



**Раздел 6**  
**ОБЩЕСТВЕНИ НАУКИ**  
**Section 6**  
**SOCIAL SCIENCES**

**PROBLEMS OF MODERNIZATION OF PREPARATION OF THE PRIMARY SCHOOL TEACHERS IN TERMS OF STANDARDIZATION OF PEDAGOGICAL EDUCATION**

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**Abstract**

*The article deals with the questions of strategy and technology of creating and realization of the Higher Education standards, which can be regarded as complicated and structural model of professional competence and personal abilities of teacher to realize professional functions. Special attention is centred on the basic and specialized aspects which are related to professional growth and correlation of theoretical and practical teacher's preparation.*

**Key words:** competence of professional activities, competence of speciality, professional and personal abilities of teacher.

**INTRODUCTION**

Speaking in the most general form about major general civilizational trends, that are true in the XXI century, identifying ways to modernize national education, Vasyly Kremen empathizes the need to move from qualifications to competencies, which allow a person "to find solution for any professional and everyday situations, that is enabling the activities of educated individual regardless of local or global context of labor market." [1]

**EXPOSITION**

The restructuring of teachers training on the technological basis provides for the inclusions of conceptual position in modern research of psychological and pedagogical ideas containing theoretical and methodological foundations of the restructuring of higher education in Ukraine. Because of the laws and principles the pedagogy and psychology of higher schools have experienced in recent years significant changes in accordance with the total changes in the educational paradigm, must focus on the most important for this issue.

In self-recognition of the future teacher from the moment of entry into the higher educational institution and till the moment of receiving the appropriate level of qualification conscious choice of values and priorities in education has meaningful sense of the student in the system as a future professional. The decision made on time about the choice of path from the personal goal of life till the specific actions to ensure the effectiveness serves as psychological

base for building the strategies and tactics of self-education of a student. Conscious attitude towards the personal "growth" to become a professional is a key element of the system of the training or the future teacher in the elementary school, who's professional function is the creation of the favorable educational environment for developing children's personal sense of being. The basics of methodology and theory laid by B. H. Ananyev, S. L. Rubinstein, N. V. Kuzmin about provision of real development of a human, found its continuous progress in works of K. O. Abulkhanov, E. O. Klimov, V. D. Shardykov and other scientists, that consider the issues of becoming a professional in the context of subject-active approach.

When considering the theoretical and applied principles of psychology of professional self-recognition of the student, E. O. Klimov attracts our attention to personal self-match of a human and its works in the systems "human-human", "human-art image", "human-sign system", "human-nature", "human-technology", which allows to build a concept of a meaning as a system-generating basis for determining psychological orientations of the process of student learning. On the basis of technology, mastery of psychological and pedagogical foundations of educational work with younger students become the first and foremost requirement for teacher training. While obtaining a bachelor degree a student walks through the path of student perception of learning till the understanding the sense of self-education, self-discovery of its own potentials, necessity of finding the self-organizational mechanisms of its own existence in society, awareness of the need to study the whole

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life and to be competitive in the job market.

Becoming accessible in the world, educational processes now have tendencies for control. Identification, interpretation and analysis of purposes on the beginners level of education while becoming familiar and mastering the educational programs by the student requires taking into account personal needs and requests. The transit of higher education of Ukraine into the model of objectives of the Bologna Convention requires from organizers of educational processes the overview of the methodological principles of organizational learning and activity patterns toward interactive. The general trend of increasing the role of the independent work of students, taking into account many factors of securement require an appeal to the experience of individual learning as certain of its kind, oriented to direct entry into adult professional competence.

In our experience, the build of individual learning trajectories of students and inventing effective ways to manage this process is based on the most optimum propulsion technology from the target to the result, that contain basically known psychological concepts of past and present.

With this in mind, we have introduced interactive technologies of education for bachelors of elementary school. Constantly monitoring the quality of the training of future teachers in various forms of control, was established the use of the most appropriate technological procedures, that have a direct impact on improving the performance in mastering the professional skills by the student. Thus, the general conception of a competitive elementary school teacher in the credit-modul system, implemented on the basis of competence and technological approaches, was developed both in theoretical terms and in practical. A reconciliation of these systems to determine patterns of professional activity of the teacher of the elementary school happened to meet the requirement of State standard of preparation, determining a set of professional competencies and grounding of the general model to master professional skills by the student. Development of numbers of typical and syllabus for professional guidance, preparing for educational and instructional provision of speciality, development of production tests and packets for monitoring of professional training quality as the basis of the formation of professional competitiveness of the teacher enabled a new approach to the issue of the practice-oriented standardization procedures for the preparations of the future elementary school teacher.

Analysis of domestic and foreign literature, consideration of the experience indicate that, selection and structuring the content of education in general and professional in particular, is one of the most difficult, defining issues of pedagogy of higher education. It refers to the sphere of planning, assumptions of which are not yet fully elucidated.

Nowadays, the special significance of the problem of standardization of content of education acquires in terms of fundamental changes in scientific and technological, social and economical, humanitarian spheres. If in the basis the selection and construction of content for the secondary education is put socio-cultural approach, structure of socio-cultural experience, then what should be the approach to the development of the structure and content of vocational education? Here, it won't do without the integration of socio-cultural and professional orientation of experience. Culture as a system of knowledge, skills, appropriate attitudes, creativity, values is a foundation of general education, which should have the teacher, to be able to deliver the knowledge to the children. But this the first subject-semantic aspect of

the teachers training. Second aspect is a mastering the professional experience by the future specialist, varieties of which may include psychological and pedagogical knowledge about the object of education, the knowledge about the ways of professional activity, laws and principles, methodology and technology of its organization and implementation. Third, the system of general and specialized integrated skills, the presence of which provides performance of multifunctional professional work of the teacher considering national particularities and ability to creatively apply modern scientific achievements in the field of pedagogy, psychology, methodology, technologies in the practical training and educational activities, to develop new technologies of professional activities. In the fourth, the experience of valuable attitude to the subject of professional activity, which is manifested in the humane delivery of educational services, meet the needs of their students in education, ensure the satisfaction of parents in regards to results of work with their children. It is about a structure of general matrix selection of educational content at the level of learning subjects, which would include the basic level of social structure, possession of which is a must for those, who are learning, and for those who are teaching, as well as objects of professionally oriented trainings.

In determining the content of vocational education is influenced by many factors. One of these factors are the personal qualities of the specialist - his/her individual development, personal and professional improvement, other - professional formation, equality of general and professional education, ratio of theoretical and practical training, continuous professional development and others. General and specific principles are regulated by implementation of these factors to the selection of the content of teachers vocational education. To the first group of principles selection and realization of content of teachers professional education should include the following: principle of science, professional orientation, principle of continuity; principle of integration, differentiation and humanistic content of training, its modularity in selecting, developing and mastering. Specific principles should include timely and prompt response to changes in educational paradigm, basis of which is and remains its humanistic orientation, a humane concept of personal development; pedagogical adaptability of socio-cultural experience with conditions and specifics of professional activity, the content of which are the main elements of social culture; principle of educational and of qualification equality, which provide continuity in projecting and realization of professional education content; balance and professional orientation of humanitarian, socio-economical and nature science training of the specialist, dictated by the peculiarities of the individual student - future teacher and his/her right to choose additional speciality or specialization.

Analysis of the professional work structure of the elementary school teacher allowed to highlight the main production functions and typical tasks of their activities, consideration of which enables the possibility for content development of theoretical and practical training of educator specialist for each unit of content and training modules, which constitute the structure and content of the curriculum, typical education programs relevant to the educational and qualification level of training: humanitarian and socio-economical, nature science, professional theoretical and practical training.

In determining the relationship between theoretical and practical training should follow this pattern - the higher the

educational qualification level of the specialist, the more deeply must be his/her theoretical and methodological preparation.

Theoretical level gradually increases according to the expansion of teachers production functions. Course content and learning elements, that determine the content of specialist preparation, developed by taking into account the number and characteristics of productive functions and common tasks of professional activity of the specialist for relevant OKR - junior specialist, bachelor or master.

To ensure the formation and professional, personal growth of the specialist from lowest to highest educational qualification level of training means to develop evidence-based educational and training programs, which are gradually implemented without duplication of content and develop a specialist from applied, professionally significant knowledge and skills to the theoretical and methodological, high tech, that form the basis of the teacher future competitiveness. In the article "Knowledge or competence?" A. Andreyev writes: "By insisting on the primacy of factuality of the abstract theorizing, we have to note, that nowadays it is impossible to use the language of empirical statements when speaking about the competence and expertise. The meaning, that is embedded in these notions-concepts, increasingly inflicted by the so called "competency approach" to education, which in recent years has become increasingly popular. Moreover, with respect to local educational theory, it gradually turns into a significant social phenomenon, which claims the role for the conceptual framework of educational policy..., the formation of the main component of defining strategies for social development" [2]. The main conflict of the modern education system - between the rapid pace of increment of knowledge in the modern world and disabilities to master these knowledge's by the individual over time - forces pedagogical theory to abandon the ideals of comprehensive personality development and to move towards the ideal of maximum development of human abilities to solve the flow of issues in the particular field of activities. To support this position, there is another serious argument: the information is aging before its assimilation.

Restoration of the lost balance between education and practice is possible if the purpose of the education is changed - from the knowledge to integrated practical activity-skilled, i.e. the competence, because the labor market does not demand knowledge itself, but the ability to implement appropriate production functions. It is about a system of functional competencies of the specialist. To go beyond known educational space, to strengthen practical and activity oriented education, to enable the transition from didactic stage of self-recognition to the stage of professional self-realization in different work situation - such prospects of implementation of competence-based approach on the modern stage of its development in the training process and professional activity of the teacher.

Future professional activity of the teacher in the structure model is split into its constituent competencies (productive functions), which bring the cumulative end result of the training into the form of fixed set of integrated skills and relevant blocks of content modules (professional competence), the presence of which may evaluate the quality and determine the effectiveness of teacher's training.

And how about this abstracted from the practice theory, which, by the way, is the basis of test measurements in a system of monitoring the quality of education?

It turns out, that it declares the progressive, which is based on the principles of competence-based approach, and exerted opposite, when it comes to competence not in general, but specifically, in relation to a particular specialty, of specific future specialist. If to assume the correct thesis that the "cognitive competencies are the foundation of all scientific knowledge's", then eventually in the system of education and performance evaluation of teacher preparation going back to the old known paradigm of education. Knowledge and skills as elements of educational paradigm are at the periphery of attention and, unfortunately, not considered as the most important result of education, and therefore not assessed in their entirety.

Of course, every ability should be deeply figured out, penetrated into its meaningful content, determined what knowledge it provides. This kind of knowledge should be paid attention to throughout the process of learning, and when evaluating the results.

It is impossible not to refer to the term "competence rationality", first used by A. Andreyev. He believes, total rationalization of the entire socio-cultural system "education-practice" finds its manifestation in the transition of functions in adaptations of individual and collective subjects to the circumstances to the functions of conversion. The last demands theoretical knowledge, fundamental training of competent professionals such as scientific in difference with the education "under given functions" by models of "narrow specialist". Strict adapted education to the needs of the practice could not be considered and basic, being able to solve strategic tasks in real conditions of market economy. Education with potential, including professional, is the one which results the understanding of the essence and knowledge or rules and algorithms of behaviors and actions. Ukraine is in need of competent specialists and researchers in education, that are capable not only to provide educational practice, but also to develop pedagogical science.

Educational concepts proclaim specific approach, the basic of which is the functionality of competence, the averaged educational practices. Some scientists narrowly interpret the nature of such terms as competency, competence, others

on the contrary, demand wide explanation, transferring its appearance in any ability or abilities. The boundaries of meanings are not yet being defined particularly in the sphere of higher education. Some scientists (A. Andreyev, N. Tamarska and others) propose to define the range of professions to "knowledgeable" and "competent". The first is to developed a quality of professional's personality in the wide range, ready to interact with experts from various disciplines and profiles, second - to form readiness to perform qualified production functions (competences). For some it is enough only general competence in the field of activities, for others there is a must of deep practical competence to ensure own professional functions.

According to some scientists, replacement of known paradigm with the competency, that are equivalent in the content, will not advance the education not subjectively, nor methodically. The evaluation should be of the knowledge, the is, - first, function as the method of new knowledge, and second, accompanying practice, makes it purposeful and conscious. Evaluation of knowledge in isolation from relevant competencies makes it impossible to verify the quality of the following criteria: completeness,

effectiveness, possibility of transfer to different industrial complicated situation, consistency, generality, etc.

Competitive specialist in the sphere of educational activities is a specialist, possessing the professional competence, laid down in the sectoral educational and professional programs (EPM), and is sufficient to solve typical tasks of the profession.

Based on methodological analysis and practical substantiation of explored issues of competitive elementary school teacher two outgoing models were developed: training of competitive graduate and professionally competent and personally capable graduate. Developed structured models which are described in details with results of theoretical and experimental studies and formed into basis of concepts for transition into two cycled training model of primary education specialists.

## CONCLUSION

Build concept realizes the idea about the research, that the transition from the encyclopedic paradigm to the competency paradigm for mastering of content of the profession provides the organic unity of the formation of two professional and personal growth of the graduate: competitiveness and ability to compete in the labor market. Indicators of the graduates quality here will serve the ability of the future specialist with accordance to the content of professional training, laid in governmental standards of higher education

to show the hierarchy of subjective, integrated and comprehensive professional skills.

Complex structured model of professional competence and personal ability of the future elementary school teacher, is developed in accordance with conceptual provisions of methodological analysis, implemented into practice of graduate department of pedagogical Higher educational institutions of Ukraine.

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