

CLARIFICATION OF THE CONCEPT OF "PEDAGOGICAL SKILLS OF THE TRAINING MASTER OF PROFESSIONAL EDUCATIONAL INSTITUTIONS"

Defining the problem. One of the essential problems of our country is personnel crisis in the system of vocational training, in many ways due to the fact that today masters of vocational training in vocational colleges are mostly specialists that came from factory and that don't have special pedagogical education. One of the ways to overcome this drawback stands for introduction on federal, regional and industrial levels the set of actions directed to pedagogical skills development of this category of educational workers.

Analysis of publications, devoted to range of problems of formation and pedagogical skills for masters of vocational training in vocational colleges development (A.Abdullina, V. Abramyan, M. Barachtyan, E.Barbina, A.Garmash, T. Desyatov, S. Elcanov, I. Zyazun, V. Can-Caleek, A. Kapskaya, N. Xenophontova, N. Kuzmina, Y. Kuliutkin, V. Mindicanu, G. Nagornaya, N.Nychkalo, V.Oleynik, G.Pereuchenko, A. Rudnitskaya, L.Ruvinskiy, G. Sagach, V.Semchenko, I. Sinitsa, V. Slaktionin, L. Spirin, N. Tarasewich, Y. Torba, G. Hozyainow, I. Chernokozow, V. Shahow etc.) has shown that giving different inflections to definition of "pedagogical skills" authors blur out its matter. At first stages of this mutual understanding process between them is still possible being based on the context, intonation, communicative situation and the like. But later on even this (unsatisfied) degree of understanding disappears. Based on the above said our work has a need of clarifying the content of definition "master's of vocational training in vocational colleges pedagogical skills".

The research is aimed at clarifying the meaning of definition "master's of vocational training in vocational colleges pedagogical skills" and also is to determine the structure of corresponding professional efficiency.

Statement of basic material of the study. First of all we note that in our research pedagogical skills is viewed as professional quality. Such considerations stand for the benefit of this.

“Quality” category means hierarchically structured set of useful properties of the object, which determines its capability for satisfying certain demands according to its purpose [6, p. 141]. The content of “quality” category is specified in the term of “professional quality”. Scientists believe this term “...is the most successful in disclosing those qualifications to specialist’s personality which society puts before him... this form is the most concise and gives an opportunity to reveal the structure of qualifications, coming from science methodology” [1, p. 235].

In education professional skills are traditionally considered as set of individual human peculiarities that determine the efficiency of realization of his labor functions and act as necessary and sufficient features of his competency [4].

In syntagmatic aspect the basis for defining art of teaching structure has been found by the I. Zyazun’s conception according to which, pedagogical skills – is systematic education, which integrates number of components(pedagogical orientation, professional knowledge, abilities for educational work, pedagogical technique) [2].

Epistemologically the basis of our position was taken from A. Leontiew’s activity theory, by which any professional activity may be described through characteristics of:

- Purposes of activity (in our case these purposes should match together or at least not contradict to social request);

Specific actions as component of activity(in our case these actions can be ranked as common regulations of master’s of vocational training organizational instruction, for example, “ to teach”, “to train”, “to form” etc.);

Operations as separate elements of actions caused by reaction of master in any particular situation of educational process (for instance, “to punish”, “to praise”, “to make ashamed”, “to show an example” etc.);

psycho physiological functions, understood as capability to feeling, motion, memorizing, self-regulation of psycho physiological conditions and etc. in different situations of industrial training process [5].

By comparing meta-scheme of activity introduced by A. Leontiev and meaning of professional quality “pedagogical skills”, exposed in works of I. Zyazun’s representatives of research school we have highlighted five components of master’s vocational training in vocational colleges teaching skills. These are the following components:

Intentional, integrating personal outlooks (motives, views, valuable orientation etc.) determining the orientation of master’s consciousness to fulfilling social demands, documented in qualification characteristics of master’s vocational training (let’s note that we use the term “intention” to denote direction of consciousness, thinking on any subject which is based on desire, intention of a man [3]);

Substantial, integrating professional-technological knowledge and skills, transference of which creates the basis of master’s of industrial vocational training professional activity;

Procedural, “responsible” for behavior patterns that provide performing pedagogical actions according to common purposes of professional activity in various situations of industrial training process;

Axiological, establishing the basis to determine master’s vocational training standards for evaluation of their own behavior in a specific situation of industrial training process;

Psychophysical, integrating qualities making possible both elementary operations of professional activity and achievement of its intentional purposes.

Empirical study was done to detect the simplest properties of master of vocational training in vocational colleges, which determine its pedagogical skills.

The subject of research was questionnaire where respondents were offered to determine indicators of master’s vocational training in vocational college teaching skills according to component structure of this professional quality. Respondents

were working masters of vocational training of Lugansk, the general number of whom was 18 people. The questionnaire was carried out during classes of author's art of teaching school.

We note that in answers of respondents we came across various statements of the same indicators of pedagogical skills. In this regard there appeared a need to give different statements to minimum number of forms that were actually used on methodological seminars of scientific research laboratory of experimental pedagogic studies and on teaching innovations of postgraduate Kiev B. Grinchenko pedagogical education institute.

After pre-processing of the material, which included editing of respondents' answers in questionnaire, their coding, and construction of primary data matrix as well, we have worked upon these data using program package "Tables of multivariable responses" of Statistica 6

The result of questionnaire's data processing turned into defining indicators of master's pedagogical skill of vocational training in vocational colleges with relation to representatives of professional association.

To be precise in the essence of teaching skills components, we have organized their discussion on methodological practical classes of the Laboratory. As a result we got well-arranged and reasonable description of the most important features of master's of vocational training in vocational colleges pedagogical skills.

In particular, the following features are revealed in the **intentional component** in:

Active position in professional self-development, which is seen in orientation of vocational training master's consciousness on his self-educational professional action in accordance with vital needs of professional activity, and also capability for mobilization of their inner reserves for this enhancement;

Treating your profession as means of personal self-actualization and which is shown in such way that occupation is perceived not only as means to earn money, but also as means of personal potential realization in social space;

Powerful belief in the choice of profession, which is visible in conscious

choice of your own profession by master, as well as degree of confidence that this choice is right.

A professional component of pedagogical mastership includes the following features:

- The ability of a master to carry out production activities, which is a sign of a master's proficiency in carrying out the professional actions and operations in a real production environment;
- The knowledge of theory and modern technologies, which involves the master's knowledge of purposes, principles, methods and means of his/her professional activity and the knowledge of tendencies of his/her branch of activity;
- The knowledge of concepts and categories related to the profession, which consists in the master's knowledge of professional lexis and the active usage of this lexis in professional communication
- Presence of a formed thinking, which consists in the ability to solve theoretical and practical engineering problems, using algorithms, which are traditional for a specific professional activity

A process-based component includes the following features:

- Organisational-communicational skills, consisting in the ability to make friends and partners among training process participants, to get in contact and to constructively communicate with other people;
- Possessing a verbal and a non-verbal pedagogical technique, which consists in the ability of a master to influence students with his/her psychophysical apparatus;
- Pedagogical artistic skill, which consists in the master's ability to deliberately play new roles in different situations, which helps communicate the idea and give the message, having a great impact on a student due to a high level of a master's creative thinking, imagination, speech aesthetics, plastic culture and other human qualities;

- Possessing didactical teaching methods which consists in the ability of a master to teach students basic behaviour norms necessary to be a success in the specific professional activity. This feature also consists in the master's knowledge of algorithms of a job training, in the ability to organize an educational production process and to correct the mistakes of the students.

Value component integrates the following features:

- Tolerance to a physical or mental discomfort, created by the students, which is understood as the ability to equally treat people who are different in some respect from usual stereotypes, or have views different from the common ones. The master should be able to deal with these people in accordance with the ethical norms and when communicating with the students to avoid the occurrence of situations that are unpleasant to them;
- Justice, which acts as a master's adequate perception of a measure of action and retribution, compliance of human rights and responsibilities, labour and remuneration, merit and its recognition, crime and punishment , etc.;
- Exactingness, which consists in the master's exactingness to the quality of behaviour and manifestations of other people, as well as exactingness to himself/herself ;
- The capacity for professional and pedagogical reflection, which is shown in the master's ability to introspect professional activities, as well as his/her mistakes and then to adjust their consequences.

Psychophysiological component includes the following features:

- Psychological stability, which consists in the "endurance" of the nervous system when organizing a subject professional behaviour in adverse conditions, regardless of outside influences and assessments;
- The adequacy of emotional reactions, which is presented in the way of a controlled display of emotions in one or another pedagogical situation which helps achieve the goal of a pedagogical action in the most rational way;

- The ability for self-regulation of professionally caused actions, which consists in the ability to optimize the activity of the master's body , mood, speech , attention and imagination on the basis of setting out the parameters of his/her psychosomatic condition;

- knowledge and skills regarding health protection that provide a high level of the master's health and cause a corresponding way of his/her life.

In accordance with our ideas about the nature of pedagogical mastership of a master of vocational training, the above-described features should be correlated with the productive parameters of his/her professional activities - quality, performance and reliability. Taking this into consideration in order to identify the key parameters of pedagogical mastership of a master of vocational training in vocational colleges we have conducted an informal discussion of this issue on the methodological Laboratory seminar. As a result of the discussion a common view on this issue was formed. In particular, it was found that the most productive parameters of professional mastership of a master of vocational training are the following:

- Students' level of success in studies, a measure of which is the average score for majors;

- The level of residual knowledge and skills of students, a measure of which is the result of evaluation of professional and applied tests;

- Level of satisfaction of the students with the learning process and their attitudes towards learning, an indicator of which is a survey result.

Besides the theoretical value these scoring parameters are of considerable practical interest, as they can be considered external criteria of pedagogical mastership of a master of vocational training in vocational colleges.

Findings. Thus in our research a pedagogical mastership of a master of vocational training is an integrative professional quality that is formed and developed in the process of vocational education and teaching practice, the structure of which is formed by technological, professional, value, psychophysiological and intentional components, which makes it possible to

achieve planned results of vocational training of students of vocational colleges in the shortest time and with minimal efforts.

At this time the structure of an intentional component integrates such features of pedagogical mastership: a desire for professional self-development, a positive attitude towards his/her profession as the means of self-realization, the belief in the right choice of profession. A professional component integrates such features as the ability to carry out production activities related to the profession; knowledge of the theory and modern technologies, the possession of concepts and categories related to the profession; presence of a formed vocational thinking. A process-based component integrates the following features: organizational and communicational skills, possession of a verbal and a nonverbal pedagogical technique; pedagogical artistic skills; possession of didactical teaching methods. A value component includes: tolerance to a physical or mental discomfort; justice; exactingness, the capacity for professional and pedagogical reflection. Psychophysiological component integrates: mental stability, adequacy of emotional reactions, capacity for a volitional self-regulation, knowledge and skills regarding health protection.

We emphasize that our research is, in fact, a refinement of the I.Zyazyun scientific school views on the essence and content of pedagogical mastership as a key professional quality of the teacher as a personality.

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