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## SOME PROBLEMS OF PROFESSIONAL TRAINING OF A FUTURE TEACHER

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## ДЕЯКІ ПРОБЛЕМИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНЬОГО ВЧИТЕЛЯ

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*The article deals with some problems of training a young specialist for work in educational institutions. Emphasis is placed on the fact that training a high-grade specialist is extremely difficult. The focus is primarily on the difficulties that begin with a clear understanding of what a professional teacher should be, what qualities and competencies he should possess. The requirements for the young specialist and his level of competence are indicated.*

**Key words:** *professionalism, implementation, analysis, proposal, competence, effort, training.*

*У статті розглядаються окремі проблеми підготовки молодого спеціаліста для роботи у закладах освіти. Наголошена увага на тому, що здійснення професійної підготовки фахівця високого татунку є надзвичайно складною справою. Закцентована увага перш за все на труднощах, які розпочинаються із чітких уявлень про те, яким має бути учитель-професіонал, якими якостями і компетентностямивін має володіти. Зазначені вимоги щодо молодого фахівця та рівня його компетентності.*

**Ключові слова:** *професійність, впровадження, аналіз, пропозиція, компетентність, зусилля, навчання.*

Formation of pedagogical conditions for ensuring the quality of methodological training of the teacher is carried out seriously and systematically. Training a high-grade specialist is extremely difficult. This intertwining of external and internal, positive and negative, active and indifferent leads to difficulties in the implementation of high quality pedagogical education [2].

It is extremely difficult and difficult to accomplish this task. There are many obstacles to this: learning stereotypes, objective and subjective factors, formalism in vocational training, motivation and values of the future teacher. First, let's take a closer look at the problems that may be encountered in the path of a higher education institution. To solve this problem is the search for like-minded people who became the Association of Rectors of Pedagogical Universities of Europe. Guided by the «Pedagogical Constitution of Europe», the aim of which is to reach to be effective in preparing a new generation of educators [4].

Globally, the teaching profession is one of those responsible for educating the next generation. It is from the activities of the representatives of this profession that a complex chain of basic interrelated processes begins, which can be schematically presented as: education and upbringing of children and young people - quality education - scientific and technical progress - social development [7].

The actual end result depends largely on the potential of the university: to form the skills, abilities and professionalism of the teacher. Therefore, each country is interested in preparing a galaxy of teachers who would not only ensure the quantitative implementation of compulsory learning efforts, but also raise the level of education and self-awareness of its citizens at a much higher level [6].

There are reasons that may impede the achievement of future teacher training.

The teaching profession is one of the most widespread. More than half a million teachers work in the schools of secondary schools in Ukraine. Finding an approach for every future educator, anticipating his or her abilities or weaknesses, finding approaches for development and support, teaching them the necessary knowledge and skills is a complex task that virtually everyone faces in front of every educational institution providing teacher training. And this requires a combination of efforts of both parties: both the learner and the learner [6, p. 143].

Unfortunately, it should be noted that, along with those who want to start working with children, there are often those who are not motivated enough to continue their pedagogical activity. Perhaps, and this is due to such a not quite comforting situation with the decline of prestige of the teaching profession.

The farther a society progresses, the harder it is for the teacher to impart knowledge to the students. More recently, people's respect for the teacher has been compensated by the lack of material benefits for the educator. The creative-working teacher, who wished to work fruitfully in educational institutions, had a special authority among the students. Today, the high level of knowledge ceases to be a guaranteed indicator of the authority of the teacher, because information tools are able to satisfy any cognitive requests in the short term. It just needs clear content guidance and the tools and ability to use them.

The lack of prestige of the teaching profession is due to its low social status, which is reflected in the amount of wages, the complexity of its workload, emotional and psychological tension.

That is why the choice of teaching profession is made by graduates either at the invitation of the heart or simply by the possibility of entering a higher education institution [4, p. 24].

Information competency forms in the teacher the ability and skills to learn and improve throughout life. Particular attention should be given to the students' self-directed and individual work to help develop knowledge. Sometimes, overloading of students with compulsory activities, as well as the lack of proper electronic tools and teaching aids, are hampered. There is also a lack of quality methodological materials and recommendations for practical and laboratory classes, web-based quests, etc. [1, p. 124].

That is why in higher education institutions it is necessary to introduce an individual system of education practiced in the world and European educational space [1, p. 115].

Trying this way of learning, when a student actually turns into an active subject of the organization of his own learning, gives him the opportunity in the university to acquire much needed practical skills in the learning process of students.

All the competencies of a teacher in today's world need to be complemented by a high level of cognitive-creative approach.

Teacher creativity is a special wisdom that has its own addressee. The teacher's job is to help students understand the need for knowledge, skills, actions: everything they need to learn or reproduce. The creativity of the teacher inspires students to their own creative discoveries. It encourages children to relax in judgment, autonomy and divergence of thinking [4, p. 68].

The competencies and qualities of the future teacher cannot be formed outside of interpersonal contact with students and outside the school environment. The duration of the practical training directly influences the psychological and pedagogical and methodical awareness, communicative qualities of the student.

Students passing the internship During the internship they are convinced of their own abilities in the chosen profession and if he plans to work in school and has enjoyed the first successes, and vice versa - begins to analyze failures. Even the student who did not plan to find employment in educational institutions, but was seriously prepared for practice, intensified his efforts for educational work [3, p. 23]. This is due to the correct organization of work of the institution of higher education: the teachers were able to identify the potential of the student and correctly directed the student to a future specialty.

During the practice, students are convinced that working with children is a request of daily life. The ability to communicate with children may be needed in their own family, in the environment [4].

As for the foreign experience, it is necessary to focus on the opportunities for multidisciplinary training of future teachers. In many foreign countries, simultaneous professional activity in educational institutions is practiced, permitted, recommended and undertaken.

A training program is also offered with a variety of specializations. We can take this experience to train teachers in modern domestic rural schools, because tampons are mostly incomplete and cannot fully provide the teacher with full academic load from one particular discipline.

Consequently, in today's context, pedagogical training must have new orientations in order to refocus on the formation of a free, energetic and independent young specialist capable of acting in extremely rapid conditions and being a role model for students. The authority of the modern teacher depends to a large extent not only on the amount of knowledge which he has enriched during his studies, but on what priorities he has defined his pedagogical activity. They should always be flexible, capable of better change and oriented towards the development of students' personalities.

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## PROFESSIONAL COMPETENCE OF THE PRINCIPAL'S OF EDUCATIONAL INSTITUTIONS AS A COMPLEX OF KNOWLEDGE, ABILITIES AND SKILLS

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## ПРОФЕСІЙНА КОМПЕТЕНТНІСТЬ КЕРІВНИКА ЗАКЛАДУ ОСВІТИ ЯК КОМПЛЕКС ЗНАНЬ, УМІНЬ І НАВИЧОК

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*The article analyzes the development of managerial competence of educational institutions principals, examines the professional competence of the institution principals as an integral dynamic system, functional competencies of the principal, provides methodological recommendations for the professional growth of the educational institution principal, preparation of principals for work in school during the professional formation.*

**Key words:** *educational space, model of leader, principle of dialogue, competence, image of leader.*

*У статті здійснено аналіз формування і розвитку управлінської компетентності керівників навчальних закладів, розглянуто професійну компетентність керівників закладу як складову динамічну систему, функціональні компетентності керівника, надано методичні рекомендації щодо професійного зростання керівника навчального закладу, підготовки директорів до роботи у школі в період професійного становлення. Зазначено, що професійна компетентність керівника – це та якість його особистості, що допомагає свідомо виробляти кращий стиль керівництва на основі впровадження кращого досвіду управління знань основ наукового управління а професіоналізм сучасного керівника визначається знаннями та уміннями, що забезпечує ефективне управління закладом.*

**Ключові слова:** *освітній простір, модель керівника, принцип діалогу, компетентність, компетентність, директор школи.*

Socio-economic conditions of development of the state, changes in education lead to pre-emptive development, modernization of education management, which provides for increasing the competence of managers at all levels. Contemporary requirements for managerial activity of the head of ZNZ are formulated in the law of Ukraine "On General Secondary Education", namely: "The head of the general educational institution, may be occupied by a person, who is a citizen of Ukraine, has a higher pedagogical education, regardless of subordination, type and forms of ownership specialist or master, experience of pedagogical work of at least three years, successfully passed the certification of the leading personnel of education in the order established by the Ministry of Education and Science of Ukraine" (Article 24, paragraph 2) [1].



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