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## PROFESSIONAL TRAINING OF FUTURE TEACHERS IN THE SYSTEM OF CONTINUOUS EDUCATION

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**Abstract.** The author analyzes the features of training future teachers in the system of continuous education, emphasizes the need for systematic, focused, continuous improvement, and self-fulfillment. The article noted that in preparation for future professional activities in higher education are formed the basic skills and accumulated knowledge and experience that will serve as an effective teacher's growth, his creative work, the desire for further improvement. The author concludes that continuous education today serves not only the guarantee of the state and society, but also personal needs of each person.

**Keywords:** professionalism, continuous education, self-improvement, mobility and competence.

### 1. INTRODUCTION

With the deployment of reforms and social transformations in Ukraine every institution of higher education has entered a system of market relations. The objectively caused need to obtain adequate social needs of training is the result and consequence of the basic economic law of intensive production. This suggests that the quality of training at the level of the individual, the employer, the state and society is a guarantee of success of the graduates on the labor market [3, p. 67].

The dynamism of modern economic transformation brings to life the need for experts who can analyze the changing socio-economic trends, make and implement innovative solutions to the situation of market competition. At the time, it is the training of qualified personnel capable of doing the creative work, professional development, acquiring and implementing high-tech and information technology. Among the ways to revive the national education system specified in the State Program "Education" priority are: constant spiritual self-improvement, creative self-satisfaction of intellectual and cultural needs of the individual, more professional teachers, forming ability of teachers to dynamically respond to requests from public life and challenges, mastery of advanced educational technologies that contribute to the full development of the student and others. Therefore, the main task of the educational sector is the formation and development of professional mobile professional, able to change activities; skillful use of generalized professional techniques to perform any task; thinking outside the box and that is not afraid of new, keeps up with time and its demands.

## 2. ANALYSIS AND DISCUSSION

Training of future teachers is a complex phenomenon, which acts subject of many scientific studies, including the study of questions of general teacher training (V. Andruschenka, O. Abdulina, E. Barbina, I. Beha, A. Bohush, N. Volkova, I. Hlazkova, I. Zyazyun, N. Kichuk, V. Kremen, N. Kuzmina, S. Maksymenka, N. Nychkalo, O. Savchenko, S. Sysoyeva, N. Talyzina, A. Trotsko, O. Scherbakova), individual preparedness for professional activities (O. Budnyk, O. Vyhovska, I. Havrysh, A. Lynenko, S. Lytvynenko, B. Teplov, V. Yahupov), the question of professional and creative self-development of future professionals (V. Andreyev, D. Bohoyavlenska, L. Vyhotskyy, P. Kravchuk, L. Lazaryeva, O. Lapytskyy, E. Lukina, O. Luk, A. Maslow, O. Pyehota, Y. Ponomarov, Y. Fokin, B. Frytsyuk) and others.

Thus, according to N. Chuhray the problem of improving the quality of training is one of the urgent today and the researcher points out some ways to solve it, namely:

- strengthening the practical orientation of socio-economic disciplines, the optimal use of their educational potential;
- review state requirements to a minimum level of maintenance and training;
- increased attention to the acquisition of key professional competencies;
- improvement of educational technology and the needs of the interdisciplinary nature of the training.

Instead A. Kuzminskyy believes that in order to radically improve the quality of training of future specialists should be radically revised the philosophical and valuable source and function of education in Ukraine [4, p. 54]. The scientist M. Vachevskyy emphasizes that the quality of training of future specialists is closely associated with innovation development through the consistent use of the content of education culture design innovative educational practices and so on. However, scientists are unanimous that the more resources will be in training, the higher will be its effectiveness in different planes. In particular, the effectiveness of training by the state level should be determined through democratic society, and therefore training in higher education should be focused on the formation and development of self-sufficient, talented, unique personality.

The effectiveness of *training* on personality is revealed through recent adaptation to living conditions that exist. In particular O. Kuklin defines it as an individual limit that to each individual personality can be expressed in meeting domestic needs, increasing income level, social status [5, p. 198]. In addition, the researcher observes the division for *internal* training, which is defined by the success of training, the ratio of applicants and graduates of higher education institutions, etc. and *external*, which is defined by qualification and adaptability to future life.

Other scientists (Y. Havrys, O. Hirna, N. Chuhray) emphasize that effectiveness should be measured by meeting the training *objectives*, namely: a) *intellectual*; b) *political*; c) *social*; d) *economic* and others. This gives reason to believe that the professional training designed to create a specialist ahead of the needs of life and time.

O. Budnyk defines the structure of personal and professional readiness of the future teacher for social and educational activity as the indissoluble unity of the following components: motivational, cognitive, social, communicative, action-technological, moral and aesthetic. “The implementation of this activity takes place in the following areas: socio-educational prevention, diagnosis and collaboration with the student’s family, social and educational activity with gifted students, social and educational activity with deviant students, work in terms of inclusive education and socio-cultural animation in schools. So readiness of future primary school teacher for the social and educational activity primarily demands professional abilities and skills, using theoretical and methodological knowledge in school practice, mastery of standardized and innovative educational technologies and pedagogical skills to solve the educational situation, the ability to perform pedagogical work” [1, p. 6].

The content of basic training specialists is reflected in the document "Industry concept of continuous pedagogical education", which provides the following *conditions of continuous education* of teachers:

- bringing the content of fundamental, psychological, educational, technical, information, communication, practical and socio-humanitarian training of teachers and of teaching staff with the requirements of the information society and the changes taking place in the socio-economic, spiritual and humanitarian sphere, primary, secondary, after-school, vocational education;
- upgrading training activities of higher educational institutions that train teachers and of teaching staff, based on the integration of traditional and new learning technologies; a new generation of textbooks, teaching aids and teaching tools;
- mobility in the European Higher Education;
- improvement of Molo di selection for teaching profession;
- optimization of the network of universities and graduate schools to create conditions for continuous education teaching staff;
- creating the structure of higher education pre-school, secondary, schools-laboratories centers of practical training students, training centers and educational innovation;
- providing primary teacher training institutions, the latest software or computer and multimedia equipment, laboratory equipment and printing of textbooks and school.

The need and necessity of universities in shaping the personality of a future teacher, able to realize the above-mentioned ways of revival of education, form a creative individual student; teacher, capable of introspection and self-criticism, self-esteem and self-improvement is a priority of modern teacher education. This is the result of a number of *factors*:

- systemic transformation of the national education sector;
- socio-pedagogical changes in the education system;
- willingness of teachers to evaluate new educational technologies, determining their compliance needs and capabilities of a particular institution; the ability of teachers to particular experimental verification of innovative ideas and other.

On the other hand, in recent years, scientific and practical interest to the professionalization of students during training at the university raised in connection with the transformation of strategies and models of learning, growing trend of personality-oriented approach to learning, including professional [2]. Today one of the most important components of social and economic growth of the state is the professionalism of the future expert as a complex phenomenon, which in turn provides increased activity identity and responsibility to the chosen profession and its implementation.

Analyzing the trend of modern higher education we should highlight the *contradictions* that accompany them: between global and local problems, tradition and innovation, competition and success in achieving the desire for equality of opportunity in education. Instead, the strategy document UNESCO "Reform and development of higher education" identifies three major trends common to systems and schools around the world - a quantitative increase in the number of students and preservation of inequality at the international and regional level in terms of access to education; diversification of institutional structures and forms of education; financial difficulties in activities of educational institutions [7].

In studying the trends of higher education in Europe regard as a separate general *direction of development*, which includes: higher education accessible to all segments of the population; introduction of new technologies in education, opening new specialties, upgrading training methods and tools; tendency to continuous acquisition of knowledge (professional development) as the main prerequisite for sustainable social progress and improving the quality of life; introduction of distance learning; democratic governance education, decentralization and redistribution of powers administrative structures open competition between public and private educational institutions; autonomy of universities as part of self-development facility; raising the status of institutions of higher education as lifelong learning; improving monitoring and effective provision of

quality education degree; trend of increasing the mobility of students, teachers and researchers as part of the globalization of the knowledge and means to achieve these goals and more.

Professionalism as the highest level of employment rights is not only the need of the sector, which itself is trying to implement a specialist, but has now become characteristic for each future teacher, its main feature and quality in work. Overall *professionalism* can distinguish the group as a whole entity integrative characteristics of professional activity, manifested in a perfect implementation of high and stable results of this activity, manifested in a professional capacity for self-actualization, self and professional self-change. Instead, the quality of higher education is determined by various *factors*:

- financial and human resources invested in education;
- access to public education;
- material and technical base of the institution;
- learning content and educational software;
- system of an organization of the learning process;
- educational environment and so on.

At the present stage of development of the educational sector should reform the educational process of higher education, improve the quality of teaching students, a scientific and educational conditions that would in turn provide high efficiency of training highly skilled, communicative, professional mobile professionals.

Of course, the criteria of professional skills of future teachers are:

- level of professional knowledge and skills;
- level "extraprofessional" existing knowledge and skills;
- the level of formation positive "I-concept";
- commitment to professional and career growth [6, p. 32].

As you can see, the future specialists, educated in pedagogical universities of Ukraine, during the learning process should possess a high level of professional knowledge and experience of self-improvement and obtaining new information; create operational readiness for the selection and implementation of the best ways to solve problems that arise in practice based on best teaching experience and international educational trends; gain skills orientation in the labor market and so on [2]. Of course, the concept of quality education includes not only the rating indicators of student achievement, highly professional training of the teaching staff of higher education institutions, graduate's competency, but full development of personality, represented a high level of human culture, self-affirmation and self-realization young man.

### 3. CONCLUSIONS

Thus, at the time there is the need for the formation of professional excellence of every future professional, improving initiative and efficiency, development of creativity, and focus on new, optional. In general, these and other factors are cornerstones in the process of improving the whole professional structure of society, changing priorities and professional benefits at this stage.

To implement quality training and acquisition of professional skills in higher education is necessary to create conditions for continuous, consistent, targeted learning process. On the other hand, the formation of professional skills in the learning process at the university is a priority of an effective professional and personal formation, which in turn determines the moral and spiritual self, the degree of competitiveness, and the nature of professional growth.

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Матвеева Наталья. Професійна підготовка майбутніх учителів в системі неперервної освіти. *Журнал Прикарпатського університету імені Василя Стефаника*, 4 (1) (2017), 105–109.

Автор статті аналізує особливості професійної підготовки майбутніх педагогів у системі неперервної освіти, акцентує увагу на потребі систематичного, цілеспрямованого, неперервного самовдосконалення, самоосвіти та самореалізації. У статті зазначено, що у процесі підготовки до подальшої професійної діяльності у вищому навчальному закладі формуються основні вміння і навички, накопичуються знання та досвід, що слугуватимуть ефективному зростанню учителя, його творчій роботі, прагненню подальшого самовдосконалення. Автор робить висновок про те, що неперервна освіта сьогодні виступає не лише гарантом розвитку держави, всього суспільства, а й особистою потребою кожного.

**Ключові слова:** професіоналізм, неперервна освіта, самоосвіта, самовдосконалення, мобільність, компетентність.