



ТЕОРЕТИКО-ПРАКТИЧЕСКИ ОСНОВИ НА ПРОФЕСИОНАЛНО-
ПЕДАГОГИЧЕСКАТА ПОДГОТОВКА НА МАГИСТРИТЕ

Наталия Мачинска, Мария Олийник, Инна Перепелиук

THE THEORETICAL AND PRACTICAL PRINCIPLES OF THE UNDERGRADUATE
STUDENTS' PROFESSIONAL AND PEDAGOGICAL PREPARATION

Natalia Machynska, Maria Oliynyk, Inna Perepeliuk

Abstract. *The article contains a theoretical analysis of the study of the preparation of a student. Magistracy is the first stage of future teachers' vocational and pedagogical training of higher education institutions. The magistracy study is considered a prerequisite for professional formation and future teacher development, since the main goal is to develop teaching readiness. The process of becoming a future education specialist at the master's level requires the management system to adhere to strategic directions, the use of modern means, methods and training models.*

Key words: *magistracy future preschool teachers training, theoretical and methodological basis, stages of didactic training, pedagogical conceptions, models of future teachers' training.*

Ukraine is undergoing radical changes in the socio-economic relations in the country livelihoods organization. It is the system of higher education that is the centre of science and culture that transmits knowledge, skills and abilities to the younger generation, forms the outlook, culture, and morals of each graduate. In the modern conditions higher education has the prime importance; it is the fundamental foundation for the socio-economic system development of Ukraine.

Readiness for vocational and pedagogical activity covers the general entry into a profession, which involves mastering the professional theoretical knowledge in a particular field, familiarizing with the standards of pedagogical education, everything that affects the formation of general pedagogical competence, which is characterized by creative individual style of pedagogical activity, an innovative approach to the educational process organization, advanced pedagogical reflexion, etc. Hence there is the need for a proper restructuring of the educational process in higher educational institutions, oriented not only to the creative mastering of basic knowledge, but also to the formation of the necessary competences such as the desire to learn independently, to master new information, to be able to use the acquired knowledge in practical activities.

This determines the special significance to the formation of a self-sufficient personality, a developed individuality and exactly a future specialist who would be able and have a desire to contribute to the child's personality formation at various stages of becoming an individual. And for this he/she must become a multi-faceted person in the walls of higher institution.

The conceptual foundations for the pedagogical education development in Ukraine are defined in the Concept of Pedagogical Education Development, which are based on the principles of the Constitution of Ukraine, the National Doctrine of Education Development, the Laws of Ukraine "On Education", "On Pre-School Education", "On General Secondary Education", "On Extracurricular Education", "On Higher Education" and other normative acts.

Pedagogical education is a system of training pedagogical staff (teachers, educators, etc.) for secondary schools and other educational institutions in pedagogical institutes, pedagogical colleges and universities; in the broad sense it is the training of pedagogical and academic staff for educational institutions of all types, including vocational, secondary and higher institutions; a body of knowledge gained as a result of this training (Ukrainska radianska encyclopedia).

The purpose of pedagogical education development is to create such a system of pedagogical education that, based on national achievements of world importance and established European traditions, ensures the formation of pedagogical workers that are able to carry out professional activities on a democratic and humanistic basis, to implement educational policy as a priority function of the state aimed at person's development and self-realization, satisfaction of its educational and spiritual and cultural needs, as well as the need to be competitive in the market place.

The problem of pedagogical education as a component of the graduate students' professional training has become significant in the context of reforming the system of higher education and its integration into the educational European system.

The analysis of theoretical and practical experience makes it possible to determine the following main tasks of pedagogical education:

- professional and personal development provision of the future educational specialist on the basis of humane pedagogy;
- fundamental, psychological and pedagogical, methodological, informational and technological, practical and social-humanitarian training of pedagogical and academic workers content bringing to the requirements of the information and technological society and the changes taking place in the socio-economic, spiritual and humanitarian spheres in different educational establishments;
- modernization of the educational activities of various educational institutions that train pedagogical and academic workers, based on the integration of traditional pedagogical and advanced multimedia educational technologies, as well as the new generation of teaching materials creation;
- improvement of the youth selection system in pedagogical specialties, expansion of targeted reception and introduction of preschool-teacher / teacher training on the basis of contracts;
- improvement of the higher education institutions and institutions of postgraduate pedagogical education network in order to create conditions for the continuous education of teaching staff.

The pedagogical education system is an integral part of the higher education system and includes higher educational institutions of all forms of ownership, institutions of postgraduate pedagogical education and higher education management bodies (Zakon Ukrainy Pro vushchu osvitu).

The realities of modern civilization and the new circumstances of human life associated with them, put forward new requirements for the educational system, for educational activities, to the very teacher. The teacher of the higher education institution (HEI) is tasked to make a person such that he could solve state tasks in his vocation, be highly moral, spiritually developed, mobile in his development. After all, useful human activity is a result of development of the mind, intelligence, abilities. That is why great attention is paid to theoretical and practical approaches to the organization of educational process in different types of higher education institutions (Machynska 2010: 26).

One of the important theoretical principles of the training process organization in modern conditions are the innovation and childhood centre principles, which should be based on all educational activities, the entire system of relations in society and adults attitude to children and youth.

The innovation principle is in the creating process core, introducing and disseminating new ideas, tools, pedagogical and managerial technologies in educational practice, as a result of which the indicators (levels) of the structural components achievements in the education increase, it occurs the system transition to a qualitatively different state. The word "innovation" has a complex meaning, since it consists of two forms: the actual ideas and the process of its practical implementation (Kremen 2008: 338).

The childhood centre principle involves not only attention to the very child, but to the abstract child, generalized but to a particular child with its essential characteristics. This is important at all stages of educational activity i.e. from pre-school to university.

It is much more difficult for the teacher, but this is the only way to form a human centred, humane, democratic and efficient modern society, not to mention that this is the only way to the happiness of every individual. As a matter of fact, the teacher, together with parents, must help the children to self-identify and develop themselves, and then, becoming an adult, the person himself most fully realizing full potential, ensuring their own success, because he/she will deal with the favourite business and do it professionally.

But it is not enough. You need to change the relationship between a teacher and a student (a professor and a student). The teacher should not be over the student, stop rigidly regulating and unambiguously determining the development and knowledge. He should be close to him/her, help each child to design and implement an optimal way of learning and development on the basis of an individual entity. Moreover, objectively time requires changing the role and place of the teacher in the educational process. Taking into account a number of reasons, and first of all for the availability of new information technologies, the teacher ceases to be the sole or main source of knowledge for the student. He should become his partner in learning and development (Nakaz MON, № 998 vid 31.12.2004).

The culture of childhood centre and innovation should determine all the activities of the modern education specialist both within the educational institution and beyond. And of course, this kind of culture should become dominant in different types of educational institutions. We believe that these principles should be based on teacher education in higher education, which could provide a modern type and level of educational activity, promote the higher education modernization and integrate it into the European educational space.

Now we will try to analyse some areas of work in this context.

First of all, organizational and structural changes should undergo educational and qualification levels of higher pedagogical education, a list of pedagogical specialties and a network of higher educational institutions, where training of education specialists of various qualifications is carried out. The training of education specialists should be fulfilled in two educational and qualification levels i.e. a bachelor and a master who meets the requirements of the Bologna Declaration, which provides for two-cycle training of specialists in higher education.

Consequently, the training of education specialists is proposed to be implemented on the following models:

- pedagogical and classical universities train teachers and other pedagogical staff in the direction of “Pedagogical Education” (“Education”);
- classical Universities in Fundamental Specialties provide conditions for the vocational and pedagogical training of students who intend to obtain a teacher’s qualification;
- pedagogical qualification is acquired in the system of postgraduate education (pedagogical universities, classical universities, postgraduate pedagogical education institutions) on the basis of both basic and higher education (Kremen 2008: 646–647).

In a situation where the educational paradigm changes, when the transition from reproductive, authoritarian education to the innovative personality oriented type formation, the special transformations have to undergo the content and the psychological and pedagogical, methodological and informational and technological preparation structure of the future specialist in the magistracy conditions.

These components of the future teacher training should be oriented towards developing the ability to organize the educational process as a pedagogical interaction aimed at the individual development, its preparation for solving the life-creativity problems, the ability to work in the choice of a pedagogical position, technology, textbooks, content, forms of training, etc.

The process of becoming a future specialist education at the stage of studying in magistracy requires, foremost, from the management system the observance of such strategic directions as (Mardahaev 2002: 299):

- creation of a regional system for monitoring the quality of scientific and pedagogical activities;
- scientific and methodological support for the teacher professional development;
- this very system greater personalization, which would give each teacher a wider opportunity for updating, improving, deepening his/her professional and pedagogical preparation in an acceptable way to everyone.

When forming the content of masters’ pedagogical education it is necessary to consider the following aspects (Susoeva 2006):

- the subject worldview, which makes it possible to understand the laws of social and natural development, to carry out an analysis of social phenomena and processes;
- the subject cognitive value, his/her ability to develop a world-view of a master student, which gives interesting and useful knowledge, stimulates the development of each individual cognitive activity;
- the subject social significance, its role in the scientific, social, cultural and economic life of the country;
- the subject practical value for each student in particular (connection with a definite profession, the ability to gain useful skills and abilities);

- the subject easy assimilation, to which the student shows an interest;
- the subject qualified teaching.

On the basis of the educational programs contents analysis for the preparation of graduate students, we formulate general requirements for the selection of the pedagogical education content:

1. The pedagogical education content should be structured in accordance with the logic of creating a system of a specialist future professional and pedagogical activity.

2. The basis of graduate students' pedagogical education should be the syllabus of one or several disciplines in psychological and pedagogical sciences, which provides pedagogical training of future specialists.

3. The theoretical foundations of pedagogical education, which must be realized through the system of future masters pedagogical preparation, should reflect modern achievements in the field of pedagogical education and science, professional disciplines teaching methods, etc.

4. The selection of the pedagogical education content should take into account the specifics of the professional training of graduate students and the peculiarities of the organization of the educational process, which are reflected in the laws and principles, forms and methods, the general technology of the master student pedagogical training.

5. The formation of the pedagogical education content should necessarily take into account individual advance and abilities, their capabilities and needs for the productive educational and cognitive activities implementation.

The task of pedagogical education is the formation of a future specialist as a person of high culture, which has a positive impact on the pupil, student, and listener individuality.

It is advisable to implement more actively multivariate programs for the staff advanced training that would be selected by a specialist, based on their professional needs.

Problems of pedagogical education, caused by new civilizational challenges to a person, modernization of the higher education system, the entry of Ukraine into the European educational space, are organically interconnected, since it is about achieving a single goal in improving the quality of national education and ensuring the preparation of a person to the modern, dynamic society life.

Theoretical analysis of the masters pedagogical education problem showed that pedagogical education is a component of professional education specialist; the system of master preparation in different specialty to all levels of education; the vocational and pedagogical training component of future education specialists; a specially organized process of interaction between teachers and students, aimed at creating conditions for their preparation to professional education in the education field; the result of the purposeful formation of the teacher general and methodological culture; the formation process of general and professional competences; the result of the future masters pedagogical training, which involves the formation of the specialists pedagogical competence as future teachers of the higher educational institution.

The graduate student pedagogical education of a higher educational institution (HEI) is considered by us as a component of his/her professional education, which is realized in a specially organized process of the training as a teacher of higher education at the educational and qualification level of a master's degree by mastering the normative elective disciplines and continuous pedagogical practice and development of his/her professional and meaningful features for the teacher, ethical and moral qualities and values of pedagogical activity.

Pedagogical education is considered by us to be a link that connects all levels and degrees of education (Sysoeva 2006) because of its specification, and ensures the quality and effectiveness of future specialists' professional training in all areas, as well as their postgraduate education. Pedagogical education also has a leading role in the formation of a person's culture, growth of the scientific and intellectual potential of the country. Such a status of pedagogical education is due to the fact that its carriers are capable for increasing the effectiveness of interpersonal interaction in the "person-person" system, since they have the basics of education, training, communication and implementation of pedagogical influence.

We consider it advisable to analyse the main functions of Masters' pedagogical education, in particular:

- *compensatory*, aimed at mastering the Master's degree applicants with the necessary additional pedagogical knowledge and skills;
- *adaptive*, which is connected with the entry of a Master's degree graduate into the educational environment of a higher education institution for the implementation of scientific and pedagogical activities and the functions of a higher education teacher;
- *developing*, providing continuous professional and personal development of a specialist.

Among the leading directions of reforming the Masters' pedagogical education of system, a selection of methodical components of the educational process organization in different types of higher education institutions belongs to the important place. The organizational and methodological foundations of graduate student's pedagogical education are: defined of selection principles of the pedagogical education content, the content of undergraduate student's pedagogical education, interactive forms and methods of pedagogical education, technology of independent work organization. The principles of selecting the content of pedagogical education should be classified as: *methodological, vocational and pedagogical, didactic*.

A significant place in the system of realization of Master's pedagogical education tasks and functions through the combination of pedagogical training activities is the selection of methods for the professional skills and skills formation. Methods of forming professional skills are oriented on:

– *theoretical aspect*: mastering the system of basic knowledge on the theory and practice of professional activity at a higher education institution;

– *practical aspect*: the basic professional skills and abilities system formation;

– *personal aspect*: development and generalization of professional qualities basic subsystems, a mature, positive professional I-concept, professional reflection development, activation of self-organization, thinking activity mechanisms.

The scientific and methodological provision of vocational training in HEI will be more perfect based on the use of: modern active forms and methods of training (organizational and active game, training, psychobiology, etc.), aimed at increasing the efficiency of the their professional self-organization process; interactive multimedia learning tools that provide independent work for students; pedagogical support, which provides support for professional and personal development.

Some researchers consider teaching methods as well-organized ways of interrelated work of the teacher and students, aimed at mastering the vocational education content, its values as personal, and the development of the ability to act in a constantly changing environment. The authors emphasize that it is necessary to create such a classification of teaching methods that would contribute to the general transformation of the learning process into the main source of their general, professional and spiritual development, taking into account the psychological structural components of the personality, as well as the relationship the consciousness and self-awareness of the student.

The active (interactive) learning methods are worth of note, which are based on the following *principles*: *dialog interaction; cooperation and interaction; active-role (game) and training organization learning*.

Inactive methods help to: develop communicative abilities of students; remove certain psychological barriers; provide psychological climate in the group; ensure student autonomy; form critical thinking and develop his/her own position; organize effective pedagogical interaction between the teacher and students, students' interpersonal interaction; organize the purposeful reflection by educational activity participants.

Interactive learning methods (inter interagency and act) are ways to organize active interaction between students and teachers in the educational process in order to achieve certain didactic results. Passive training methods assume that the student should learn the material presented by the teacher or the text of the textbook. As a rule, they do not communicate with each other and do not fulfil creative tasks. Active methods stimulate students' cognitive activity and independence and include creative and problem tasks, independent work, and questions from students to the teacher and vice versa, which develops their creative thinking.

Methods of students' professional skills formation in the process of studying educational subjects: "brain attack" method; Delphi method; case method; design method; problem method; "task method"; portfolio method; method for creating products of educational work (essays, presentations, didactic and teaching materials, reports, analytical reviews etc.)

The "brain attack" method (Brainstorming, Anger of ideas, Ideas Bank) is one of the most widely used methods of actively seeking answers to an academic question within a group or experts. The purpose of this application is to develop skills for quickly finding answers to problematic questions, unblocking creativity and initiative, developing a the cooperation and relaxation sense, creating an atmosphere of competition and knowledge of "psychological barriers".

The essence of the mentioned method is in the clear formulation of the training issue or problem, and then in finding the options for the optimal answer based on the use of students' knowledge, taking into account their points of view and the degree of professional readiness.

In the "brainstorming" process, the participants' suggestions for solving the problem are analysed. In the end, the optimal solution for the problem is chosen. The instructor should clearly ask questions. Students express some answers.

“*Delphi*” Method is the name that comes from the ancient Greek name of Delphi city, which was known for its “Delphic oracles”, which sought advice. The essence of the “*Delphi*” method is not only in generating the correct answers to the proposed educational problems, but also in the formulation of coordinated responses.

The mutual influence of students is eliminated that is each participant is sitting at a separate table or even in a separate room, if there is such an opportunity. The “*Delphi*” method excludes the suggestion of group thought and allows you to express your point of view on the problem.

Case method is the situation analysis method. Specific features of the case-method are as follows:

1) the existence of the socio-economic system model, the state of which is considered at a certain discrete time;

2) the collective decision making;

3) the solutions multi-alternatives, the principal lack of a single solution;

4) the only goal in making decisions;

5) the availability of a group assessment system of an activity;

6) the controlled emotional stress presence for those who study.

The purpose of the *Case-method* application: development of analytical skills; improving the skills of choosing the best way to solve a student problem; updating background knowledge; improving the skills of using theoretical material to solve practical problems; development of the ability to develop multivariate approaches to the solution of the situation.

It deserves attention to the use of the *project method*. The projects method is not fundamentally new in the pedagogy world. It arose in the 20s of the last century in the United States. It was also called the problems method and it was associated with the ideas of the humanist direction in philosophy and education, developed by the American philosopher and teacher J. Dewey and his student V. Kilpatrick. Ideas of design education arose in Russia under the guidance of the Russian teacher S. Shvatskyi in 1905, who tried to actively use design methods in teaching practice. In Ukraine, the ideas of project activities were widely developed and implemented in the practice of S. Rusova.

Project activity is the individual constructive and productive activity, aimed at solving a vital problem, achieving the final result in the process of goal-setting, planning and implementation of the project. Taking into the account the widespread dissemination in practice, the project activity should outline its main features.

The word “project” is borrowed from Latin and comes from the word “*proectus*”, which literally means “thrown forward.” In the modern sense, a project is an intention to be made in the future. It is a plan, an idea, an image of a purposeful change of a separate system with established requirements for the quality of the results, possible limits of means and resources expenditure, embodied in the form of description, justification, calculations, drawings, revealing the essence of the plan and its practical implementation possibility.

Worthy of note is a “*task*” method, the essence of which was determined by G. Ball. The essence of the method lies in the fact that in each educational situation, certain defined systems of tasks are allocated and, in parallel with them, systems that ensure their solution. This method is based on the study of a specific educational situation, in the process of solving which students develop skills and abilities for both collective and individual independent work.

Application of the “*task*” method contributes to the formation of the future specialist research competence, which is based on the development of special and general abilities of students. These abilities are the basis for the formation of skills for the rational use of various kinds of information, the critical attitude to different points of view and the ability to defend their own professional position, readiness to use different forms, methods and tools for organizing educational and cognitive students.

On the basis of analysed interactive learning methods, some general conclusions can be drawn, in particular, to determine their common features.

The interactive teaching methods features: dominant activity is the student activity; teacher’s role is an assistant, organizer of student activity; relationship of physical, social and cognitive activity (simultaneously); use of frontal, group, pair and individual organizational forms; interpersonal relations; the choice freedom; the success situation; variability; reflexivity.

A significant role in the selection and effectiveness of the application of teaching forms and methods belongs to the system of pedagogical tools, which allow us to more rationally use our proposed forms and methods of forming practical abilities. Under the system of means, we understand the auxiliary factors, action methods, phenomena that ensure the optimal achievement of the expected result.

That is why we define the requirements for using the system of means:

- the content of the training material should meet the educational and qualification requirements for the future specialists training on the basis of a competent approach;
- the relationships creating in the teacher-student system on the principle of subject-subject interaction, in which the important role is played by the personality and professional qualities of the teacher;
- the proposed means (educational games, practical situations, problem issues) should have a wide range of influence on the formation of future specialists professional skills and abilities;
- at each stage of development and formation of the future specialist personality it is expedient to apply means, more complex on the integrity of the influence on the formation of individual professional competences.

The urgent need to eliminate the disadvantages of higher education requires a conceptual improvement of education and vocational and pedagogical training for graduate students in the following areas:

- formation of the attitude towards the person as a goal of social progress, but not a means;
- focus on the activation of human capital in higher education and vocational and pedagogical training based on the concept of harmonious human development;
- reforming the system of higher education and vocational and pedagogical training are strategic for ensuring the quality of training future specialists in the conditions of the Master's degree;
- production in the preparation process of profound professional competence and social responsibility in solving problems of scientific and technological progress, social and cultural development (Shynkaruk, V).

The higher education system Reform is carried out in the following directions:

- from dehumanization to the humanistic-personal orientation of education;
- from knowledge to their personal significance;
- from the passive assimilation of the provided information to its active production;
- from a cognitive-informative approach to socio-cultural;
- from authoritarian pedagogy to equal partnership pedagogy;
- from the total unification and standardization of the educational process to its flexible modelling taking into account the individuality of the training subject;
- from disintegration to integration into the educational world space (Elbreht 2005: 13).

In front of the higher education teachers, which provide professional and pedagogical training for graduate students, there is the task of forming the future specialist personality in such a way that he/she can solve state tasks in the vocation, to be highly moral, spiritually developed, mobile personality in his/her development, which can become a solid basis for the future professional development of each specialist. That is why great attention is paid to the theoretical and methodological approaches to the organization of the educational process in higher educational institutions of different types, which involves the formation of each specialist's professionalism in the chosen field.

Professionalism is a set of knowledge, behavioural skills and actions that indicate professional training, learning, human fitness to perform professional functions. Professionalism is the readiness for the competent performance of paid duties formed in the process of training and practical activity; the level of mastery in professional activity, which corresponds to the level of work complexity (Kremen 2008: 742).

Learning by nature is a creative process, because every student, group, course and educational institution are unique. The teacher is forced to solve a new task every minute, facing a new situation, with a developing personality. In the interaction of teacher with students, in the personality development, of course, there are certain patterns. But, in order to take into account and use them in interaction with students, the teacher needs to possess technological skills, that is, ways of solving specific educational tasks. Abstract talks on the topics of studying and upbringing of student youth are possible without technology, but it is impossible to work successfully for teachers-practitioners, to teach and educate students without technology, as impossible construction without a foundation.

Hence, higher education serves as the foundation for the development of mankind and every individual in particular. Certainly, it is also a guarantor of individual development of the person, contributes to the formation of the intellectual, spiritual and productive potential of society. Therefore, the development of education should be harmoniously combined with the development of the state, in which each person would receive favourable conditions for the entire individual development, satisfaction both intellectual and material needs.

That is why the problem of determining the theoretical and practical bases of the undergraduate students' pedagogical education in the conditions of HEI remains relevant and requires a particularly careful approach in terms of reforming the system of higher education, taking into account the European integration processes requirements.

NOTES

Закон України «Про вищу освіту». // *Zakon Ukrainy Pro vushchu osvitu*. URL: <http://zakon.rada.gov.ua/laws/show/1556-18>

Концептуальні засади розвитку педагогічної освіти України та її інтеграції в європейський освітній простір. // *Наказ МОН, № 998 від 31.12.2004 р. Konceptualni zasady rozvutky pedahohichnoi osvity Ukrainy ta ii intehracii v evropeiskiy osvitniy prostir* // *Nakaz MON, № 998 vid 31.12.2004 r.*

Українська радянська енциклопедія. // *Ukrainska radianska encyclopedia* URL: http://leksika.com.ua/18210712/ure/pedagogichna_osvita

REFERENCES

Ельбрехт, О. (2005). *Педагогіка вищої школи: Модульний лекційно-практичний курс*. Київ. // **Elbreht, O. (2005).** *Pedahohica vyshchoi shcholy: modulnyi lekciino-practuchnyi kurs*. Kyiv.

Кремень, В. (2008). *Енциклопедія освіти*. Київ. // **Kremen, V. (2008).** *Entcyklopedia osvity*. Kyiv.

Мардахаев, Л. (2002). *Словарь по социальной педагогике*. Москва. // **Mardahaev, L. (2002).** *Slovar po socealnoi pedahohike*. Moskva.

Мачинська, Н. (2010). *Теоретичні аспекти організації навчального процесу у вищому навчальному закладі*. Львів. // **Machynska, N. (2010).** *Teoretychni aspekty orhanizacii navchalnoho procesuu vyshchomu navchalnomu zakladi*. Lviv.

Сисосва, С. (2006). *Основи педагогічної творчості*. Київ. // **Susoeva, S. (2006).** *Osnovu pedahohichnoi tvorhosti*. Kyiv.

Шинкарук, В. *Основні напрями модернізації структури вищої освіти України* // **Shynkaruk, V.** *Osnovni napriamy modernizacii struktury vyshchoi osvity Ukrainy*. URL: <http://www.duep.edu/section/uk.html>