (finding of truth by everyone); joining of pupil to the process of search (special meaning has individual, subjective knowledge which has his (her) author); orientation to the process of teaching (it is important not only results but the process of their achievement); three-dimensional teaching (wide outlook, depth of knowledge, their constant formation); pupils as products of his (her) own activity (widening the circle of his (her) interests, developing his (her) abilities and character, helping other people to do the same and so on [2, p.3].

Sums of carried out research. This, constructive component of structure of professional skill of teacher, from our point of view, it is possible to determine definite polyvalence of actions of educator, which is based on need, economy, laconism of creative of creative means, namely: ability of pedagogue to guarantee successful realization of tactical aims – structuring of material of subject, selection of concrete content for its separate units, choice of rational

methodologies and forms of carrying out of lessons, mental activity – ability of a specialist to organize active gnostic process, in which pedagogue chooses and transforms information, builds new knowledge, proposes new ideas, views that are beyond the borders of previously received facts and realized notions, approves his (her) hypotheses, takes decisions, based on his (her) own thoughts, his (her) own vision of problem and individual knowledge – skills – habits, that are means of his (her) self – realization in teaching, upbringing, scientific and research activity in the form of projecting or individual constructive skills.

Perspectives of further researches. Scientific searches concerning determination of acmeological reserve of modernization of native system of education, to our minds, it is possible to direct on research of content and technological apparatus of axiological, androgogical, gnosiological, technological and praxiological components of development of professional skills of teacher in system of postgraduate education.