

Kosharna Natalia,
Borys Grinchenko Kyiv University
Head of Foreign Languages and Methodology Department
of Pedagogical Institute,
Candidate of Pedagogical Sciences,

Teaching a pedagogical profession in the modern world

Relevance of the topic. The content of the future teacher's general pedagogical training is a component of the complex system of reflecting the pedagogical education which accumulates pedagogical knowledge and skills, gaining certain experience in teaching and research activities in the teaching process, forming some pedagogical values. In the process of mastering the curriculum it is formed a complicated structural formation in the system of professional and pedagogical training - general pedagogical training, the result of which is the future teacher's readiness to his/ her professional activity. The content of each discipline of the pedagogical cycle should be formed regarding to the field of the future teacher's scientific knowledge of professional activity and should be impacted on developing components of professional competence.

The concept of teacher education draws attention of scientists and all public teaching staff on such key guides of higher pedagogical education as the development of the student's personality pedagogical orientation and the implementation of students' preparedness in higher educational institutions for professional education activities, continuous pedagogical self-training in terms of the social and educational process dynamics. Training the national teaching staff of a new generation requires theoretical study of general concepts and basic principles of learning and teaching disciplines of pedagogical cycle.

The Analysis of the Research. The process of professional teacher training in the system of the future teacher's general training in certain approaches became an object of research such pedagogues and scientists as L. Vovk, A. Dubasenyuk,

V. Krajevskyi, M. Korets, A. Markova, O. Moroz, G. Padalka , A. Piehota, N. Protasova, Y. Rogova, V.Semychenko, S. Sysoyeva, L. Sushchenko, and others.

Theoretical and methodological study of the process of general pedagogical future teachers' training are presented in the works of authors: O. Abdullina, A. Akusok, V. Lozova, V. Lugovyi, V. Slastionin, I. Ziaziun.

Nowadays we have some intensive researches into the various aspects of improving the content of future teachers' professional training, learning professional disciplines. The general pedagogical training itself realizes its essential coordinative function in the overall teacher training system, it defines the personal position and orientation into the teaching profession, contains powerful cognitive potential, provides some strengthen of creative components of teacher education.

The Purpose Formulation of the Research is to explain some peculiarities of the content of general pedagogical training in Ukraine. Updating the pedagogical content of future teachers' training and professional goals, meeting the modern social and cultural projects, relate to the requirements for the formation of the teacher-leader who realise the nation-building ideas for democratic change, human and professional culture.

The Main Material. Updating the content of future teachers' pedagogical training, ideological and professional goals which meet contemporary social and cultural projects, correlating with the requirements for the formation of the teacher-leader who creates national ideas and causes democratic changes in the society, develop professional and human culture [3, p. 5]. In recent years teacher training in Ukraine gained autonomy in certain aspects of the content and activities. Taking into consideration ideas and principles based in the previous programs of pedagogical education, the current content of teacher training focuses on the use of innovative component of pedagogical knowledge [3, p.10].

Most of the Ukrainian researchers define the term "teacher education" is defined as a system of teacher training (teachers, educators, etc.) for secondary-, primary-, pre- schools and other educational institutions within pedagogical

universities and institutions, teacher training colleges; in the broadest sense – it means teachers' training for schools of all types, including vocational and higher institutions; it is the complex of knowledge obtained as a result of this training [2].

A. Akusok in her PhD thesis devoting to the problem of general pedagogical training gives the following definition: "General pedagogical training is a complex integrated formation, structured as a system of assimilating the pedagogical knowledge, developing the appropriate abilities and skills, possessing the experience of research activity in the professional field, and also forming a personality's value orientations and directing to the pedagogical activity to be [1, 6].

The purpose of general pedagogical training is a content and technology aimed at creating a teacher who possesses the basics of the Pedagogical Theory and general pedagogical abilities and skills, providing students with scientific cognition and mastering the pedagogical activity, forms down the general theoretical foundation for further self-education and in-service teacher training. The system of pedagogical knowledge, abilities and skills is a necessary one for each teacher in the process of social and professional functions independently of the acquired specialty. Theoretical knowledge of the goals, tasks of education, about the nature, the content, principles, forms and methods of educational (learning and bringing up) process at school are the basis of teachers' professional activity. This causes a key role of pedagogical disciplines in the system of professional and pedagogical training.

There are the following components of general pedagogical training: learning the theory and history of Pedagogics; theoretical and practical training in the process of studying classes within subjects of the pedagogical cycle; all kinds of pedagogical practices and extracurricular activities; forming a system of general pedagogical , knowledge , abilities and skills; training in the field of methodology and methods of teaching science; some didactic training; preparing for extracurricular educational work and for social and educational activities.

In the modern socio and cultural conditions it is significantly revised the pedagogy course content: it is enhanced humanistic aspects, it is coordinated internal and interdisciplinary connections. Mastering the course units means some consideration of evaluating processes of native and foreign pedagogical knowledge; total basics of Pedagogics; Didactics problems; Theory of Education (in Ukraine it means in the sense of “Upbringing”); principles of organizing the educational process; tasks, forms and methods of teacher’ activity.

Conclusion. Our students at Ukrainian pedagogical universities or colleges and educators who teach them – all of us are lifelong learners and that professional development is a lifelong process. Teachers and their educators should continually improve the knowledge, attitudes and skills they need as professionals, including knowledge of curriculum development. During their professional development teachers should constantly re-examine and keep up to date objective of their teaching. They need to develop conscious learning styles and a healthy confidence in themselves as learners in order to do so successfully.

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