

Ivan Franko Pedagogical University, Drohobych

SVITLANA MASCHAK

Nikoleom@i.ua

*Peculiarities of Formation of Professional Competence
of Future Teachers at Pedagogical University*

Osobliwości kształtowania kompetencji zawodowej przyszłego pedagoga
na uniwersytecie pedagogicznym

SUMMARY

The article presents an analysis and the main results of the research of professional competence of future teachers in teaching and learning, education and self-education, development and self-development; the peculiarities of formation of professional competence of future teachers in the pedagogical university have been considered.

Keywords: professional competence; learning; education; development; educational activity

RELEVANCE OF RESEARCH

The entry of Ukraine into the European educational space requires a modernization and updating of the system of training future teachers in pedagogical universities. Formation of professionally competent teachers in teaching and learning, education and self-education, development and self-development in the conditions of developing technology, informatization, humanization of teacher education is one of the urgent tasks of psychological science. A subject of scientific debate is the issue of formation of professionally important personality traits of future teachers, of models, ways and means of formation of pedagogical skills, maintaining stable mental properties and states to facilitate the effective

implementation of current trends of the competence approach. For this reason, in modern conditions of development of all spheres of public life the teacher is assigned the task of forming a young generation capable of social mobility, self-learning, self-improvement throughout the active working life. This individually oriented school system requires psychologization of the educational process, relying on a diagnostic basis, provides for new pedagogic ethics, the defining feature of which is a developing subject-subject interaction.

The topicality of the research is based on the fact that the modern teachers should demonstrate the ability and exercise willingness to reform their professional and educational activities in accordance with the requirements of the new situation. This largely depends on the professional skills, professional competence and moral and spiritual potential of the personality.

The monitoring of secondary schools of Drohobych area has shown that in the process of reforming the education system there is a gap between the new challenges facing the teaching staff, and the quality of their actual professional competence. This is especially true of young teachers who, despite thorough theoretical education in higher educational institutions, are not ready to solve the problems of socio-pedagogical and psychological nature, which they face in practice.

The concept of “professional competence” includes the following basic features: knowledge, norms, values, skills, experience in teaching, personal qualities, professional culture. “The professional competence is formed, develops, deepens and manifests itself in educational activities” (Snihur 2007, p. 106). This understanding is essential for creating models of a competent graduate of the pedagogical university, formation of achievement evaluation criteria of education subjects. Modern scholars, such as Bekh (1999), Bondar (1999), Chepeleva (2002), Dergunova (2006), Semychenko (2004), substantiate the idea that acquisition of theoretical knowledge by future teachers is a prerequisite for their inclusion in the process of active creation of information.

The image of professionally competent teacher should harmonize the instrumental components as a combination of personal and professional characteristics and their material forms should be knowledge, skills, activity, independence, self-learning, personality as well as professional skills – communicativeness, tact, emotional balance, adequate planning, goodwill, a certain professionalism vector, unity of theoretical and practical training (Ivantsova 2011, p. 17).

Dergunova the formation of professional competence sees as “a managed process of becoming a professional by means of education and self-education” (Dergunova 2006, p. 22). However, despite the great interest of scholars in the professional training of teachers, the problem of formation of professional competence of the teacher both in theoretical and practical aspect remains less explo-

red, which is reflected in the lack of a common understanding of the essence of this phenomenon, a theoretically defined and methodologically grounded model, a developed and experimentally tested technology of its formation.

LITERATURE REVIEW

I believe that the formation of professional competence of future teachers is a process of mastering firm, integrated and systematic knowledge of psychology, pedagogy, professional techniques, the ability to use them in unusual and new situations, development of personal qualities and characteristics that ensure a productive professional activity of an individual teacher (Maschak 2011). The main components of professional competence of future teachers are:

- knowledge as a logical information about the world, the subject of teaching, the inner world of a person, engraved in his mind,
- abilities – mental formations that promote ways of students mastering skills in educational activities,
- skills – actions that are formed by repetition and brought to automatism,
- professional position – a system of prevailing attitudes and orientations, assessment of internal and external experience, reality and prospects, the level and character of aspirations, which define the nature of the action, behaviour,
- individual psychological features as a combination of various structural and functional components of the psyche that determine personality, learning style and activity of a future of teacher, his behavior as an expression of his personality,
- acmeological options – internal motives that cause the need for self-development, creativity and self-improvement (Ivantsova 2011, p. 20).

Thus, the professional competence of future teachers is a complex personal and professional systemic quality, which provides self-organization on a personal level according to the requirements of the professional activity and is manifest factually in various forms of competence (psychological, educational, informational, personal, and others). It is necessary to emphasize that higher pedagogical education in Ukraine is based on the principles of a professional diagram of teachers of secondary schools (its name can vary – qualification map, atlas). Professional diagram is a kind of passport that contains a set of personality traits, psychological and pedagogical expertise and skills necessary for teachers. It reflects the moral and psychological traits that are necessary for future academic and educational work with children, and which are to be developed in the process of self-learning, self-education and educational activities of students in high school. It is on the basis of this document that curriculum is composed, which determines the amount and differentiation of teaching time per academic discipline and special

course; requirements for knowledge and skills of future teachers are introduced in training programs and manuals. Subject teaching (a block of special subjects) of future teachers is aimed at acquiring specific content deployment logic of scientific knowledge as part of general human culture and as a vehicle for the development of a student's personality. It includes subjects necessary for a particular area of expertise and activities (mathematics, philology, history, biology) at the current level of the society. That is why, the professional competence of a teacher includes a teacher's personal capabilities that allow him to independently and effectively achieve the goals of the educational process. One needs to know the psychological and pedagogical theory and be able to apply it in practice. "The professional competence of the teacher is a unity formed by theoretical and practical preparedness for pursuing educational profession" (Petruk 2011, p. 69).

The content of psychological and pedagogical knowledge is defined by syllabi. Psycho-pedagogical training consists of the knowledge of methodological fundamentals and categories of psychology and pedagogy; patterns of socialization and personal development: essence, goals and techniques of training and education; laws of physiological and mental development of an individual. "It is the foundation of humanistically oriented thinking of the teacher" (Ivantsova 2011, p. 17). Psycho-pedagogical and special (subject) knowledge is a necessary but not sufficient condition for the formation of professional competence. Practical implementation of pedagogical tasks is provided by abilities and skills, a prerequisite of which is theoretical, practical and methodological knowledge. Psychological and pedagogical abilities are a set of detailed sequence of actions based on theoretical knowledge. Some of these actions can be automated, and through pedagogical abilities competences of future teachers in teaching and self-education, development and self-development are improved.

It should be noted that student's personality is formed under the influence of a leading influence of the personality and actions of the teacher who translates his social educational experience through his personality.

The technological approach to formation of future teachers' readiness to solve social and educational problems involves a qualitative change of all components of the didactic system: purpose, content of educational information, educational communication tools, forms and methods of pedagogical interaction of subjects of educational process, and the development of professional and cognitive motivation and the formation teacher as a creative personality (Raven 2002, p. 129).

The social status of a student provides for a significant increase (compared with the previous school stage) of the areas of training, communication and activity. The student is aware of his affiliation to the new group, enters a wide range of social, political, legal, professional and other relations. Due to this, the young person expands his worldview, shapes his character, makes real life plans, increases

responsibilities and demands toward himself. The student tries to find his place in creative life in accordance with their own preferences and interests. In the view of this, the prospects of higher pedagogical education provide for a gradual transition from reproductive explanatory type of training to creating optimal conditions for the intellectual development of the student, creative application of the acquired knowledge, mastering the techniques of independent learning, awareness of the need to constantly develop and improve himself. A graduate of pedagogical university must have sufficient skills of independent work, the ability to plan his time and be active in professional activities. The formation of a modern professional with high mobility of technologies and unpredictable economic processes is possible only if there is the desire and ability to learn independently throughout working life, navigate the quickly changing conditions. The processes of globalization in all the spheres of social life require from a young person the ability to successfully and efficiently integrate in different societies, self-determine in life, to act, taking into account the constant changes in the global labor market. Professional competence is formed primarily through a person's own efforts, as a result of self-development, professional and personal growth, synthesis of professional and life experience. In the course of studies the student's competency increases through assimilation of special and general knowledge, mastering various practical methods of work, the rise of professional critical thinking.

Professional competence includes:

- conducting the professional activity on a sufficiently high level, the ability to plan their future professional career (special competence),
- use of techniques of professional communication and collaboration and awareness of social responsibility for the results of their work (social competence),
- possession of techniques of personal expression and individual self-development within the profession, commitment to professional development, a positive attitude towards future profession in general (individual competence).

Life competence is developed based on the life experience of the person and must include the professionalization of the student's personality while studying at pedagogical university. Life competence includes:

- the cultural (cognitive) competencies (concepts of man, society, culture, science, modern technology, the ability to maintain their physical and mental health, knowledge of social and legal foundations of behavior in civil society),
- socio-psychosocial (communicative) competence (the ability to identify individual psychological and emotional states of others, ability to choose appropriate ways of interacting with different people depending on the situation),

- personal (emotional and volitional) competence (the desire for success, setting appropriate goals in life, responsibility for decisions, ability to build relationships; creative life, moral consciousness, self-esteem, self-control of one's behavior, etc.) (Snihur 2007, p. 145).

Formation of these types of competence means the teacher's maturity in the professional sphere, which contributes to his personal development, determines the starting opportunities in a successful educational activity.

The student is developing due to the purposeful, systematic and continuous process of improvement of the mental, psychological, physical and professional activities through appropriate educational material, appropriate influence and adequate organization of the educational process. The professional competence of a teacher is a young person's ability to professional work and successful life, based on acquired knowledge, skills, experience and values, the ability to exercise a productive life as an individual life project. Knowledge is only the potential, which a specialist should have, the main thing is the results of a specialist's activity in specific circumstances. Therefore, one of the areas of modernization of education is the introduction and implementation of competence approach in the educational activity of pedagogical university. The competence approach focuses on the end result of the educational process and is aimed at developing preparedness of a graduate to effectively organize internal (knowledge, skills, values, psychological characteristics, etc.) and external (informational, human, material, etc.) resources to achieve his goals. Competence characterizes the measure of inclusion into activity, the ability to effectively solve the specific situation, mobilizing one's knowledge, skills, experience, values and behavioral relations. At the forefront comes the category "ability to act" as "the ability to use knowledge in practice" (Kovalenko 1999, p. 29).

"Shaping of a professionally competent teacher is creating a model of professional competence in the field of teaching and learning, education and self-education and development and self-development of future teachers" (Shulyar 2011, p. 111). "A model is a psycho-pedagogical system of formation of personal qualities, professional knowledge, abilities and skills of future teachers in the educational activities and independent extracurricular work of students" (Breslavskaya 2011, p. 381). The model of formation of professional competence of future teachers includes:

1. Factors, that characterize the level of cognitive sphere, cognitive experience of future teachers in training and organization of independent educational activity; factors, that characterize the development of individual characteristics (individual psychological characteristics, the level of social, moral, ethical maturity, consciousness and identity); factors that provide and stimulate the formation of positive personal and broad social motives in the field of education (the concept of teaching co-

- urses in psycho-pedagogical subjects, methods of teaching specialized subjects and subjects of philosophical cycle, concept of teaching activity of pedagogical university, psycho-pedagogical monitoring of educational process, material incentives of achievements of students in studies and research, personally oriented approach to students); factors associated with providing resources for educational activities of students (textbooks, original texts of lectures, methodicals, alternatives of programmed control of knowledge, online resources); factors that contribute to the creation of creative, developmental environment, stimulating learning activities and self-study of students in pedagogical institutions (implementation of the program of personal and professional development of students, models of educational, developmental and educational activities of the future professional, developed by Professor of Psychology of Drohobych Pedagogical University M.V. Savchyn).
2. Principles of activity, integrating different forms and types of learning activities, professionally directed action, individualization and differentiation of content and forms of educational activities, creating educational environment, conducive to stimulating manifestations of personality's subjectivity.
 3. Conditions of formation of professional competence of future teachers: creating an educational environment that encourages students to prepare for professional educational activities; opening educational and socio-cultural space of the university community, its mobility, quick reaction to changing educational trends and implementation of educational technologies, involving students in scientific and research activities in professional disciplines, psychology, pedagogy, introduction of courses in psychological disciplines that stimulate scientific and pedagogical creativity, independent study.
 4. Criteria of formation of professional competency: personal and professional self-determination of the future teacher that determines the choice of areas of training and education and the environment of self-realization and independent study; output parameters of student's learning activities which consist in acquiring additional competencies in models of behavior, training and recreation; the degree of realization of student's personal potential, characterized by adequate self-evaluation, stable motivation, positive emotional and volitional development, autonomy and self-control, adequate planning of individual work, the need for professional creativity and self-development; the degree of awareness of the trends, forms and methods of training and its content; the degree of integration of the student in a professional environment and social life, acquisition of the

social role of “teacher”, active life position, acquisition of the norms and values, that are cultivated in the educational environment of pedagogical university, initiative.

Implementation of the model is possible provided the totality of the elements of a single integrated structure of professional competence are consistent: study and analysis of problematic trends, identification of psychological, pedagogical, organizational conditions, means, methods and teaching technology, practical implementation and experimental verification of their effectiveness.

It should be noted, that system-forming elements of the model of professional competence of the teacher should take into account some important aspects of educational activities: specific requirements to professional educational activities in the field of theoretical and practical training of future teachers; the objective conditions of the educational process, consisting of material, technical and methodological basis of pedagogical university; to the basic principles of formation of didactic learning content and tactics of education, organization of independent work of students; phased control in preparation for teaching practice in schools and the analysis of its results at the university faculty and student conferences.

CHARACTERISTIC FEATURES OF FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS

Research of professional competence of future teachers had been conducted for three years with students of the fourth and fifth courses Ivan Franko State Pedagogical University in Drohobych. Student graduates (bachelors, specialists and masters) acquire a new social role, that of educator, subject teacher, university teacher, and thus get the first experience of communicating with pupils, professional environment, demonstrate a high level of responsibility in the first professional judgments or pedagogical actions during two pedagogical practices at school, master and assistant professor practice. Their professional self-esteem changes over the years of studies in Pedagogical University and the acquired theoretical knowledge is gradually adapted to the conditions of the educational process in a comprehensive school.

I found that studying subject courses of psycho-pedagogical cycle, methodologies of professional subject the students of Ivan Franko State Pedagogical University in Drohobych deepen their knowledge of the content, dynamics, patterns of mental development of young children, teens, high school students; implement and verify the effectiveness of educational technology during their two pedagogical practices at school, assistant professor and master practices in the Pedagogical University; diagnose their readiness for pedagogical activity and hence the level of professional competence and its components.

The acquired theoretical knowledge in a particular discipline is consolidated and deepened during the studies of the main aspects of the subject methods taking into account the content and specific character of the subject. During the pedagogical practice in the fourth and fifth years the students of Ivan Franko State Pedagogical University in Drohobych, as future experts in a particular subject, form a system of skills and abilities that allow organizing their activities with the class, parents, teaching staff, scientific and methodical literature in further professional work; to establish cooperation in the systems “student – student”, “student – textbook”, “student – computer” encourage students to develop skills to work with educational literature and independently organize the cognitive activity in specific subjects. This knowledge and abilities are especially necessary in the conditions of variable education system, which is reflected in the creation of alternative textbooks with various teaching systems of implementation of content lines in accordance with the requirements of state educational standards. A personal and professional development training conducted by the teachers of Psychology Department of Ivan Franko State Pedagogical University in Drohobych before the first teaching practice of students in school has a wide arsenal of means of formation of professional competence of future teachers.

The diagnostic phase of the study of professional competence of future teachers allowed me to determine its components: procedural and content, social, cultural, regulatory-assessing, personality-professional. Procedural and content component encompasses the general theoretical knowledge, expertise in professional techniques, acquisition of abilities and skills of educational technologies; use of means of pedagogical management. The social component includes social and civic responsibility; understanding of the meaning and role of educational activities for training, education and development of future generations. The cultural component includes awareness of the fact that a future teacher is the carrier of national values, while tolerance, respect for the language, religion and culture of the native people and those of other nations should determine the educational and training activities. The regulatory-assessing component contains such elements as motivation to achieve a high level of professional competence; adequate level of formation of professional identity; emotional flexibility and lability. Personality-professional component means a communicative competence, formed a professional reflection, prognostic ability, humanism; professional mobility. Determining the components of professional competence, their parts and features allowed us to describe four levels of formation of a professional competence of future teachers in Franko University as high, sufficient, middle and low.

A high level of professional competence is demonstrated by the students who understand the importance of educational activities for the development of intellectual potential of the society, they are distinguished by public activity and civil

responsibility. This group of students have in common a high level of awareness of themselves as teachers, carriers of the national values: they are tolerant to representatives of various faiths, respect the language, religion and culture of other nations; they have formed a pedagogical thinking; high motivation for achievement of professional competence and pedagogical consciousness, emotional flexibility. These students are distinguished by a high level of theoretical, specialized knowledge of professional techniques, they have learned the basics of pedagogical techniques and methods of pedagogical management. The proof of the above are their high results in pedagogical and master practice. These students have pronounced humanistic qualities: empathy, tolerance, kindness, compassion, understanding, professional mobility and communicative competence.

The second group consisted of students with a sufficient level of formation of professional competence. They are socially active, responsible and diligent in teaching and faculty life, understand the importance of educational activities; they are aware of themselves as carriers of national values and tolerance to other cultures and religions; they have formed pedagogical thinking; adequate motivation to achieve professional competence, developed empathy and emotional flexibility. However, the level of display of professional identity have not been sufficiently formed, which manifests itself in not sufficiently adequate self-esteem of professionally important qualities. The students in this group have a sufficient level of theoretical and special knowledge of professional techniques, they have pedagogical management techniques and fundamentals of educational teaching technologies but apply them intuitively, cannot always independently choose a necessary teaching technology in specific circumstances of a lesson. Communicative competence, professional mobility, love for children, humanism are common features of the students of this group.

The middle level of professional competence is attributed to the students who have an average level of social and personality-professional components. They express little motivation to achieve a high level of professional competence and professional identity, there is no emotional flexibility. Students in this group have learned not enough special knowledge of professional techniques and not fully acquired the fundamentals of educational teaching technologies; they are difficult to adapt to changing educational situations; they have not formed sufficient communicative competence, and the reservedness and shyness in relationships with others inhibit the development of professional skills of pedagogical activity.

The last group consisted of students with the low level of professional competence. They are scarcely active in the social life, and undeveloped social and civic responsibility is associated with negative attitudes to educational activities; the students have a low level of professional identity, they are not able to control their mental condition, have low scores in professional disciplines and subjects

of psychological-pedagogical cycle. Personality-professional component of this group of students is in the process of formation and demonstrates a low level of development.

CONCLUSIONS

Therefore, the psychological and pedagogical control of the process of formation of professional competence of students opens up new possibilities for optimizing the learning process, modernizing technologies of acquiring new knowledge and the development of pedagogical creativity of future teachers, achieving peaks in their professional activities. Study of the problems of the educational process optimization indicate that the psychological management should be a permanent component of student's professional training. Thus, to achieve the goal of forming professional competence of future teachers at a pedagogical university it is necessary to create conditions and ensure the full intellectual, social and moral development of the teacher. The study of the nature and characteristics of professional competence of future teachers, development and implementation on this basis of an appropriate system of vocational training are important for solving scientific and practical problems of education in Ukraine.

REFERENCES

- Бех І. (1999), *Стадії професійної готовності вчителя*, «Освіта», 11.
- Бондар В.І. (1999), *Дидактика: ефективні технології навчання студентів*, Київ.
- Бреславська Г.Б. (2011), *Формування культури дозвілля як складової професійної компетентності майбутніх вчителів*, [in:] С.І. Якименко, Г.Б. Бреславська (ред.), *Формування професійної компетентності вчителя в умовах вищого навчального закладу*, Київ.
- Дергунова Н.А. (2006), *Формирование профессиональной компетентности студентов-социологов при обучении математики*, www.mce.biophys.msu.ru/archive/doc15380/doc.pdf [access: 10.08.2015].
- Іванцова Н.Б. (2011), *Формування професійної компетентності майбутнього вчителя в умовах вищого навчального закладу*, [in:] С.І. Якименко, Н.Б. Іванцова (ред.), *Формування професійної компетентності вчителя в умовах вищого навчального закладу*, Київ.
- Коваленко Є.І. (1999), *Шляхи формування творчої особистості студента. Проблема формування сучасного вчителя у педагогічній школі*, Ніжин.
- Мащак С. (2011), *Психологічні аспекти професійної компетентності майбутнього вчителя*, [in:] Т. Біленко, Н. Скотна, О. Галян (ред.), *Проблеми гуманітарних наук, Збірник наукових праць ДДПУ імені І. Франка, Вип. 27, Психологія*, Дрогобич.
- Петрук В.А. (2011), *Формування базового рівня професійної компетентності у майбутніх фахівців технічних спеціальностей засобами інтерактивних технологій*, ВНТУ.
- Равен Д. (2002), *Компетентность в современном обществе. Выявление, развитие и реализация*, Москва.
- Семиченко В.А. (2004), *Психологія педагогічної діяльності*, Навч. посіб. для студ. вищ. пед. навч. закл., Вища школа, Київ.

- Снігур О.М. (2007), *Формування вмінь використовувати засоби інформаційних технологій у майбутній професійній діяльності вчителя початкової школи*, Київ.
- Чепелева Н.В. (2002), *Психологічна культура майбутнього вчителя*, Тов. «Знання», серія 7 «Педагогіка», 8, Київ.
- Шуляр В.І. (2011), *Модель професійно-фахової компетентності сучасного вчителя в умовах неперервної освіти*, [in:] С.І. Якименко, В.І. Шуляр (ред.), *Формування професійної компетентності вчителя в умовах вищого навчального закладу*, Київ.

STRESZCZENIE

W artykule przedstawiono analizę oraz główne wyniki badań w zakresie zawodowych kompetencji przyszłych pedagogów w aspekcie nauczania i samonauczania, wychowania i samowychowania, rozwoju i samorozwoju. Zostały też omówione osobliwości kształtowania kompetencji zawodowych przyszłego pedagoga na uniwersytecie pedagogicznym.

Słowa kluczowe: kompetencje zawodowe; nauczanie; wychowanie; rozwój; działalność pedagogiczna